



Mid-Trent
Multi Academy Trust



St. Peter's

Church of England Primary School

Welcome

Mission Statement

“Our school will serve its community by providing children with an education of the highest quality, thereby preparing them for the opportunities, responsibilities and experiences that lie ahead. Our school encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.”

Motto

‘Opening Doors with Learning, Faith and Care’

School Aims

Within the Christian ethos of our foundation, our school aims to:

- Develop children who will be motivated, independent and enthusiastic learners who give of their best and are able to make progress measured against their individual standard of achievement.
- Ensure that all pupils receive a truly rounded learning experience and provide every pupil with an equal chance of success.
- Create an environment where children will feel safe, valued and cared for.
- Provide and maintain a disciplined environment by promoting a culture of good manners, courtesy, mutual respect and co-operation.
- Establish close links with parents and align their aspirations for their children with demonstrable achievement.
- Recruit and retain the best teaching and support staff and encourage them to maximise their potential for the benefit of the pupils.



Dear Parents,

On behalf of the whole school community it is with great pleasure that I welcome you to St. Peter's Church of England Primary School, a school within the Mid-Trent Multi Academy Trust. This prospectus offers an insight into our school: a glimpse of our values, curriculum, events and community. If you would like to know more, please contact the school office to arrange a visit to see us at work.

St. Peter's is an exciting and challenging school which sets very high standards. Whilst great importance is placed upon pupils gaining a firm grounding in the essential skills of English and maths, this is not at the expense of other areas of the curriculum. A creative approach to learning is taken and we never forget that learning should be meaningful and fun!

Our children are encouraged to achieve in the broadest sense and, therefore, to fulfil their potential and become well-rounded individuals. The opportunities offered to every child to participate in performances and events of an academic, musical or sporting nature ensure the development of confidence, independence and ultimately a real sense of self-worth.

The enthusiasm of everyone with connections to St. Peter's and the warm, family atmosphere within our school are features which are regularly commented upon and admired by those who come into contact with us. We are proud of the achievements of all our pupils and would be delighted to welcome your child into our school family and to offer him/her a primary school education of the highest quality.



Mrs. Julie E. Alexander B.Ed. (Hons)
Headteacher

“The headteacher sets high expectations for staff and pupils. Morale is high and all staff strive to meet the headteacher’s expectations and improve the quality of teaching and learning.”

Ofsted

School Values

We value:

- **Our Children.** All children will be treated with care and respect, thereby encouraging their individual development. Children are encouraged to take every opportunity open to them within a safe and caring environment, where there is constant celebration of success.
- **Our Environment.** The environment created in school is warm, safe, close-knit and creatively stimulating. Great value is placed on these principles; therefore, facilities and learning resources are continually being improved.
- **Our Church.** As a Church of England Primary School, the school forges and maintains strong links with the local and broader Christian communities. The school fully supports the Church's teaching on Christian values.
- **Our Staff.** Our members of staff have the highest standards of conduct and integrity in all that they do, and deliver what is promised to our school community. They are consistent in their approach and strive for the highest standards.

All About Us

St. Peter's Church of England Primary School caters for children aged 4 to 11 years. Situated in the large picturesque village of Hixon, which lies between Stafford and Uttoxeter, the school is easily accessible via an excellent road network. St. Peter's mainly serves the local village community and its surrounding areas, although some pupils choose to travel from further afield.

There has been a primary school in Hixon since Victorian times although the original building is no longer used as a school. The building the school is now housed in was built in 1959 and is large and airy. Its extensive facilities include a multi-functional hall furnished with excellent PE equipment and a permanent stage; a separate dining room

with all meals cooked on site; a well-equipped ICT suite/resource library containing 17 computers and numerous books; a well-stocked fiction library and a superb room used exclusively for the school's excellent before and after school provision.

The external environment of the school is large and impressive and includes a secure outdoor area including two playgrounds; an outdoor classroom; extensive playing fields and exceptional garden and woodland areas which enhance learning in science and environmental education including the increasingly popular 'Forest Schools' programme. Our youngest children have the benefit of a play area dedicated to their use and situated just outside the Early Years classrooms. Other permanent play equipment designed for different age groups is situated around the school.

The former Hixon Children's Centre is part of the school building; these self-contained refurbished rooms house the thriving local pre-school provision, the superb facilities within the centre being available for use by local families. Transition from Pre-school to school is, therefore, virtually seamless.

