



ST. JOSEPH'S R.C. MIDDLE SCHOOL

SPECIALIST ARTS COLLEGE



Prospectus 2019-20

*"The commitment of your senior team, middle leaders,
members of staff and governors is palpable."*

Ofsted June, 2018



arts colleges

“The commitment of your senior team, middle leaders, members of staff and governors is palpable.”

Ofsted June, 2018

“Pupils at your school typically feel part of a vibrant and inclusive community.”

Ofsted June, 2018

“Teaching at your school is characterised by high expectations of what pupils achieve. Subject knowledge is at the centre of lesson planning, and this, together with teaching that sparks pupils’ interests, ensure that the standards that pupils reach are high.”

Ofsted June, 2018

“The personal witness and commitment to each and every individual within the school was exemplary.”

Diocesan Inspection Report June, 2016

NORTHUMBERLAND COUNTY COUNCIL

HEXHAM ST. JOSEPH'S R.C. MIDDLE SCHOOL

Information for Parents 2019 - 20

School Address:

Hexham St Joseph's R C Middle School
Highford Lane
Hexham
Northumberland
NE46 2DD

Telephone Number: 01434 - 605124
E-mail address: admin@hexhamstjosephs.uk
Website: www.hexhamstjosephs.uk

Classification of School: Voluntary Aided

Name of Executive Headteacher: Mrs Fiona Conley

Name and Address of Chairman of Governors

Mr Tomás Neeson
c/o St. Joseph's RC Middle School
Highford Lane
Hexham
Northumberland
NE46 2DD

Service Director for Education and Skills (NCC)

Dean Jackson
Northumberland County Council
County Hall
Morpeth
Northumberland
NE61 2EF

Dear Parents,

"Striving for Excellence"

We opened in 1976 as a purpose built middle school and quickly established a reputation as a happy, friendly and caring Catholic school which provided quality education. Today we are proud to maintain this reputation, catering for children of all abilities. We are a **Specialist Arts College** in **music, art and drama** which enables us to build on the many strengths which already existed in our arts provision.

We are situated in a very pleasant part of Hexham and have extensive playing fields which are used for a variety of sporting activities including: football, hockey, rounders, rugby and athletics. We also have two playgrounds which are also used for sporting activities.

The main building has been extended in recent years and we also have two mobile classrooms as well as a new sanctuary building. Specialist areas within the school include: a computer room with 30 PCs and an interactive whiteboard; a fully equipped science laboratory which incorporates an computing suite with 6 PCs; a food technology room; a music room with 16 keyboards; a refurbished art room, a multi-purpose hall and recently updated mobile classrooms. We also have a well stocked library.

Over recent years we have been able to install an extra 30 PCs and 12 interactive whiteboards in the classrooms. We now have 30 laptops and 90 ipads for use across the curriculum and as result, our computing provision is one of the best in the county.

We have three classes per year group with an average class size of 28 children and we have a very dedicated and hard working staff who fully embrace the aims of the school. Where possible the children are taught by specialists, particularly in the core subjects of mathematics, science and English. For those children who are identified as having special educational needs we have specialist staff and a very experienced team of teaching assistants who can give them some individual attention, thus helping them cope with the demands of the National Curriculum.

In addition we have a whole school policy for more able children. These children are identified as part of the close liaison with our feeder first schools and by teacher assessment. Like all the children they are given work appropriate for their ability.

We are extremely proud of our reputation as a centre of sporting excellence. We have school teams competing in a whole range of sports with several children going on to represent the school at area level. Extra-curricular sporting activities include dance, football, rugby, netball, hockey, rounders, cricket, cross-country and basketball.

Music is a very important and enriching aspect of our school life. We have a school orchestra, a choir, jazz, string group and African drum club. The orchestra, choir and other ensembles perform in school concerts as well as in community events. We have two music practice rooms which are in constant use during the day.

Drama is also important to us as an Arts College. We stage biennial whole school productions at the Queen's Hall, Hexham. We have held an Arts Week at school for the past seven years and this gives the children the opportunity to experience a wide range of Arts workshops led by either our staff or visiting professionals.

There are regular trips and residential educational visits organised for the children. They include: a ski trip to Italy, a trip to an outdoor centre in Scotland and a trip to The Houses of Parliament in London. This year it is planned to do a residential Shakespeare themed trip to Stratford upon Avon.

We take our environmental responsibilities very seriously and have gained the ***Eco Schools Silver Award*** for recycling and energy efficiency. We recycle as much paper as possible in the classrooms and we have set a target this year, of a 10% reduction in our electricity costs.

We always encourage our children to do their best, whatever their ability and we expect the highest standards in all aspects of school life. This expectation is supported by a very active and effective home-school partnership.

Visitors and parents comment upon the unique, friendly atmosphere that exists at St. Joseph's so please feel free to contact the school if you wish to make a visit and experience the school at work and see that we are at the ***cutting edge of tradition***.

We have gained several prestigious national awards as we ***strive for excellence*** in all aspects of school life.

They are:

Healthy Schools Award

British Council International School Award 2010

Eco Schools Silver Award 2007

Sportsmark 2008

Artsmark Gold Award 2010

Young Enterprise Centre of Excellence Award 2011

SaBRE Supportive Employer Award 2013

Association for Citizenship Teaching

Centre of Excellence for Global Learning 2018

Yours sincerely,

Fiona Conley

Executive Headteacher

Dear Parents,

I am delighted to have this opportunity to welcome you to St. Joseph's RC Middle School on behalf of the governing body.

