



ST PETER'S CATHOLIC PRIMARY SCHOOL NURSERY PROSPECTUS



*Hough Hill Road
Stalybridge
Cheshire
SK15 2HB
Telephone no: 0161 338 3303*



Dear Parents

This booklet contains information about the policies and procedures currently followed in school. We hope that you will find the contents useful and interesting.

We look forward to welcoming your child into school, and to working in partnership with you to make your child's years here happy and fruitful ones.

Kind regards

***Katherine Ryan
Headteacher***



MISSION STATEMENT

St. Peter's Catholic Primary School is at the heart of a Christ centred community where every person's uniqueness is celebrated & truly valued.

We foster caring, supportive relationships based on mutual respect and love. We embrace the different communities to which we all belong – home, school and parish, as well as our local, national and global families.

When we welcome the child, we welcome the family. We strive for excellence in all we do; to be the best that we can be.



Our Values

We are a Catholic school, and Gospel values permeate all we do.

We bear witness to God in our work and in our play, and through the relationships that exist in school between staff and children.

Worship is an important aspect of school life, and regular opportunities exist for visits to our adjacent church. Daily acts of Prayer and Liturgy are also a feature of each class.

The Catholic Life of our school offers all members of our school community opportunities to pray, to spread the Word of God, to consider the needs of others, to help others and to be a disciple of Jesus.

At St. Peter's Nursery, we offer a quality education, where we value all children, teaching them to care and share, reflecting the Catholic values in our Mission Statement.

We will strive to work in partnership with you to provide the best for your child.

We value each child as an individual – as God's 'work of art.' (Ephesians, Chapter 2)



Our Vision

Throughout their time at St. Peter's, our vision is to facilitate our children 'to be the best that they can be.'

We offer an ambitious, rich, broad, balanced and differentiated curriculum which aims to encourage pupils' thirst for knowledge and their love of learning. Our curriculum is designed to facilitate all learners in our school and in our nursery to develop the knowledge and cultural capital they need to succeed.

We have high ambitions for all our learners, and provide opportunities for children to achieve excellence in all areas of school life – each and every day.

St. Peter's Catholic Primary School exists to develop the spiritual, academic, social, moral and physical development of the children entrusted to our care.



Our Curriculum Rationale for St. Peter's Early Years Foundation Stage

(Nursery and Reception Classes)


Intent

At St Peter's, as part of the Early Years Foundation Stage, it is our aim and intent, linked to our Catholic ethos, to endeavour to develop the spiritual, moral, academic and physical development of all children in our care, fostering a love for learning at the beginning of their school life.

Our EYFS team strive to establish a safe and stimulating environment for all children, rooted in mutual respect. We set high expectations which inspire and motivate their learning linked to the early years curriculum set out in the national guidance for children from Birth to 5 years old.

Our children benefit from a broad, balanced, differentiated and sequenced curriculum carefully matched to pupils' ages, abilities, aptitudes and needs, recognising the 'whole child' and the qualities that they bring to us. We will build on the prior learning that you as care-givers have already put into place and continue to embed those important developmental steps that make your child unique.

We understand the importance of how children learn and have developed our early years curriculum to enable them to grow and learn through play - promoting a love of learning and inspiring an intellectual curiosity for children to carry throughout their school life.



And the child grew and became
strong, filled with wisdom. And the
favor of God was upon Him.
- Luke 2:40



Implementation

At St-Peter's we recognise the importance of having clear routines and learning outcomes for children to progress as individuals. We understand that all children develop at different times and that they need nurture, encouragement and support to flourish and feel safe in our care. We aim to achieve this through a tailored curriculum that enables each child to be the very best they can be. We promote independent learning that is scaffolded and modelled in the context of our daily routine, guiding children to develop their own needs emotionally and socially.

We provide learning opportunities that allow children to work together, to work independently and to work with an adult. We achieve this through our Zones of Regulation, promoting positive attitudes and self esteem and through our Catholic ethos - which is at the heart of our teaching.

Quality First Teaching

- ***Carefully planned lessons with precise learning objectives.***
- ***High expectations of engagement for all pupils.***
- ***Highly skilled teachers who use questioning, modelling and clear explanations to raise standards in learning.***
- ***High expectations that children will develop independence and an understanding of where they can improve.***
- ***Praise, encouragement and support for all and recognition for their efforts.***



Interventions

- ***Interventions are led by the pupils' needs.***
- ***Ongoing interventions for particular needs are mapped out, assessed at the beginning and evaluated at the end to assess progress.***
- ***Regular, flexible interventions are carried out for pupils on an as-needed basis, informed by daily assessment.***

EYFS Curriculum Organisation

- ***The curriculum is organised and adapted for children of all needs, interests and learning styles.***
- ***Teachers are entrusted with organising provision in a way that best enables them to deliver high quality teaching for their children.***
- ***Links between the different Prime areas and Specific areas of learning run alongside the whole school curriculum.***
- ***We positively promote relationships with our wider community and the Church family, as it may be the beginning of a child's faith journey as they enter our school.***
- ***We place great importance on the development of early language and communication skills. This is a priority for our local authority. Every member of staff in our EYFS team ensures that they spend time speaking and listening to each child each day. This is even more crucial in the light of this time of educational recovery from the pandemic, and in the ethos of the new EYFS framework.***



Effective learning

We understand that not all learning happens in school and we place great importance on the value of our parent partnerships. Working with families facilitates our out of school learning such as our welly walks, church visits, trips, forest school, outdoor learning and visiting our local environment (such as Cheetham's Park and Stalybridge). We value your support so that our children may access these crucial opportunities to enrich their experiences.