Organisation

As it is a smaller than average primary school, the year numbers at St. Peter's fluctuate and, as such, organisation of classes is subject to change annually. Within each class there are different groupings; these may be according to ability, random selection or year group depending on the subject area. In addition, there are inter-class groupings depending on children's individual needs. Class teachers are supported by teaching assistants.

"Pupils enjoy their lessons because they are given many well-planned and imaginative situations in which to apply their newly-learnt skills."

Ofsted



"From the moment children enter St Peter's, they are assessed accurately by teachers."

Ofsted

'Opening Doors with Learning, Faith and Care'

“Throughout the school, teachers have high expectations of what the most able pupils can achieve, so they make good progress.”

Ofsted



‘The Mid-Trent Multi Academy Trust’ (MAT)

Following consultation with parents, carers, staff and the diocese, the Governing Body at St Peter’s made the decision to convert to academy status; conversion took effect on 1st February 2016. St Peter’s joined with two neighbouring schools – St Andrew’s in Weston and Colwich Primary School – in establishing the Mid-Trent Multi Academy Trust (MAT). The three schools are no longer controlled by the County Council but are accountable, instead, to directors/trustees of the MAT.

The following is the vision statement for the Mid-Trent MAT:

“Our vision is always to put the children first. We offer an education of the highest quality, underpinned by Christian values, from beginning to end. We are a family of schools which pool together our expertise, resources and joy for learning to give all our children an education fitting them to be members of the wider community, preparing them for the opportunities, responsibilities and experiences that lie ahead.”

St. Peter’s as a Church of England School

As a Church school St. Peter’s provides pupils with an experience of Christianity as a living tradition and works closely with the Church both at local and diocesan levels. A service is held at least once a term in the local church and the building is regularly used as a learning resource. The school’s links with the Lichfield diocese include an activity day spent by the older children in the beautiful surroundings of Lichfield Cathedral.

Children are made aware of the school’s foundation, especially the identity of St. Peter and the symbolism of the crossed keys. An impressive life-size model of St. Peter, created by the children, can be found in the school’s Reflection Area. The school hymn ‘On This Rock’ is a favourite with the children.

Governance

As St Peter’s is an academy within a ‘MAT’ its governance structure differs from that of a County Council maintained school and is as follows:

1. MAT Members’ Board

Members hold ultimate accountability for the schools within the MAT and have the power to appoint and remove directors. Members sign off directors’ annual financial statements and report.

2. MAT Board of Directors/Trustees

The main responsibilities of the directors or trustees are to ensure the quality of educational provision within the MAT schools and to ensure that operation is in accordance with the Funding Agreement between the MAT and the Education Funding Agency (part of the Department for Education). Directors report annually to the members on progress and present their financial statements and annual report.

3. Local Governing Body

The main responsibilities of the Local Governing Body at St Peter’s are to support the vision of the MAT; to provide a monitoring role in connection with the operations of the school and to represent the views of the local community.

Within the school’s daily acts of Christian worship, in addition to times of prayer, there are periods of peace and quiet during which children are encouraged to be still and to reflect and, therefore, to help to develop spiritual awareness.

As a Church school St. Peter’s endeavours to foster in all pupils the Christian values of compassion and respect for others and for their surroundings. Relationships between pupils and between staff and pupils are excellent and live out these values. Older children show care for younger pupils both at work and at play and all children are encouraged to care for the environment in a variety of ways.

‘Opening Doors with Learning, Faith and Care’

The Curriculum

During their time in primary school, children progress through the following key stages:

Early Years Foundation Stage: The Reception Year.

Key Stage 1: Years 1 and 2.

Key Stage 2: Years 3, 4, 5 and 6

Early Years (The EYFS)

In their first class, our youngest pupils develop confidence and consideration for others within their learning environment. Foundations for more structured learning are laid here. The curriculum for the Early Years pupils is based on The Early Learning Goals.

There are seven areas of learning and development that shape the education programmes in the early years. All areas of learning are important and inter-connected. Three areas are particularly important for igniting children's curiosity and enthusiasm for learning. These areas are known as the prime areas and are:

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

The four specific areas help to strengthen and apply the prime areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and designs

In planning children's activities, the different ways in which children learn are reflected on. These are known as the characteristics of effective learning:

- Playing and exploring - investigating and experiencing things
- Active learning - concentrating and keep trying, enjoying achievement
- Creating and thinking critically - having and developing own ideas and making links



“St. Peter’s is a school I am proud to have my children attend and to be associated with in the capacity of governor.”