We are very proud of our school and of the hard work and achievements of the staff, parents and pupils. I hope that you will appreciate the dedication and professionalism within the school when you visit us.

Although proud of this school, we are far from complacent. We are always striving to achieve the best possible results and resources for all the children in our care.

If you would like to discuss any aspect of the work of the governing body, please contact me via the school.

Yours faithfully,



Tomás Neeson
Chair of Governors

MISSION STATEMENT **AND** **SCHOOL AIMS**

Our mission is to embrace the spirit and teachings of the Catholic faith while striving for excellence in all aspects of school life.

To help achieve this we aim to:-

create a happy, secure, well ordered and caring Catholic community that readily puts into practice the gospel values of love and forgiveness;

provide a broad, balanced and challenging curriculum for the benefit of all our students which provides the knowledge, skills and attitudes that will help prepare them for the opportunities, responsibilities and experiences of life;

encourage self-discipline and self-esteem amongst the members of our community and at the same time foster respect and consideration for others;

promote a sense of responsibility for the environment and encourage our members to take an active part in the life of our community;

maintain an active home-school partnership;

develop effective links with our local Catholic parishes and first schools, local middle and high schools; and the wider community.

The mission statement and aims have been written after consultation with staff, parents, governors and pupils. They reflect the expectations and ambitions of the whole school community.

ST JOSEPH'S RC MIDDLE SCHOOL ADMISSION POLICY 2020-21

St Joseph's RC Middle 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 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 admission policy criteria will be dealt with on an equal preference basis.

The governing body is the admissions authority and has responsibility for admissions to this school. The local authority undertakes the coordination of admission arrangements during the normal admission round for reception year admission in September.

Parishes served by the school

The school serves the parishes of St Mary's, Hexham (including Corbridge and Swinburne), St John of Beverley, Haydon Bridge, St Wilfred's, Haltwhistle, St Oswald's, Bellingham, St Peter's, Otterburn, St Elizabeth's, Minsteracres.

Published Admission Number

The governing body has set its published admission number (PAN) at 90 pupils to be admitted to [the reception year] in the school year which begins in September 2020.

Application Procedures and Timetable

To apply for a place at this school in the normal admission round (not in-year applications), a Common Application Form (CAF) must be completed. This is available from the local authority in which the child lives.

The parent will be advised of the outcome of the application on 1st March or the next working day, by the local authority. If the application is unsuccessful (unless the child gained a place at a school the parent ranked higher) the parent will be informed of the decision, related to the oversubscription criteria listed above, and has the right of appeal to an independent appeal panel.

If the parent is required to provide supplemental evidence to support the application (e.g. a baptismal certificate), this evidence should be provided at the time of application. If not

provided, evidence may be sought by the governing body following the closing date for applications. This information must have been correct at the date of closing for applications.

All applications which are submitted on time will be considered at the same time and after the closing date for admissions which is 31st October 2019. **Pupils with an Education, Health and Care Plan or a Statement of Special Educational Needs (see note 1)**

The admission of pupils with an Education, Health and Care Plan or a Statement of Educational Needs is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan or a Statement of Special Educational Needs 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.

Late Applications

Late applications will be administered in accordance with the home local authority Primary Coordinated Admissions Scheme. Parents are advised to ensure that the application is submitted before the closing date.

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.

Any such request should be made in writing to the headteacher of the school. 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 who has 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.

Waiting Lists

In addition to their right of appeal, applicants 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 below 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 on 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 the school by contacting the executive headteacher at St Joseph's RC Middle School. Parents will be advised of the outcome of their application in writing. 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, a request can be made that the child is added to the waiting list (see above). The parent has the right of appeal to an independent appeal panel if refused a place.

Right of Appeal

Where a parent has been notified that a place is not available for a child, every effort will be made by the local authority to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the chair of governors at the school address.

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 local protocol that has been agreed by both the diocese and the governing body for the current school year. The governing body has this power, even when admitting the child would mean exceeding the published admission number.

False evidence

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.

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.

First priority in each category will be given to children who will have an older sibling attending the school in September 2020.

1. Catholic looked after and previously looked after children. (see notes 2&3)
2. Catholic children who are resident in the parishes of St Mary's, Hexham (including Corbridge and Swinburne), St John of Beverley, Haydon Bridge, St Wilfred's, Haltwhistle, St Oswald's, Bellingham, St Peter's, Otterburn, St Elizabeth's, Minsteracres. (see note 3)
3. Other Catholic children. (see note 3)
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 or faith leader. (see note 6)
7. Children of other faiths whose membership is evidenced by a minister or faith leader. (see note 7)
8. Any other children.

Tie Breaker

Where there are places available for some, but not all applicants within a particular criterion priority will be given to children living closest to the school determined by the shortest

distance. Distance will be measured in a straight line (as the crow flies) from the front door of the child's address (including flats) to the main entrance of the school, (using the Local Authority's computerised measuring system) with those living closer to the school receiving the higher priority. 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 in a public place and supervised by a person independent of the school.

Notes and definitions

1. A **Statement of Special Educational Needs** is a statement made by the local authority under section 324 of the Education Act 1996, specifying the special educational provision for a child. 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.