Impact

- At St Peter's we have high expectations for all pupils in all areas. We measure the impact of our curriculum through our carefully tailored planning that promotes challenge. We model conversational skills and questioning techniques that provide reasoning and understanding to develop thoughts, feelings and ideas, and positive wellbeing that develops confidence and self-esteem.***
- We value each and every one of our children as individual people, giving them the confidence to reach their full potential in all aspects of life.***
- Most importantly of all we look at the impact our curriculum has on developing the 'whole child' which embodies the Gospel values; knowledge, skills and attitudes which will help them enjoy the lifelong learning journey that is ahead of them, and ahead of you as a family.***

Nursery teacher – Mrs K Walker

Nursery teaching assistant – Mrs S Evans



CURRICULUM

***We follow the EYFS, which ensures that each child is fully prepared
for entry into Reception Class.***

***The Nursery is divided into different areas of learning, ensuring that all
children experience some language, mathematical, scientific
and creative activities daily.***

PARENT PARTNERSHIP

We work in close conjunction with parents and take seriously any concerns that may arise.

***The children rarely have problems settling in, but it is helpful for us to know if there
is anything worrying or upsetting your child.***



ICT and Computing – The children learn basic computer skills, mouse control, drag and drop and how to operate simple mathematical, language and art programmes.

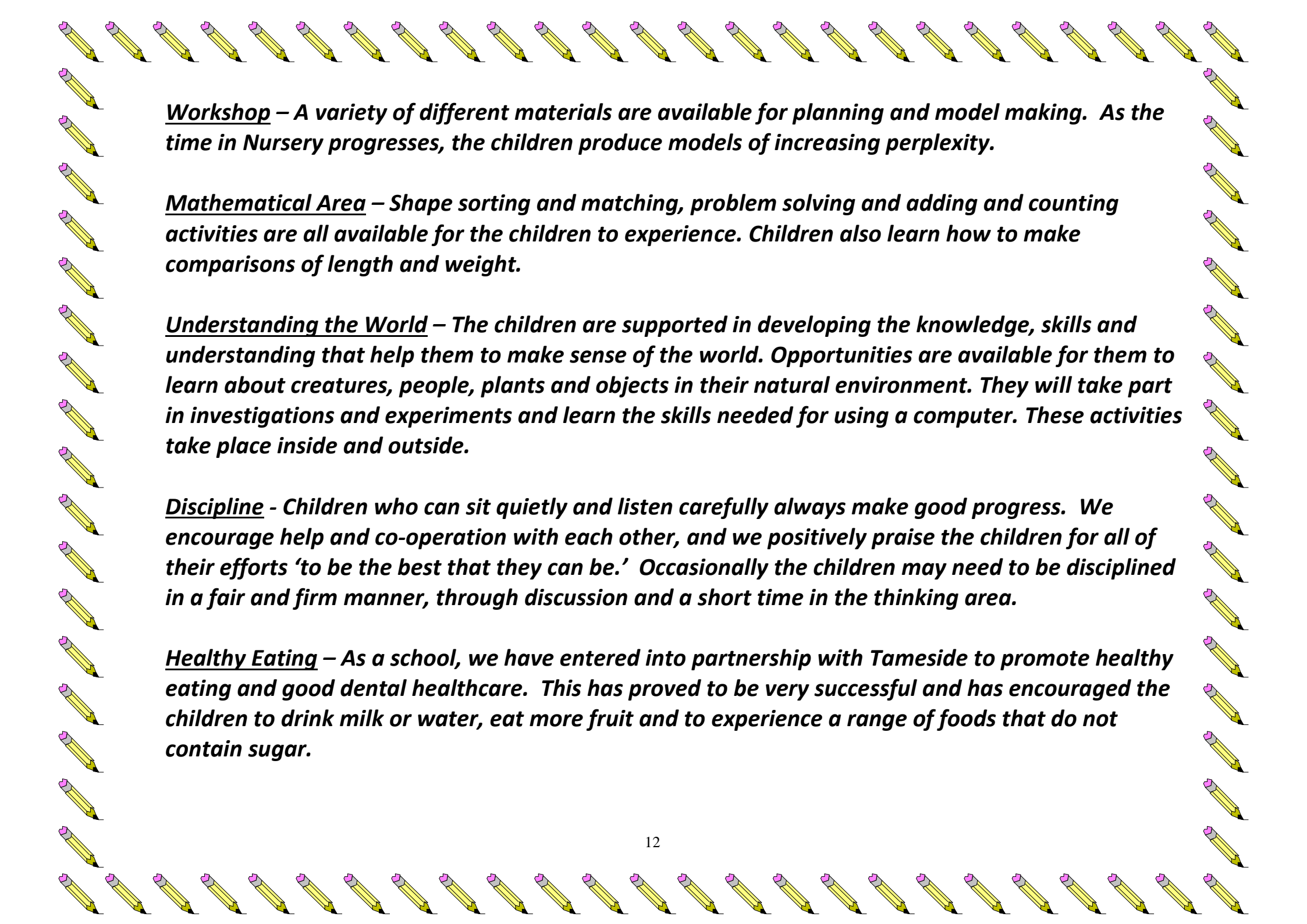
Role Play Area – The focus of this is changed according to the topic we are learning about. For example, sometimes it can be a home corner with dolls and small furniture, at other times it could be a café or a shop.

Quiet Room – This is where we gather together each day to pray, enjoy stories, play mathematical games, learn to differentiate between sounds and to compose music and stories.

Sand, Water and Dough – The children learn in an enjoyable way by filling and pouring, measuring, modelling and mark making, using a variety of equipment. There is always a focus to their learning experiences.

Small World and Construction – The children learn how to build with different sized bricks and to play in an imaginative way with cars, trains and play people. This can involve problem-solving activities, and mathematical activities. It also encourages language for communication.