A parent and school governor

By providing a secure and stimulating environment in which we value children, we aim to encourage every child's unique and special potential to unfold. We consider all aspects of the children - emotional, social, physical and intellectual. When planning our provision for their care and education, we build upon their previous experiences and take their interests into account. We believe in giving children a variety of learning experiences where they can be involved in their own learning, planning and assessments. A topic based curriculum includes purposeful activities to provide opportunities for teaching and learning both indoors and outdoors. This will also provide flexibility for child initiated activities, which build upon children's natural curiosity and allows them to explore the world around them.

Our outdoor areas are seen as an extension of the classroom where children should be given daily opportunities to play and exercise in the fresh air! Children are welcome to choose whether they are inside or out, otherwise known as 'free-flow'. The outdoor play area is a safe and secure environment where the children have the chance to explore and investigate through play. Purposeful activities and opportunities are planned, many of which promote the importance of health and wellbeing.

The Curriculum in Key Stages 1 and 2

The National Curriculum was first introduced in England in 1988 as part of the Education Reform Act in order that there was some consistency and continuity to children's education in all schools throughout England. It has since been reviewed and revised several times but retains the basic aim of ensuring that all pupils receive a broad, balanced curriculum. The most recent major review for the primary curriculum was in 2013, with the new curriculum being introduced in September 2014.

Although there is no mandatory requirement for academies to follow the national curriculum, since St Peter's converted to academy status it has continued to do so.

The school has adopted a creative approach towards children's learning. This means that independence and inter-dependence in learning are encouraged through the offering of a wide range of opportunities and experiences. Children are encouraged to have open and enquiring minds and to think critically. Of crucial importance is that the pupils are involved in what they learn and they are given responsibility for the direction that their learning will take. Each class has access to a 'learning zone'. These have been designed by the children themselves and are situated outside the classrooms; they are ideal for small numbers of pupils, especially when undertaking group work.

Enrichment activities along with trips and visits help to bring the curriculum to life and enhance children's learning. The school is fortunate in that every class has an interactive whiteboard; some classes have the benefit of the latest digital screen technology. Each class accesses learning in our large and impressive ICT suite; here specific computer skills are taught - including coding - and are used to support learning across the curriculum. The class set of laptop computers can also be utilised. The school also benefits from an increasing number of 'tablet' computers.

All pupils are able to participate in a variety of sports and exercise due to the school's extensive grounds. Swimming lessons form part of the Physical Education programme for Key Stage 2 children.

Religious Education

The teaching in R.E is based on the Diocesan Agreed Syllabus and the Staffordshire County Council agreed policy.

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Special Educational Needs and Disabilities

Appropriate support is available for children with special educational needs; these may be learning difficulties or behavioural or other problems that affect progress in school. The initial identification of a child's special needs mainly comes from concerns raised by the class teacher or parents. The school then follows the latest SEND Code of Practice for the identification and notification of children with special educational needs and disabilities. Children working on individual programmes (learning plans) are taught within the class environment wherever possible and may have regular support from teachers and teaching assistants.

If considered necessary, further help may be sought from outside agencies such as advisory teachers from the County Support Service or assistance from the Educational Psychology Service. If further action is required a compilation of an Education and Health Care Plan may be appropriate.

The Most Able Child

Special help may also be needed for the most able child. One of the advantages of a smaller school with some mixed age classes is the flexibility and individual pupils or groups of children are able to access learning at a higher level than that of their peer group. Many initiatives have been implemented within school to help to address the particular needs of more able children. There are also opportunities for the most able to work with outside agencies such as the local secondary academy.

The school always works in close partnership with parents as soon as any special need is identified.

“St. Peter’s School has a strong Christian character with a harmonious, inclusive and caring ethos.”

SIAMS inspection

Sex and Relationships Education

Sex and Relationships Education begins in an informal way in Reception and Key Stage 1 by looking at establishing and building relationships; this is extended in Years 3 and 4. In Years 5 and 6 more formal sex education is undertaken. Parents are invited into school to review the resource materials that class teachers and the school nurse use.

Every parent has the right to withdraw his/her child from sex education if they so wish. However, parents are encouraged to contact the headteacher before making this decision.

Homework

Working at home is an important part of pupils' progress; it is usually used to support the work done by children in their classes. Homework allows for development and extension of the pupil's class work. Some tasks are specifically-designed written or research pieces, whilst at other times pupils are asked to complete work which is outstanding at home. Parents are encouraged to play a role in supporting their children with homework set in order to raise the level of motivation. A reading record is provided in Key Stage 1 and a homework diary in Key Stage 2: these help to maintain a dialogue between home and school.