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. For the purposes of admissions this refers to the child on whose behalf the application is being made. 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. Those who have difficulty obtaining written evidence of baptism or reception should contact the Diocese

6. who will decide how the question of baptism or reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.
7. **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 CYTÛN 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.

Applicants must provide a baptismal certificate or where child baptism is not practised, a letter confirming their church membership from their minister or faith leader.

8. **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.

Applicants must provide a letter of support to confirm their faith membership from their minister or faith leader.

9. **Home address** is the primary parental address which will be used in applying the admission criteria. This means that, when stating the choice of school, the parental address at the time of application should be given. The address of childminders or other family members who may share in the care of the child must not be used as the home address. Documentary evidence may be requested.

10. **Sibling** includes:

- (i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, step brothers 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.

11. 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 (having care of a child means that the child lives with and is looked after by that person).

This policy should be read in conjunction with the local authority's admission guidance for parents.

HOME-SCHOOL PARTNERSHIP

At St. Joseph's we strive to enhance our partnership by encouraging a shared commitment to the success of the individual child.

Together we must encourage the children to develop attitudes and values upon which both school and society are based. These include self-respect, respect and concern for others, self-discipline and moral qualities such as truthfulness and honesty.

The school will use school planners and other communications to keep parents informed about activities in the school and about their child's progress and behaviour. Good communication between home and school is essential and parents should receive positive as well as negative comments about their child as a matter of course. We believe that it is important to involve parents as soon as possible when concerns arise about their child, rather than as a last resort. Like all schools we have a home-school agreement which is within the children's planners and is expected to be signed by parents at the beginning of the academic year.

We have created what is hopefully a welcoming environment and we have an '**open-door**' policy which does not restrict contact with the school to the scheduled parents' evening. We believe that meetings with parents are an integral part of school life and we can discuss issues in an atmosphere of mutual support.

There will be parents' consultation evenings during the following months:

| | | |
|----|------------|-------------|
| Y5 | Sept. 2020 | March. 2021 |
| Y6 | Sept. 2020 | Nov. 2020 |
| Y7 | Sept. 2020 | March. 2021 |
| Y8 | Sept. 2020 | Feb. 2021 |

An interim report is issued to parents in February, 2021 and an end of year school report in July, 2021.

SCHOOL ORGANISATION

St. Joseph's is a voluntary aided Roman Catholic middle school for children between the ages of 9 years and 13 years.

There are three classes per year group with an average class size of 28 children. There are 16.38 (FTE) teachers.

Each class has a form teacher. He or she will take responsibility for the academic and pastoral development of the child. The form teacher will monitor the child's academic progress and behaviour throughout the year and will be the main contact person in the school for the home-school partnership.

The children are taught the programmes of study of the subjects in the National Curriculum and the agreed Catholic syllabus for RE in mixed ability groups, except in maths and KS2 English where there is setting.

THE SCHOOL DAY

The school day at St. Joseph's begins at 8.40am and ends at 3.20pm.

The morning session is 8.40 - 12.25pm (break 11.10– 11.25am)

The afternoon session is 1.20pm - 3.20pm

| | | | |
|--------------|----------|--------------|---------------------|
| 8.40 | - | 8.55 | Registration |
| 8.55 | - | 9.55 | Lesson 1 |
| 9.55 | - | 10.55 | Lesson 2 |
| 10.55 | - | 11.10 | Assembly |
| 11.10 | - | 11.25 | Break |
| 11.25 | - | 12.25 | Lesson 3 |
| 12.25 | - | 1.20 | Lunch |
| 1.20 | - | 1.30 | Registration |
| 1.30 | - | 2.25 | Lesson 4 |
| 2.25 | - | 3.20 | Lesson 5 |

SUPERVISION BEFORE AND AFTER SCHOOL

The children will not all arrive at school at the same time. No arrangements can be made for the supervision of the children before 8.40am, however, school does have a daily Breakfast Club that can be attended by pupils from 7.45 - 8.30 am. Breakfast club costs £1, for those pupils in receipt of free school meals there is no cost.

After school the children will be supervised from 3.25 – 3.35pm, whenever possible, getting onto the school transport in the lay-by on the Allendale Road.

If a parent is late in picking up his/her child after school, then the child should wait in the entrance hall. Any child left on the school premises after the end of the school day is the responsibility of the parents. Parents will be notified if their child misses school transport home.

THE SCHOOL CURRICULUM

Central to the work of the school is the curriculum. This consists of all the programmes of study of the National Curriculum and RE. In Key Stage 3 it also includes the cross curricular subject of citizenship. A range of teaching methods will be used including:

- whole class teaching;
- presentations by the teachers;
- discussion and debate;
- question and answer;
- individual and group investigation;
- use of television, DVD and the internet;
- role play and drama;
- fieldwork;
- use of ICT and interactive whiteboards

RELIGIOUS EDUCATION

In St. Joseph's Middle School we believe that the aim of religious education is to contribute to the development of the children as individuals and valued members of society. Our principal task is to help children to know, understand and appreciate the spiritual and religious dimension of life as expressed in the Catholic faith tradition and important aspects of other traditions.

We aim to:-

Encourage the children to explore the beliefs, values and way of life of the Catholic tradition, to introduce them to other faith traditions, to encourage a deepening understanding of their faith and to foster respect for other people, their beliefs and lifestyles.