Mark Making and Book Corner – A variety of materials are available such as felt pens, different types of crayons, pencils, scissors, rulers etc. The children are encouraged to begin to recognise and write their own names and eventually to be able to compile simple lists, registers and to record their own stories using sounds and pictures. In the book corner the children can sit in a comfortable and relaxed way sharing and enjoying both fiction and non-fiction books. They learn how to sequence and tell stories using props.



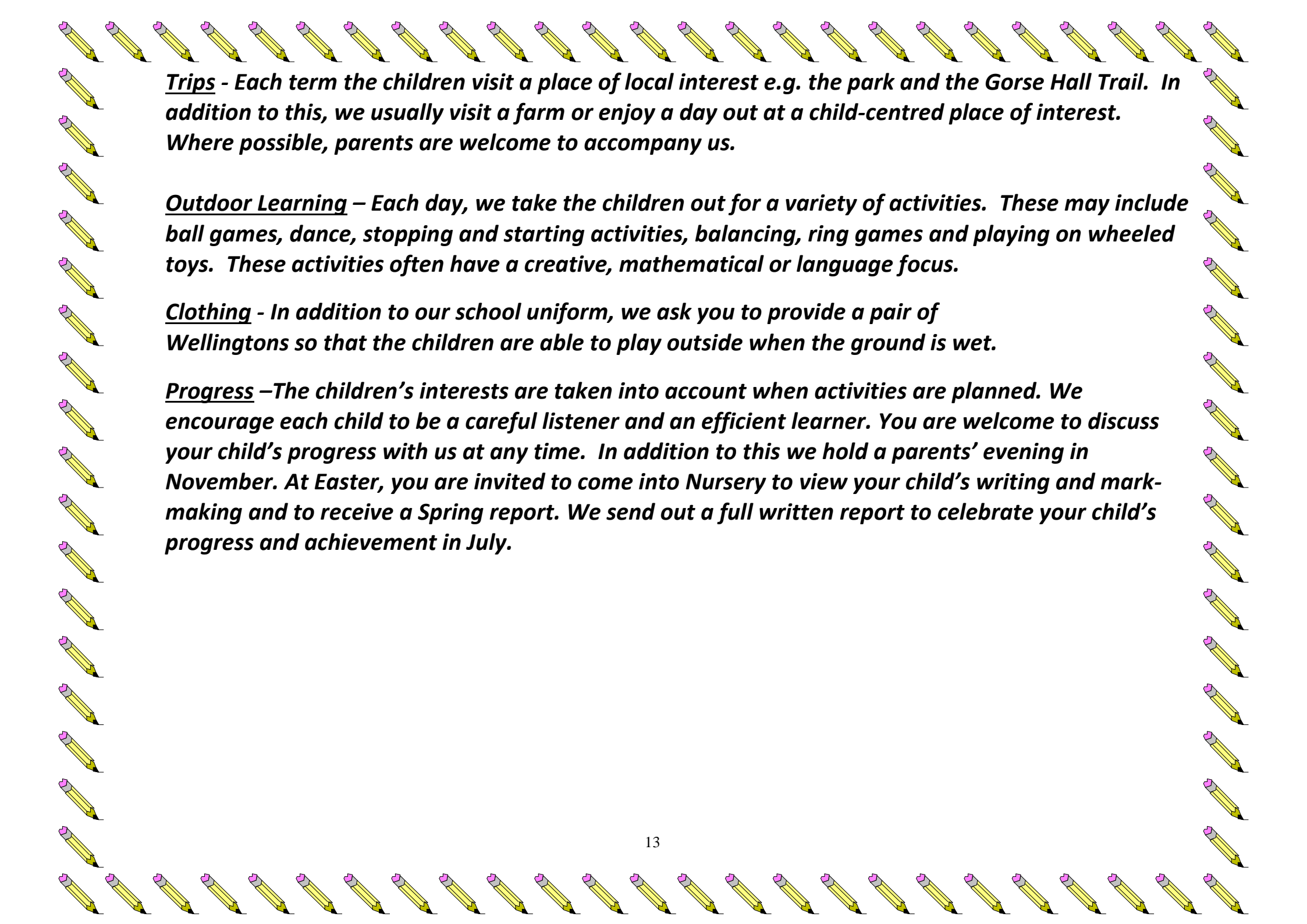
Workshop – A variety of different materials are available for planning and model making. As the time in Nursery progresses, the children produce models of increasing perplexity.

Mathematical Area – Shape sorting and matching, problem solving and adding and counting activities are all available for the children to experience. Children also learn how to make comparisons of length and weight.

Understanding the World – The children are supported in developing the knowledge, skills and understanding that help them to make sense of the world. Opportunities are available for them to learn about creatures, people, plants and objects in their natural environment. They will take part in investigations and experiments and learn the skills needed for using a computer. These activities take place inside and outside.

Discipline - Children who can sit quietly and listen carefully always make good progress. We encourage help and co-operation with each other, and we positively praise the children for all of their efforts ‘to be the best that they can be.’ Occasionally the children may need to be disciplined in a fair and firm manner, through discussion and a short time in the thinking area.

Healthy Eating – As a school, we have entered into partnership with Tameside to promote healthy eating and good dental healthcare. This has proved to be very successful and has encouraged the children to drink milk or water, eat more fruit and to experience a range of foods that do not contain sugar.



Trips - Each term the children visit a place of local interest e.g. the park and the Gorse Hall Trail. In addition to this, we usually visit a farm or enjoy a day out at a child-centred place of interest. Where possible, parents are welcome to accompany us.