Collective Worship

St. Peter's pupils participate in a daily act of Christian worship. This offers them an opportunity to affirm their beliefs and to reflect on their ideas and values and those of others. The headteacher and other members of the teaching staff lead worship based on planned themes. The local vicar, the vicar from a neighbouring parish and other invited guests regularly visit school and lead collective worship.

Parents have the right to withdraw their children from collective worship if they so wish; before this right is exercised it would be appreciated if this could be discussed with the headteacher.

“Staff consistently model high standards of respect and courtesy towards others in all that they do. Pupils' behaviour, therefore, is outstanding.” Ofsted



“Opening Doors with Learning, Faith and Care”

Assessment and Reporting

Assessment of learning takes place regularly throughout the year through the marking of children's work in line with the school's marking policy. Children are also assessed in the core subjects on a termly basis. Each child's progress is tracked and any deviation from expected development is noted and targeted.

For all Foundation Stage pupils, a profile is completed throughout the year by practitioners; this is used to track progress and plan for the next steps in learning.

Each pupil's progress is then measured against national standards at two points in a Primary School:

- At the age of 7, at the end of Key Stage 1.
- At the age of 11, at the end of Key Stage 2.

Since 2016 pupils' performance has been measured by use of 'scaled' or 'standardised' scores with 100 considered to be the expected score and 110 marking greater depth.

Currently pupils are tested in English (reading and writing) and maths at the end of both stages and also in Grammar, Punctuation and Spelling (GPS) at the end of Key Stage 2. Teachers' assessment is taken into account in addition to results of written tests.

Every summer parents receive a written report on the progress and achievements of their child. Parents are invited to respond to this report and discuss it with their child's class teacher.

The school also uses a method of assessment based on the expected standard of achievement at certain milestones during the primary school years. This form of teacher assessment is complemented by the results of formal tests.

N.B. For the most up-to-date information on all aspects of the curriculum it is advisable to visit the school website: www.st-peters-hixon.staffs.sch.uk

"We feel privileged to have this first class school in the village."

A parent

"A culture of praise and reward is present throughout the school."

SIAMS inspection



Healthy Living

A widespread programme of Health Education is regarded as an essential element of the curriculum at St. Peter's and the school has full 'Healthy Schools' status.

Health Education is taught through the science and Personal, Social and Health Education (PSHE) curricula. In Foundation Stage, healthy eating is promoted with the daily provision of milk and fruit for the mid-morning snack.

Provision of free fruit continues throughout Key Stage 1. Key Stage 2 children are encouraged to bring a healthy snack, such as fruit, to school.

The school further promotes healthy eating through close liaison with its catering partner, Chartwells Catering Services, to prepare wholesome and nutritious school lunches. All pupils up to the end of Year 2, regardless of home circumstances, are entitled to a free school meal.



External Inspections

Ofsted

The school's last Ofsted inspection in October 2014 was extremely successful with the school being judged good with outstanding features.

'SIAMS' Denominational Inspection

As a Church school, St Peter's undergoes a regular denominational inspection, the most recent of these being in June 2015. The inspection was successful, the summary judgement being that the distinctiveness and effectiveness of St. Peter's as a Church of England school are good.

N.B. Full details of the above reports are available on the school website.

Extra-curricular Activities

There are many opportunities for pupils at St. Peter's to extend their interests and to participate in extra-curricular activities. These include a variety of sports clubs, ICT and art and craft. Throughout the year pupils have the opportunity to represent the school in a wide range of sporting activities and tournaments against local schools.

The school has a thriving School Council. This includes representatives from all year groups; reps are elected annually by fellow pupils. The council meets regularly to discuss matters of interest and importance to all pupils.

Pupils have the opportunity to learn to play a musical instrument at St. Peter's. Choice of instrument depends on uptake and is currently available in violin and keyboard.

During their final year at St. Peter's children attend a 5-day residential course at a local Outdoor Education Centre where they experience a variety of activities including canoeing, rock climbing, abseiling, problem-solving and archery.

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Out of School Care

There is thriving Out of School provision at St. Peter's. Parents are able to leave their children at school an hour before the school day begins and collect them up to 2½ hours after the end of the school day and know that they will be receiving top quality care from well-qualified and experienced staff. Rooms used by the Out of School club have been purposely converted.

Children are offered breakfast before school and a snack after school and have the opportunity to take part in many different activities during their time at the club.