Present a systematic presentation of the Christian event, message and way of life, in ways appropriate to the age and stage of development of the child.

Allow space for searching and questioning, to challenge the children to examine their own life stance, to deepen their personal faith commitment and to respect that of others.

Provide opportunities for celebration, prayer and reflection.

In Y5 and Y6 we follow the 'Come and See' scheme of work. Y7 and Y8 'People of God - Called to Serve'.

Children are encouraged to develop their faith by regular prayer in class, Collective Worship, Masses and other religious celebrations throughout the year.



KS2 RE

ENGLISH

Here at St. Joseph's, emphasis is placed firmly on the development of spoken and written English, with the teaching of reading as a major priority. The school's aim is to foster the development of a literate, articulate child who is able to approach spoken and written forms of communication confidently. A particular effort is made to involve parents in the vital partnership of teaching of reading. We encourage all pupils to visit our library club and enter the prestigious Lit Quiz in November when they join KS3

We believe that children learn best through speaking and listening and by encountering a range of situations, activities and audiences which are designed to develop confidence and competence. Drama activities are encouraged within lessons to support teaching and learning and we also build on the experiences that children bring from home. Reading a wide range of rich, stimulating texts in both fiction and non-fiction in class is a vital part of the literacy curriculum.

Throughout KS3, pupils are taught vital essay writing skills in preparation for their GCSE courses.

Pupils are given frequent opportunities to write for a variety of purposes and audiences and they are encouraged to write individually and in groups; discussing their work with their teacher and their peers. To stimulate the writing process we use carefully selected stories, plays and poems as well as life experiences. Pupils learn the drafting process, spelling patterns and the necessity for accurate punctuation and grammar and above all the need for clear legible handwriting.



ROALD DAHL DAY

LIBRARY:

The library at St. Joseph's is seen as an integral part of the school not only in terms of the resources which are on offer but also of each child's educational development. It provides a source of learning for use by individuals, small groups and whole classes in response to the needs of the curriculum and cultural and recreational interests. It has been computerised with CD ROM access and assistance and guidance is provided by the library co-ordinator and the Schools Library Service. Children are also encouraged to visit the library at lunchtimes if they wish.

MATHEMATICS

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At St. Joseph's Middle School we aim to ensure that all children should obtain maximum benefit by stretching each child to reach his or her potential, but without making impossible demands and follows the White Rose scheme of work.

The programmes of study for Y5 and Y6 follows on from work undertaken by the first schools. They pursue a course where learning through activity and experience plays an important part and allows a sense of enjoyment and curiosity about the subject.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 3 is organised into distinct domains, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects.



SCIENCE

Our aim is to develop an interest in, and a greater awareness of, the natural and technological aspects of life.

The three strands of science; life and living processes, materials and their properties and physical processes, are taught through an investigative approach.

In Y5 and Y6 the children follow an enquiry based scheme of work using resources from Exploring Science Scheme. There are six topics in Y5 and six in Y6. The topics have a balance of the 3 strands and are delivered in a stimulating way with support from ICT material.

In Y7 and Y8 we are covering the new Science curriculum agreed with partnership middle and high schools. The curriculum is supported by the Heinmann scheme and Exploring Science scheme.

Throughout their four years at St. Joseph's the children are taught to develop their investigational skills, focusing on planning, predicting, hypothesising, recording and analysing data so, developing a questioning approach to their work.



STEM Room

The recent refurbishment of Practical 1 has meant that we now have a STEM (science, technology, engineering and mathematics) teaching area. The STEM area not only provides additional teaching for mathematics but also makes it possible for a wide range of projects and activities involving science, technology, engineering and mathematics to take place, which serve to further enrich and enhance pupils' learning and knowledge of the world they live in today. We intend to extend the range of STEM activities for all pupils this year.

COMPUTING

The three aims we hope to achieve, by incorporating computing into the curriculum at St. Joseph's are:-

1. To extend and enhance learning in all areas of the curriculum.
2. To help all children to develop their computing capability, i.e. to build confidence in the use of computing by:
 - selecting and using computing according to the task
 - identifying areas where the use of computing would be relevant
 - assessing the limitations and effects of computing
 - understanding how computing affects our lives.
3. To challenge and stimulate all children in order to fulfil their potential, whatever their age, gender or intellectual level.

In Y5 and Y6 pupils experience a wide variety of software to prepare them for more complex project work at KS3 including computer science.

In Y7 and Y8 pupils work on projects which include:

- designing and programming a computer game
- making an informative e-Safety resource for Y5 which could be anything from a leaflet to a film.
- a Dragons' Den type project, building a business model
- journalism in the 21st Century, which includes research, database analysis and web page design.

DESIGN TECHNOLOGY

In design technology we aim to give the children an insight into the world of designing and making, and how it affects our lives.

We analyse products, recognise problems, identify changes we would like to make and through investigation develop design ideas. Alongside this we study the properties of materials and through focused practical tasks we develop skills and incorporate them in making the designs.

The materials we use include wood, plastic, moldable materials, food, textiles, mechanical components, card and graphic media. Quality materials are provided for the children encouraging quality products. We provide opportunities for children to use computers to draw, design and model their own ideas.

In Y7 and Y8 pupils are asked to bring food items for food technology lessons. Pupils are taught skills using small equipment, food processors, microwave ovens. Pupils look at foods such as cereals & healthy eating.