Outdoor Learning – Each day, we take the children out for a variety of activities. These may include ball games, dance, stopping and starting activities, balancing, ring games and playing on wheeled toys. These activities often have a creative, mathematical or language focus.

Clothing - In addition to our school uniform, we ask you to provide a pair of Wellingtons so that the children are able to play outside when the ground is wet.

Progress –The children’s interests are taken into account when activities are planned. We encourage each child to be a careful listener and an efficient learner. You are welcome to discuss your child’s progress with us at any time. In addition to this we hold a parents’ evening in November. At Easter, you are invited to come into Nursery to view your child’s writing and mark-making and to receive a Spring report. We send out a full written report to celebrate your child’s progress and achievement in July.



GENERAL INFORMATION

Morning Nursery starts at 8:55am and finishes at 11:55am

Children who stay for the full day at Nursery bring a packed lunch. We provide milk and water at lunchtime, so please do not send a drink. The session ends at 3:15pm.


We ask for a weekly contribution of £2.50 per week to cover the costs of snacks, along with an additional voluntary contribution of £1.00 to pay for visitors and extra chargeable curriculum activities and enhancements..

Should your child fall ill during the day, we will contact you. We would therefore be grateful if you could notify us of any change of address or contact telephone numbers.

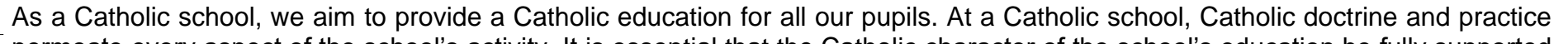


ST PETER'S CATHOLIC PRIMARY SCHOOL

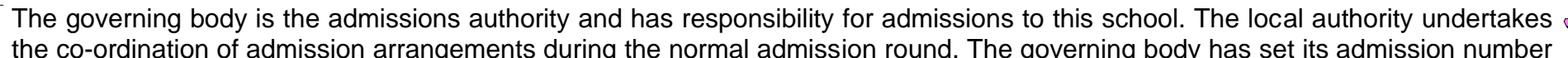
ADMISSION POLICY 2023 - 2024



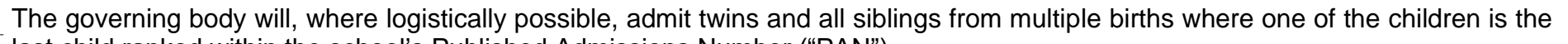
St Peter's Catholic Primary School was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government and articles of association, and seeks at all times to be a witness to Our Lord Jesus Christ.



As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.



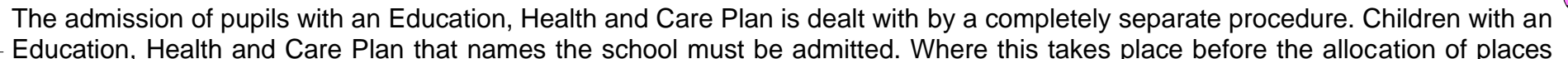
The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the co-ordination of admission arrangements during the normal admission round. The governing body has set its admission number at **30** pupils to be admitted to the reception year in the school year which begins in September, 2023.



The governing body will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's Published Admissions Number ("PAN").



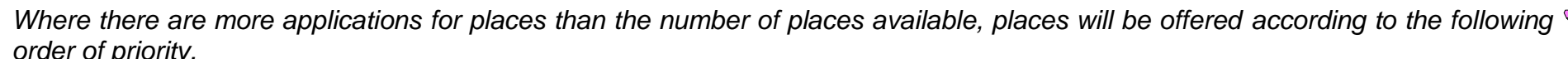
Pupils with an Education, Health and Care Plan (see note 1)



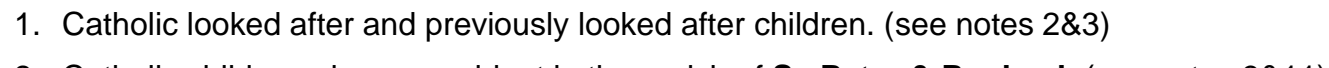
The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