Procedure

School times

Children should arrive at school between 8:45 a.m. (when the first bell is rung) and 8:55 a.m. Pupils come straight into the school building and not on to the playground. The second bell is rung at 8:55 a.m. prompt.

Early Years and Key Stage 1

- Morning registration: 8:55 a.m.
- Morning break: 10:30 - 10:45 a.m.
- Lunchtime: Midday
- Afternoon registration: 1:10 p.m.
- Afternoon break: 2:15 - 2:30 p.m.
- End of school: 3:30 p.m.

At the end of the day the children in Foundation Stage and Key Stage 1 should be collected from the rear of the school at the entrance nearest to the playground.

Key Stage 2

- Morning registration: 8:55 a.m.
- Morning break: 10:30 - 10:45 a.m.
- Lunchtime: 12:10 p.m.
- Afternoon registration: 1:10 p.m.
- End of school: 3:30 p.m.

Attendance and Absence

Regular and punctual attendance in school is extremely important in order that a child can make optimum progress. From September 2013, The Education (Pupil Registration) (England) (Amendment) Regulations 2013 amended Regulation 7 and prohibits schools from granting leave of absence to a pupil, including for a family holiday, except where the request is deemed to be in "exceptional circumstances". This in turn meant that Staffordshire Local Authority amended its Code of Conduct which sets out how these changes are implemented and its use of penalty notices (fines) to ensure that the highest standards of attendance are promoted.

The LA Code of Conduct was reviewed the following year to include some significant changes with regard to issuing of penalty notices. A further review took place in the summer of 2016 following certain high profile court cases.

Please visit the school website for a summary of the current stance taken by the school, the Mid-Trent Multi Academy Trust and the Local Authority.

If absence from school is required, a 'Request for Leave of Absence' form can be obtained from the school website or from the school office and should be completed in full. As much notice as possible should be given. Applications are then considered by the headteacher and Governing Body (if applicable).

If your child is absent from school due to illness, please telephone the office on the first day of absence. A written note should then be sent into school, on your child's day of return, briefly explaining the reason for the absence.

Every effort should be taken to ensure your child arrives at school on time. Arriving more than 15 minutes after the start of the session without satisfactory reason may be classed as unauthorised absence. Late arrivals should report to the school office for the register to be updated. Any parent experiencing difficulty with any aspect of their child's attendance should contact the school.

Lunch

Lunches are cooked on the premises by experienced cooks and represent excellent value for money. Many children eat a hot lunch every day but parents have the choice to order on a weekly basis if that is preferable. Parents should inform the school at the beginning of the week which day/s lunches will be required; money should be sent in at the same time. If meals have not been paid for upfront, parents will be asked to provide a packed lunch for their child instead. All pupils up to the end of Year 2, regardless of home circumstances, are entitled to a free school meal.

If preferred, a packed lunch may be brought from home; this is eaten in the hall with the children eating hot lunches. Fresh water is available to all children at lunch time.



Snacks and Drinks

Children in Early Years and Key Stage 1 need not bring a mid-morning snack as a piece of fresh fruit will be provided for them. Key Stage 2 children are asked to bring a healthy snack.

Milk is provided daily to all 4-year-old Early Years pupils. Water is available to all children.



Pupils are thoughtful, well-mannered and considerate of others.

Ofsted

'Opening Doors with Learning, Faith and Care'

School Uniform

At St. Peter's the staff and Governing Body believe that the wearing of school uniform gives pupils confidence in themselves, pride in the school and helps to promote a feeling of belonging to the school community.

Our uniform consists of:

Winter

Girls

- White blouse
- Royal blue sweatshirt or royal blue cardigan with school motif
- Grey skirt, pinafore dress or smart trousers (not leggings)
- Black, sensible shoes (not boots or training shoes)

Boys

- White shirt
- Royal blue sweatshirt with school motif
- Grey tailored trousers
- Black, sensible shoes (not boots or training shoes)

Summer (optional)

Girls

- Blue and white gingham dress

Boys

- Grey shorts

P.E.

- White T-shirt
- Navy blue/black shorts

Pumps/training shoes (dependent upon activity)

Jogging bottoms are only to be worn if specified by the class teacher for an outdoor activity.

Items should be kept in a named drawstring bag to hang on a peg.

Swimming

- One-piece costume (Girls) / trunks (Boys)
- Swimming cap (Girls and Boys)
- Towel

General

- A named overall or oversized shirt is required for art activities.
- Clothing with inappropriate slogans is not acceptable.