The children will be taught to use tools and equipment in an effective, safe and hygienic manner. Throughout all design and technology work the children are taught to work with consideration for others, to develop an ownership of their work, and extend their own criteria for a successful project.

HUMANITIES

History:

Our aims are to help the children develop a sense of identity through a study of historical events, and to introduce them to what is involved in understanding and interpreting the past.

Children will have the opportunity to:-

- learn about the past from a range of sources of information
- develop a sense of chronology
- expand their historical knowledge and understanding
- identify different ways in which the past is represented and interpreted.

Wherever possible, we aim to give children first-hand experiences through visits to sites of historical interest.

The topics studied are:-

- | | |
|----|--|
| Y5 | Ancient Egypt; Shang Dynasty; Hexham Abbey |
| Y6 | Vikings; Britain in the 1930s and 1940s |
| Y7 | Battle of Hastings; Monarchy, Parliament and Religion; English Civil War |
| Y8 | The French Revolution; Industrial Revolution; Slavery |

Geography:

In geography we study places, people, the environment and the relationships between them. We encourage children to develop critical attitudes towards contemporary issues, and teach geographical skills. Wherever possible, first hand learning experiences are provided, including visits to sites of geographical interest and fieldwork.

The topics studied are:-

- | | |
|----|---|
| Y5 | What is geography; Weather and Climate; Resources and the Environment |
| Y6 | South America; Volcanoes and Earthquakes; Water Cycle |
| Y7 | Settlement; Russia; Coasts |
| Y8 | Tourism; Risky World; Middle East |

FRENCH

We aim to foster an interest in a foreign language and a different culture. Children are encouraged to use language for real purposes, and wherever possible French is spoken in the classroom. There are opportunities to take part in imaginative and creative activities with the emphasis on enjoyment. Children are given practice in the skills of listening, speaking, reading and writing.

PHYSICAL EDUCATION

Aims and Provision

In Physical Education we encourage pupils to experience a range of different sporting activities. There is an emphasis on fair play, teamwork, and safety and the development of a healthy lifestyle both in and out of school is promoted.

In Y5 and Y6 all activities are delivered in mixed groups. Pupils develop skills and experience in a range of ball games including: football, ball skills, cricket and rounders. Other activities include gymnastics, dance, fitness, team building and athletics.

In Y7 and Y8 children progress to refining their skills and are encouraged to gain a greater understanding of the laws of major games as well as developing tactical awareness. Children participate in football, rugby, netball, basketball, cricket, softball and rounders. Partner and apparatus work is developed in gymnastics as well as knowledge and understanding of fitness components in a fitness unit of work. More complex map reading and team building skills are developed in outdoor and adventurous activities.

Extra curricular sports

Throughout the four years at St Joseph's the children are given the opportunity to participate in a number of extra curricular activities and encouraged to compete in major games against other schools.

Extra curricular activities provide opportunities for the children to participate in sports of their choice and further develop their skills. Many children represent the school in organised team games and we encourage a 'Sport for All' approach.

There are also area and County athletics competitions for all year groups.

ART

The course of study, covering all four years, aims at developing the children's visual awareness, and is designed to stimulate, encourage and fully develop individual creative talent.

The content of the course will be varied, aiming at introducing the children to as wide a range of artistic activities as is feasible. We encourage interest in the subject and the exploration of ideas and development of art skills using a range of art media including water colours, printing ink, oil pastels, inks, papier maché, chalks and felt.

Art should not be seen in isolation, and when appropriate, work will extend and develop themes being used in other curriculum areas. Children are encouraged to plan, prepare and evaluate work and be more aware of the audience for whom it is intended. A wide variety of materials and techniques provides a constantly challenging, interesting learning experience for every child.

MUSIC

Music is essentially a practical subject and all children are encouraged to join in a wide range of singing and instrumental activities. The aim is to promote enjoyment and to develop important skills of listening, appraisal, composing and performing. At the same time, we aim to help children explore an understanding of the basic elements which make up the language of music; sounds, silence, pitch, rhythm, time and notation.

We believe in keeping alive the traditions of class singing, enjoying a variety of local and regional songs, but also many from different musical and world cultures.

The requirements of the National Curriculum are addressed in an integrated way through musical projects designed to develop skills in keyboard and instrumental playing as well as to foster the ability to compose music through understanding the workings of melody, chords, rhythm and musical notation.

We have established ensembles such as drum, brass group, orchestra, school choir, string and jazz group which give concerts during the year. These groups are a great encouragement to children learning instruments. Individual and group tuition is given by visiting teachers of violin, singing, 'cello, guitar, woodwind, brass and percussion, and children learning these instruments are encouraged to play together as often as possible, for music groups or in class.

Our music room includes 16 keyboards which help to fulfil the National Curriculum requirements in performing and composing. There is a great emphasis on music as an important element in promoting the corporate life of the school, so musical productions, concerts and acts of worship all foster a valuable sense of belonging and being involved in creative expression.



CITIZENSHIP

Citizenship is a national curriculum subject taught at KS3 and KS4. It enables pupils to develop the knowledge, skills and understanding to become informed, active and responsible members of local, national and global communities.

At St. Joseph's we will teach the programmes of study via timetabled humanities and RE lessons where citizenship objectives are made explicit and known to pupils and special off-timetable events and assemblies.