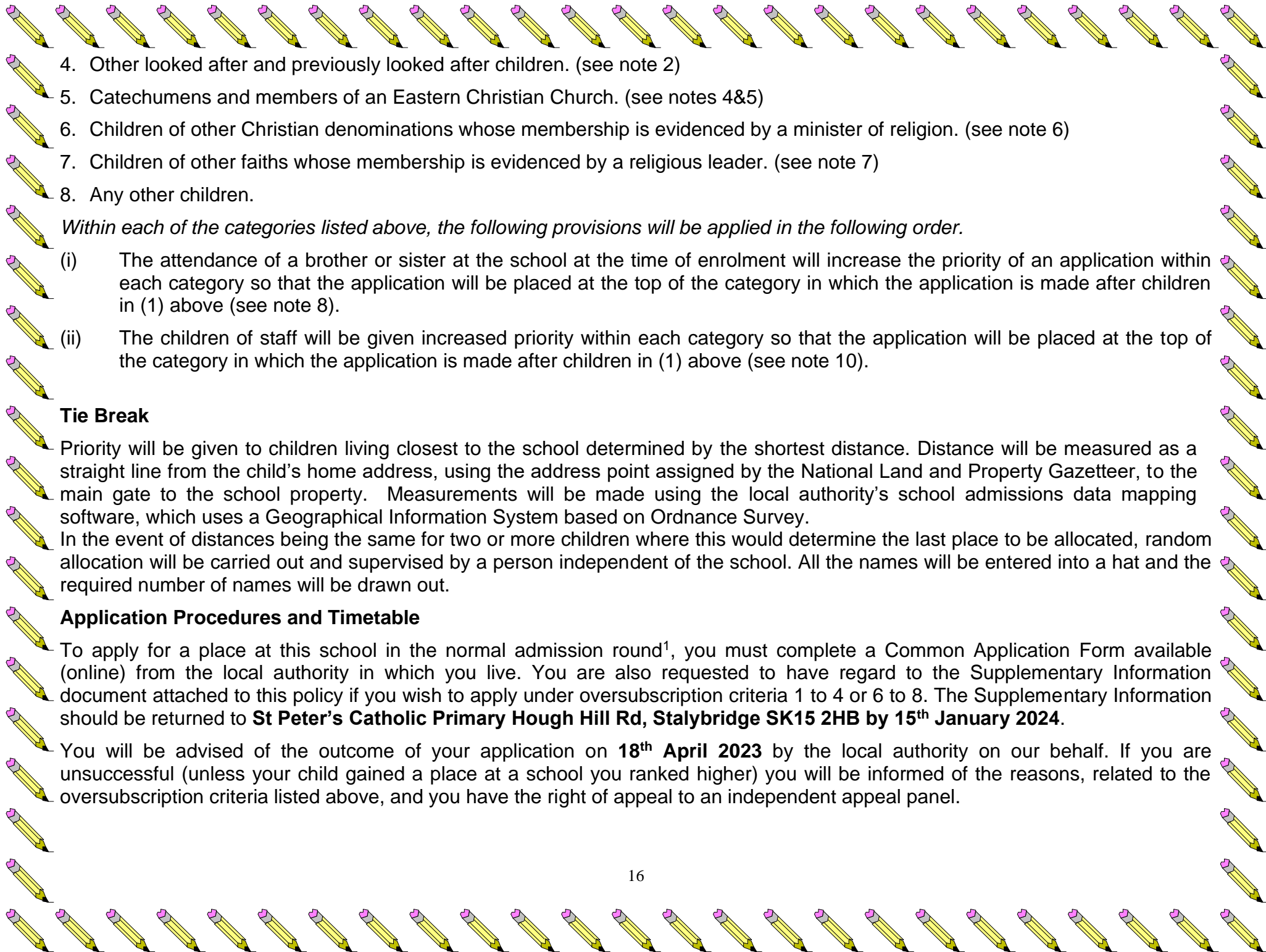


Oversubscription Criteria



Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

- 
1. Catholic looked after and previously looked after children. (see notes 2&3)
 2. Catholic children who are resident in the parish of **Ss Peter & Raphael**. (see notes 3&11)
 3. Other Catholic children. (see note 3)

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4. Other looked after and previously looked after children. (see note 2)
 5. Catechumens and members of an Eastern Christian Church. (see notes 4&5)
 6. Children of other Christian denominations whose membership is evidenced by a minister of religion. (see note 6)
 7. Children of other faiths whose membership is evidenced by a religious leader. (see note 7)
 8. Any other children.

Within each of the categories listed above, the following provisions will be applied in the following order.

- (i) The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category so that the application will be placed at the top of the category in which the application is made after children in (1) above (see note 8).
- (ii) The children of staff will be given increased priority within each category so that the application will be placed at the top of the category in which the application is made after children in (1) above (see note 10).

Tie Break

Priority will be given to children living closest to the school determined by the shortest distance. Distance will be measured as a straight line from the child's home address, using the address point assigned by the National Land and Property Gazetteer, to the main gate to the school property. Measurements will be made using the local authority's school admissions data mapping software, which uses a Geographical Information System based on Ordnance Survey.

In the event of distances being the same for two or more children where this would determine the last place to be allocated, random allocation will be carried out and supervised by a person independent of the school. All the names will be entered into a hat and the required number of names will be drawn out.

Application Procedures and Timetable

To apply for a place at this school in the normal admission round¹, you must complete a Common Application Form available (online) from the local authority in which you live. You are also requested to have regard to the Supplementary Information document attached to this policy if you wish to apply under oversubscription criteria 1 to 4 or 6 to 8. The Supplementary Information should be returned to **St Peter's Catholic Primary Hough Hill Rd, Stalybridge SK15 2HB by 15th January 2024.**

You will be advised of the outcome of your application on **18th April 2023** by the local authority on our behalf. If you are unsuccessful (unless your child gained a place at a school you ranked higher) you will be informed of the reasons, related to the oversubscription criteria listed above, and you have the right of appeal to an independent appeal panel.



If you do not provide the supplementary information required and return it by the closing date, together with all supporting documentation, your child will not be placed in criteria 1 to 4 or 6 to 8, and this is likely to affect your child's chance of being offered a place.

All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 15th January 2023.

Late Applications

Late applications will be administered in accordance with your home Local Authority Primary Co-ordinated Admissions Scheme. You are encouraged to ensure that your application is received on time.

Admission of Children Below Compulsory School Age and Deferred Entry

A child is entitled to a full-time place in the September following their fourth birthday. A child's parents may defer the date at which their child, below compulsory school age, is admitted to the school, until later in the school year but not beyond the point at which they reach compulsory school age, or beyond the beginning of the final term of the school year for which an offer was made. A child may take up a part-time place later in the school year, but not beyond the point at which the child reaches compulsory school age. Upon receipt of the offer of a place a parent should notify the school, as soon as possible, that they wish to either defer their child's entry to the school or take up a part-time place.

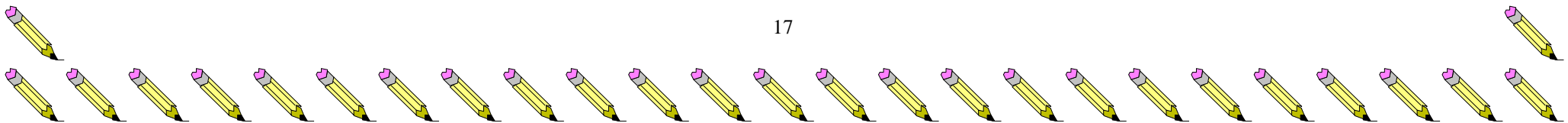
Admission of Children outside their Normal Age Group

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child, i.e. a child born between 1st April and 31st August, may request that the child be admitted out of their normal age group, to reception rather than year 1.