Footwear

- Sensible footwear should be worn for health and safety reasons.
- Training shoes are not permitted for all day footwear. However, they may be brought to school to change into over lunchtime.

Jewellery

The only items of jewellery permitted for pupils to wear in school are non-valuable wristwatches and plain stud earrings. These should always be removed for P.E and swimming. If a child is unable to remove his/her own earrings, e.g. if ears have recently been pierced, s/he will not be permitted to participate in P.E. and swimming.

Elaborate hair decorations are not suitable for school.

Hairstyles

Exaggerated, highly gelled, asymmetric or fashion hairstyles are not permitted in school due to these being distracting and encouraging too much competition between pupils.

Excessively short haircuts are not permitted for the same reasons.

Make-up

The wearing of make-up, including nail polish, is not suitable for school.

"...Good progress continues as pupils move up the school. By the time pupils leave Year 6 their standards are well above average in reading, writing and maths and they are very well-prepared for the next stage of their education."

Ofsted



'Opening Doors with Learning, Faith and Care'

Many items of uniform are available to purchase at a competitive rate from a local supplier; please ask at the office for further details.

Parents in Partnership

Parents are always welcome to discuss any issue with the headteacher and/or class teachers. If a matter is causing particular concern it is always advisable to make an appointment prior to a meeting. There are regular opportunities for parents to meet with teachers. There are usually three formal parent/teacher consultation evenings throughout the year, when individual appointments are available, and three more informal ones called 'Celebrations of Work'. Each pupil also receives a written report at the end of the academic year.

A weekly newsletter is produced and uploaded on to the school website, usually on Friday. This contains details of all necessary dates and information regarding forthcoming events and activities and any alterations to the school routine.

The school website is an excellent source of information and includes an online prospectus; term and holiday dates; a

calendar of events; many school policies; school achievement; latest news of what has been happening recently in school including copies of the previous four weeks' newsletters and much more. The website address is: www.st-peters-hixon.staffs.sch.uk.

The school texting service ('Teachers2Parents') and social media ('Class DoJo') are used to communicate instantly with parents if necessary.

Children's education should be viewed as a partnership between home and school. This partnership is demonstrated by the successful parent and carer volunteer scheme in school; parents and carers are encouraged to assist class teachers on a regular basis, either with small group support or more practical help. Voluntary help is much appreciated by all those in school and benefits the pupils enormously. The headteacher should be contacted for further details.

PTFA

The School has a vibrant Parents, Teachers and Friends Association. All parents automatically become members of this association when their child enters school. The PTFA meets regularly and organises a range of social and fund-raising events.

Meetings also act as a forum for parental views and/or concerns. The partnership approach that the school and the PTFA enjoy helps to foster excellent community relations.

The PTFA works hard to raise much-needed funds to support our children's learning during their time at St. Peter's and their efforts over the years have contributed to a whole range of things to benefit our children and our school such as an outdoor classroom; a superb play area; contributions to school trips and experiences to enrich the curriculum and purchase of classroom learning resources.

Complaints Procedure

If parents have concerns regarding their children's education, it is important that these are addressed quickly and effectively. It is the school's firm belief that children will never flourish if they are not happy and therefore any issue at school or at home which is affecting, or has the potential to affect, their welfare should be shared between parents and school staff.

For further details please see the MAT 'complaints policy' which is available on the schools website.

The School in the Community

The school is an integral part of the local community and is rightly proud of the strong links forged with the community it serves. Services are held in church to celebrate Harvest, Christmas, Easter, St. Peter's Day and at other times as appropriate.

'Golden' Assemblies are held approximately twice each half term; children's special success is celebrated at these. Family and friends are invited to attend Golden Assemblies. Links are very strong between the school and the pre-school setting which is situated on the school site. A variety of shared activities take place and the pre-school children have many opportunities to accustom themselves to life in school prior to starting in Reception.

The school works alongside the local Police and other emergency services in focussing on safety issues. There are also regular visits from the school nurse - both for routine medical examinations and to support the school's efforts in Personal, Social and Health Education. The school encourages visits from a wide range of other local community members. The local community is also supported by the school in its annual bid to become Best Kept Village. Harvest parcels for local elderly people are collected and distributed by our oldest children.

There are several non-uniform days throughout the year; funds raised from the nominal charge requested for this privilege are sent to different charities.



"Parents feel welcomed and valued within this inclusive school where all are appreciated."

SIAMS inspection



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Mid-Trent
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