Issues will include:

- Human Rights
- Government elections and voting
- Parliament and raising awareness of democratic participation
- Britain as a diverse society
- Involvement in charitable activities
- Use of money
- Law and justice

Liaison takes place with staff at QEHS and our partnership middle schools.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The new special educational needs and disability code of practice: 0 to 25 years was put into practice in September 2014. The document is substantial and is available to view through the following link <https://www.gov.uk/government/.../send-code-of-practice-0-to-25>. In brief the new approach to special educational needs provision ensures that pupils are at the centre of all teacher's planning as well as teachers being responsible for pupils' progress. Quality teaching at St Joseph's is an essential component for provision of pupils who need some additional support to ensure they are appropriately supported in the classroom and make at least expected progress from previous baselines. Clearly defined intervention plans, that include the support of an additional adult, are an integral element of provision at St Joseph's and replace the previous code of practice's School Action and School Action Plus. Pupil's provision and support is closely and regularly monitored at all levels to ensure progress is made.

However, for those children who do not make progress as expected and who may have additional complex needs and/or a disability the new code of practice includes a co-ordinated assessment process that could result in a child having an Education, Health and Care Plan (EHC plan) which replaces the previous code of practice's Statements of Special Educational Need. At St Joseph's we take great pride in our provision for pupils who need some additional support at key points in their educational years and we always endeavor to prioritise their needs appropriately. A further key point is pupils' emotional well-being, a child who is emotionally stable will learn well in the classroom and be happy in the school environment. We have teaching assistants who are qualified Emotional Literacy Support Assistants (ELSAs) who work with children, as necessary, to support them emotionally in school, over the years we have found this work to be invaluable and often a vital component to support pupils' self-esteem and confidence in the learning environment.

If you wish to discuss any issues relating to support and special educational needs please do not hesitate to contact school.

HOMEWORK

At St Joseph's we believe that there is value in children completing regular homework to complement their work in lessons. A copy of the school's full homework policy is on the school website.

An integral part of homework is the expectation that children read for at least 20 minutes each night. They are expected to note that they have read in their planner.

In addition the children will have weekly form time spellings and subject vocabulary to learn. Revision and consolidation of any aspects of schools Calculation Policy for mathematics, which is on the website, is also encouraged.

Y5 children will be given weekly English and mathematics homework.

In Y6 children will be given English, mathematics and science homework each week. As Y6 children get nearer to the national tests, which they take in May each year, it may be necessary for them to do additional homework.

Children in Y7 & Y8 are expected to complete weekly English, mathematics, science, humanities, R.E. and French homework.

The length of the subject homework will vary but an average will be 30 minutes for KS2 and 45 minutes for KS3.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are those that take place either at lunchtimes or after school. At St. Joseph's we pride ourselves on the quality and range of our extra-curricular provision.

Throughout the year there are a range of sports clubs organised by our staff. They can include: dance, soccer, rugby, netball, hockey, rounders, athletics, cricket and cross-country.

We have school teams competing in a whole range of sports in both area and county competitions.

We also have other clubs which are listed on the website each term.

For those interested in music there is the school orchestra and for those interested in singing there is the school choir. See website for current termly clubs and activities.

We have P.T.A. discos in the autumn and spring terms on Fridays between 7 – 8.30pm. They are for St. Joseph's children only.

BEHAVIOUR

Rationale:

"The best way to encourage good standards of behaviour in a school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school policy is an important step in that direction."

Elton Report (Discipline in Schools)

Aims:

At St. Joseph's RC Middle School we have a clear vision of the Gospel values which matter within the school and the surrounding community. We commit ourselves to a positive whole school approach to discipline in line with our mission statement and aims. We consider good discipline an important part of school life and a contributing factor to the school's ethos.

We consider good behaviour and discipline to be key foundations of good education. We endeavour to foster a positive attitude and atmosphere within the school in which effective teaching and learning can take place. Discipline is necessary for children's safety and well being. Without effective discipline it is unlikely that the children will progress at a satisfactory rate. It forms part of the personal and social development of the children, they need to learn respect for and toleration of others and to develop positive values, beliefs and attitudes.

We feel it is important to create an environment in which friendly relationships can flourish. We give greater priority to the children's achievements, but at the same time a system of sanctions, for misdemeanours, operates within the school. At all times, inspired by the Gospel we incorporate into our system forgiveness and reconciliation and we attempt to avoid labelling children and holding lasting grudges. Our children should feel that they can openly discuss their actions and redress any wrong they may have done.

Code of Conduct:

Children at St. Joseph's have a basic right to an education which offers them the best opportunity to attain their potential whilst growing in Christian maturity.

It is the right of every child at St. Joseph's to have an education without being hindered by others. We are all here to help create the circumstances for this to happen. In consultation with the children and staff we consider our Code of Conduct can be summed up in 8 simple rules:-

- 1. Follow instructions**
- 2. Listen carefully**
- 3. Be prepared for all lessons**
- 4. Move around the school in an orderly and quiet way**
- 5. Stay on task**
- 6. Keep hands and feet to yourself**
- 7. Be courteous and polite to others at all times**
- 8. Treat others as you would wish to be treated.**

This Code will be displayed in all classrooms and will be highlighted in the corridors and cloakroom areas.

CHEWING GUM IS BANNED IN SCHOOL.