Any such request should be made in writing to the Headteacher at St. Peter's Catholic Primary at the same time as the admission application is made. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher, including the headteacher's statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals, as appropriate.

Waiting Lists

In addition to their right of appeal, unsuccessful children will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out above and **not** in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until the last day of the summer term.





Inclusion in the school's waiting list does not mean that a place will eventually become available.

In-Year Applications

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. Applications should be made to Tameside Local Authority by clicking the following link: [School Admissions OR by typing the following into an Internet web browser: https://www.tameside.gov.uk/schools/admissions#_How_to_Apply_3](https://www.tameside.gov.uk/schools/admissions#_How_to_Apply_3)

Please read the information on this web page thoroughly. In-Year transfers are co-ordinated by the Local Authority.

Where there are places available but more applications than places, the published oversubscription criteria, as set out above, will be applied.

If there are no places available, the child will be added to the waiting list (see above).

You will be advised of the outcome of your application in writing, and you have the right of appeal to an independent appeal panel.

Fair Access Protocol

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any locally agreed protocol. The governing body has this power, even when admitting the child would mean exceeding the published admission number (subject to the infant class size exceptions).

Nursery

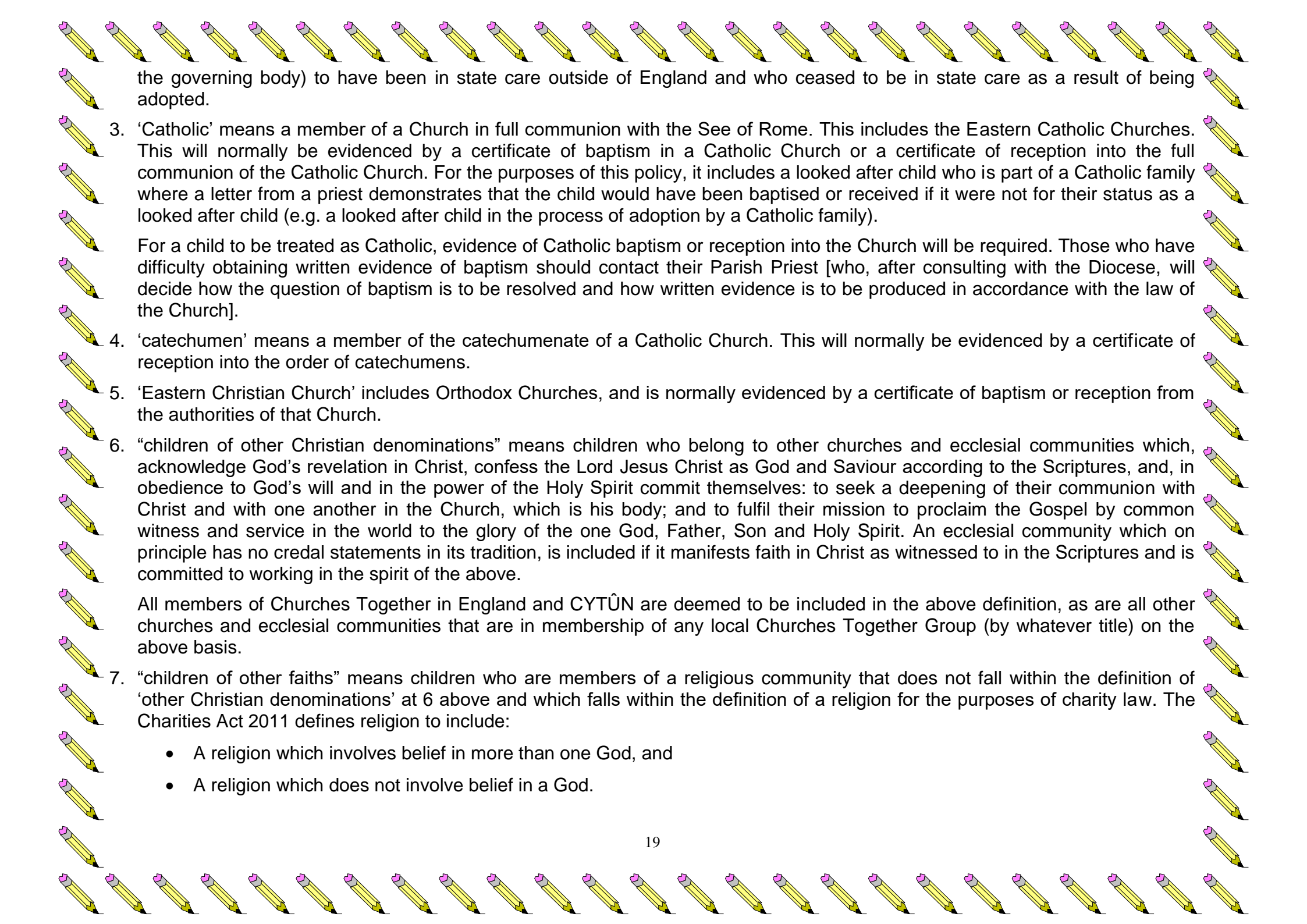
For children attending the school's nursery, application to the reception class of the school must be made in the normal way, to the home local authority. Attendance at the school's nursery does not automatically guarantee that a place will be offered at the school.

The governing body reserves the right to withdraw the offer of a place or, where a child is already attending the school the place itself, where it is satisfied that the offer or place was obtained by deception.

Notes (these notes form part of the oversubscription criteria)

1. An Education, Health and Care Plan is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.
2. A 'looked after child' has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school.

A 'previously looked after child' is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order or special guardianship order. Included in this definition are those children who appear (to



the governing body) to have been in state care outside of England and who ceased to be in state care as a result of being adopted.

3. 'Catholic' means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child who is part of a Catholic family where a letter from a priest demonstrates that the child would have been baptised or received if it were not for their status as a looked after child (e.g. a looked after child in the process of adoption by a Catholic family).

For a child to be treated as Catholic, evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their Parish Priest [who, after consulting with the Diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church].

4. 'catechumen' means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a certificate of reception into the order of catechumens.

5. 'Eastern Christian Church' includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

6. "children of other Christian denominations" means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTŪN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

7. "children of other faiths" means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at 6 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:

- A religion which involves belief in more than one God, and
- A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

8. 'brother or sister' includes:

(i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and

(ii) the child of a parent's partner where that child lives for at least part of the week in the same family unit at the same address as the applicant.

9. A 'parent' means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child.

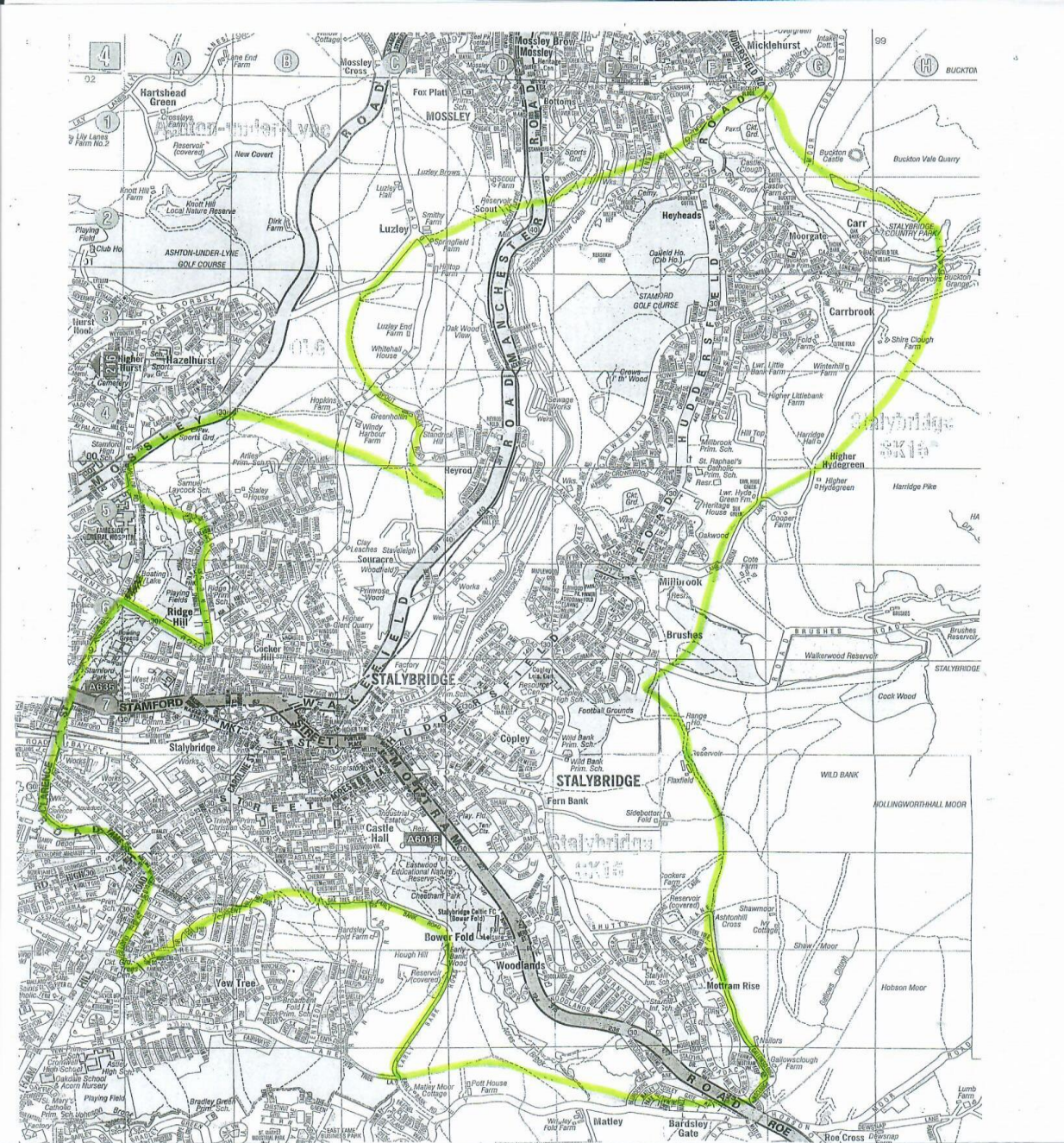
10. This applies where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

11. For the purposes of this policy, parish boundaries are as shown on the attached map and will be applied to the admission arrangements for **2023 – 2024**.

[see image of map on page]

St Peter's and St. Raphael's Parish Boundary

Please note that Admission arrangements for Nursery are different and having a place in Nursery does not guarantee a place in St. Peter's Reception Class.





Charging Policy

Introduction

All education during school hours is free with the exception of individual or group music tuition (see below).