Rewards:

It is very important that positive aspects of praise and reward should have great emphasis at St. Joseph's. It is also very important that the system in operation is known to all parties i.e. staff (teaching and non-teaching), children, parents and governors; and it must be adhered to in a consistent manner. School operates a House Point/Merit system.

Sanctions:

If a child misbehaves during a lesson or break after a warning by the teacher they will be given a warning or demerit, recorded in the school planner.

Children given 3 DEMERITS in 5 consecutive school days will be placed in the weekly detention by the co-ordinator. The childrens' parents will be informed by letter of this action. A situation may occur when a pupils' behaviour is so poor that it requires them to be removed from the classroom or playground. this could result in the pupil being placed straight into detention. Again the parents would be notified by letter.

In extreme cases of misbehaviour by a pupil, the consequence could well be a fixed time of internal exclusion or a fixed term external exclusion from school for a number of days. Parents have a pivotal role to play in promoting good behaviour at school, so, for our policy to be effective, parents need to cooperate with us in matters of discipline and reinforce the school efforts at home.

Pastoral Care:

The key figure is the form teacher. He or she will take responsibility for the academic and pastoral development of the child. The form teacher will monitor the child's academic progress and behaviour during the year and will be **the main contact person** in the school for the home-school partnership.

ANTI-BULLYING

We feel strongly that everyone has the right to come to St. Joseph's School and feel part of a safe, secure, caring environment, without being hindered by the behaviour of any other person or group. We do not tolerate bullying of any sort.

Everyone at St. Joseph's has a duty to assist in every way they can to stop bullying.

All children are issued with a booklet published by kidscape entitled "Stop Bullying", which is a guide for both children and parents on how to deal with bullying. The main point that I want to make clear is that we always want to know if you are worried that your child is being bullied. By telling us we can hopefully solve the problem.

ABSENCE FROM SCHOOL

Children are not allowed time off school for any reason other than illness, medical treatment, external examinations or exceptional circumstances (e.g. family bereavement). Absence from school must be supported by either a telephone call before 9.30am on the day of absence or a signed note from parents on return to school.

Children who arrive late for school, for whatever reason, must sign the 'late book' in the office.

School attendance is monitored by the school and our Educational Welfare Officer.

School Uniform

Compulsory

Boys/girls blazer with logo
Clip on tie
White short sleeve/long sleeve shirt or blouse
Navy skirt or navy trousers for girls
Strictly no jeans, leggings or fashion trousers
Grey trousers for boys

Plain black polishable school shoes, trainers are not allowed

Girls in Y5 and Y6 will also have the option to wear a summer dress in pale blue and white gingham with a plain navy cardigan.

PE Kit

Compulsory

Polo shirt
Shorts or skort
Navy football socks

Optional

Jumper with logo

Optional

Track pants
Leggings
Hoodie
Waterproof Jacket

Jewellery

Watch
Earrings (1 pair only) should be gold, blue or silver studs
Necklace – crucifix or cross only

No nail varnish



SCHOOL LUNCHES

At St. Joseph's we operate a cashless biometric system with a cafeteria where the children can select from a choice of lunches. The lunches are cooked on the premises and there is always a vegetarian alternative.

Children can opt to bring a packed lunch if they wish. It must be brought to school in a sealed container which must be clearly marked with the child's name and must only be eaten in the school hall at lunchtime.

PROMOTING A HEALTHY LIFESTYLE

It is the school policy to encourage our pupils with the support of parents to eat healthy products whether they eat school lunches or bring in a packed lunch. Due to potential allergy risk, we would ask that your child does not bring any food to school that may contain nuts. We would ask parents to ensure a balanced diet for packed lunches and significantly reduce the amount of confectionery or savoury snacks like crisps the children eat during the week and also drink fruit juice or water instead of fizzy drinks.

The children do have access to cool fresh water at break and lunchtime and we would encourage them to bring in a water bottle so they can drink regularly throughout the day.

There are plenty of opportunities for the children to engage in extra-curricular sports and activities both at lunchtimes and after school and this supplements the two hours per week of timetable physical education.

In addition, we have a School Travel Plan which has been endorsed by the DfE which with parental support recommends that all children living in Hexham should regularly walk to and from school. As a result of so many children walking to and from school there has been a significant reduction in the number of cars on the so called "school run" which is environmentally friendly and reduces the risk of accidents due to congestion near the school site. We also have a 5-minute walking zone which encourages those children who are brought to school to be dropped off and walk the remainder of the journey. For further details see the school website.

SCHOOL TRANSPORT

Families of children living within three miles of the school must make their own arrangements for transport to and from school.

Catholic children living in the catchment area but more than three miles from school are taken to and from St. Joseph's in transport provided by the LA or are given passes for use on public transport.

School transport is arranged by County Hall.

PARENT TEACHER ASSOCIATION

We have a very strong Parent Teacher Association and the Committee is elected annually. All parents and teachers are automatically members of the association and all meetings are open and you are very welcome to come along to them.

The P.T.A. organises a number of fund raising events and activities including:

Christmas Craft Fair

Summer Fair

Children's Discos

Last year funds raised by the PTA were used to refurbish and renew stock in the school library and the purchase of new music stands.

SCHOOL LINKS WITH HEALTH AGENCIES

Our school nurse also visits the school on a regular basis to carry out health interviews and to meet with staff.

From time to time she will ask to see particular children with existing medical problems, although no children will be seen without their parents' consent. In addition certain immunisations are available and they will be offered to particular groups of children at the appropriate time. Parents will be notified in advance for their consent.