School trips/visits & activities during school time - voluntary contribution

When organising school activities, trips or visits which enrich the curriculum and educational experience of the children, the school invites parents/carers to contribute to the cost. All contributions are voluntary. If sufficient voluntary contributions are not made a proposed event would be cancelled unless school is able to cover the shortfall arising from parents/carers unwilling or unable to make a voluntary contribution.

If the event does proceed each child would be allowed to participate fully without discrimination irrespective of contribution circumstances.

Parents/Carers have a right to know how each individual trip is funded. The school provides this information on request.

The following is a list of additional activities sometimes organised by the school, which require voluntary contributions from parents. These activities are known as 'optional extras'. This list is not exhaustive: visits to museums; sporting activities – sometimes involving transport expenses; outdoor adventure activities; visits to the theatre; musical events.

Parents/Carers will be given reasonable advanced notice of proposed visits/ activities. Staged payments may be arranged where contributions are significant.



Residential visits – Charges

If the school organises a residential visit in school time or mainly school time we make a charge to cover the costs and invite parents to make voluntary contributions to meet these costs associated with the visit. Parents/Carers who receive specific state benefits are exempt from charges for board and lodgings (details of these exemptions will be given when parents are first notified of an intended residential visit). Should not enough voluntary contributions be collected, school will be obliged to cancel the trip.

Parents/Carers will be given advanced notice of proposed residential visits, with an early indication of charges, voluntary contribution requests and exemptions. Staged payments may be arranged where contributions are significant.

Music tuition

All children study music as part of the normal school curriculum. We do not charge for this. Visiting music teachers offer individual or small group music tuition at the school which is additional to the National Curriculum. We give parents information about availability of this facility at the start of each academic year and a charge is made for these lessons. Parents/Carers who receive specific state benefits are exempt from charges for music tuition – details will be provided at the time that tuition is offered.

Swimming

The school organises swimming lessons for children in Key Stage 2. These take place in school time and are part of the National Curriculum. We make no charge for this activity or for associated transport costs. We inform parents when these lessons are to take place, and we ask parents for their written permission for their child to take part in swimming lessons.



Nursery

School charges parents weekly for children's snacks. Parents are asked for a voluntary contribution for additional activities.

Out of School clubs and activities

The school offers a range of out-of-school clubs – and reserves the right to charge for such sessions to cover the cost of provision where those activities are not directly aimed at providing educational benefit to pupils.

Childcare

Parents/Carers will be responsible for meeting full costs for childcare provided by school or by a partner working with school, including any transport costs for supervised transfer. Parents/Carers may be eligible for financial support towards childcare costs eg: through Working Tax Credits. The school will aim to promote financially self-sustainable childcare with full regard to existing provision within the locality.

Transport to Extra-Curricular Activities

Parents/Carers may be charged to cover the transport expenses associated with of the trip an extra-curricular activity. Charges for transport will be strictly based on covering actual costs (as defined in legislation) with no profit element.

Loss of/ Damage to School Property

Parents/Carers may be asked to meet the costs of repair/replacement of school property lost or damaged as a result of a pupil's misbehaviour.



NURSERY UNIFORM

Nursery Boys

Yellow Polo shirt with logo *
Navy sweatshirt with logo *
Grey trousers or navy jogging pants (any high street store)
Grey shorts (**optional in summer term**) with polo shirt and sweatshirt
Black shoes (no logos/stripes/flashing lights/trainers)
Plain grey socks
Fleece with logo (**optional item of uniform**) *
Pair of wellington boots
School book bag *

Nursery Girls

Yellow Polo shirt with logo *
Navy sweatshirt / cardigan with logo *
Grey trousers or navy jogging pants (any high street store)
Grey Pinafore / skirt (any high street store)
Sky blue / navy and white gingham dress (**summer term**)
Black shoes (no kitten heels/ballet pumps/slip on shoes/logos/stripes/flashing lights)
Plain white or grey socks and grey tights in winter (**optional in winter term**)
Fleece with logo (**optional item of uniform**) *
Pair of wellington boots
Plain headbands / hair bands – in school colours
School book bag *

All items marked * have the official school logo embroidered on them, to be purchased from our official uniform suppliers

School Shoes

School shoes should be plain black. The wearing of trainers is not permitted, even if they are black. There does appear to be an issue about the difference between black trainers and school shoes. We define a school shoe as having appropriate laces, buckle or velcro fastening, with a sturdy sole and a secure, well-fitting upper. Flashing lights, coloured stripes or logos are inappropriate for primary school use. Ballet pumps, heeled and/or 'strappy' girls' sandal' shoes are not permitted, slip on shoes very quickly stretch and slip off. In the interests of the children's own safety these types of shoes are inappropriate for our school due to the number of steps we have.

Uniform suppliers

Our two official uniform stockists are JFC Sports, Unit 8, Redfern Industrial Estate, Hyde or MCS Uniform shop 32, Market Street, Ashton-under-lyne. Alternatively view our school website for details of stockists. www.stpeterstalybridge.co.uk and links to websites.

Earrings/Nail varnish

From September 2014 the wearing of earrings will not be allowed under any circumstances. Nail varnish is **not** permitted.

Hair styles

Please note that children should not have extreme or bizarre hairstyles for school. To try and clarify a potentially subjective judgement for parents the following would be deemed to be unacceptable: shaved sides, shaved all over, tramlines, hair art, hair extensions, hair pieces, dyed hair and hair gel. This also includes incorporated shapes. In other words hair should be an even length all over, avoiding extreme differences of length of hair. Should school deem any hair style unacceptable then staff will speak to parents of younger children and ask them to amend hair style if possible and avoid this in the future. Staff will talk to older children first and then inform parents. If parents are unwilling to adhere to school policy then children will be taught in isolation until the issue is resolved.

Please ensure that ALL items of clothing are clearly marked with your child's name.