HEALTH AND SAFETY

Several members of staff are qualified First Aiders. It is our policy to take all measures which are reasonably practicable to ensure the health and safety of the children, staff, other workers and visitors to the school site. Fire drills operate regularly and the children are warned to cross the road only at approved points.

In the event of a minor accident or illness, the child is dealt with on the premises. When a child requires hospital treatment, parents are informed and in the event of serious injury Northumberland County Council are also informed.

CHARGING POLICY

We will ask the children to pay a nominal sum of £1.00 for lost or damaged exercise books or text books. They will also be asked to pay a nominal sum of £5.00 for a lost or damaged school planner.

We may ask for a voluntary contribution from parents towards the cost of an educational day visit or activity that is an essential part of the National Curriculum. No child will be treated differently if his/her parents have not made a voluntary contribution. The children can also purchase for a nominal sum, the items made in design technology.

However, in the case of residential trips organised by the school, parents are asked to pay the full costs involved if they wish their child to participate. Such trips are always organised well in advance and there is the opportunity for payments to be made in instalments to spread the cost. Insurance cover is provided for all day and residential trips.

MUSIC TUITION FEES

We offer the opportunity for pupils to learn a musical instrument at St. Joseph's. The peripatetic instrumental teachers are employed by County and the school contracts the required number of teaching hours depending on numbers of children who wish to learn.

Cost for most lessons currently are £100.00 per term or if you would prefer your child to have individual lessons, then the charge will be £200.00 per term.

If your child uses a County instrument, the hire charge is £22.00 per term and a school instrument is £25 per term and if your child has percussion lessons, we are now obliged to make a service charge of £5 per term for the use of the school's drum kit. Some costs may vary depending on tutor rates.

Children who are receiving free school meals should contact the school if they wish to discuss music provision costs.

It must be emphasised that children may not give up lessons unless parents give a term's notice in writing to the school.

Any difficulties which arise with instrumental lessons should be discussed with the instrumental teacher or Mr Rosier the subject leader for music.

DATA PROTECTION AND GDPR:

For many years schools and School Health and Dental Services have worked together to ensure that all children in school are offered immunisation, health and dental surveillance, advice and support. To do this the School Health and Dental Services need up-to-date lists of all children attending school. In response to changes in the Data Protection Act we are required to ensure that parents know that the school gives your child's name, address and date of birth to these services. This information will be shared unless you advise the Headteacher in writing that you do not wish to happen.

MONEY AND PERSONAL EQUIPMENT

Children should come to school provided with basic equipment for all lessons. The following are some of the essential items they will need:-

A pencil case, containing pencils, blue ink or roller ball pen, a red and a green biro ruler, rubber, coloured pencils, pritt stick

Complete uniform and PE Kit, clearly marked with the child's name.

Any special equipment requested for particular lessons e.g. an apron for technology.

**Useful items also include a children's dictionary and a basic calculator.
(There is no need to buy expensive scientific calculators)**

It must be emphasised that children should not bring large sums of money or expensive personal belongings to school. Any substantial amounts of money should be given to the form teacher or school office for safe keeping, and should not be left in coat areas or in desks.

Similarly, children must not bring to school ipods (or similar), computer games or any costly items which may get lost. The school cannot take responsibility for such items. Mobile phones must be handed into the office at morning registration and collected at 3.20pm.

RELATIONSHIPS AND SEX EDUCATION

We recognise that the young people in our care need help and guidance in their personal, moral and social development. Sex education is an important aspect of education for life. While realising that the primary responsibility for this lies with parents within their families, we know that parents may need support and assistance in this area.

In line with the ethos of our school and with legislation, we will ensure that parents are consulted and that their cooperation and involvement will be appreciated as beneficial to both themselves and their children.

Some aspects of personal relationships are addressed through the RE Curriculum, as well as in assemblies and through the pastoral care system. Aspects which specifically relate to the physical and emotional development of young people are addressed through consultation with the school nurse and other relevant health professionals, as well as through close co-operation between colleagues in the areas of science, RE and pastoral care.

We will always inform parents by letter before embarking on this programme, and it should be noted that parents have a legal right, if they so wish, to withdraw their children from all or part of the sex education programme (other than these elements contained within the National Curriculum and addressed in science).

Any parent wishing to exercise that right or to discuss any aspect of sex education should contact the headteacher.

ATTENDANCE FIGURES FOR 2018 – 2019

Attendance by pupils for the last academic year was 95.93%

The figures for authorised absences was 3.44%

There were 0.62% unauthorised absences

Y6 NATIONAL TEST RESULTS (unvalidated) (May 2019)

| | % of pupils who achieved the expected standard | | % of pupils who are working at greater depth | |
|---|---|-----------------------|---|-----------------------|
| | 2019 St Joseph's Middle School | 2019 National average | 2019 St Joseph's Middle School | 2019 National average |
| Reading | 79% | 73% | 33% | 27% |
| Writing | 82% | 78% | 26% | 20% |
| GPS | 85% | 78% | 39% | 36% |
| Mathematics | 81% | 79% | 30% | 27% |
| Reading, Writing and Mathematics | 73% | 65% | 14% | 11% |

Complaints Procedures

Parents should direct any complaints to the governing body, if they have failed first of all to sort a problem out with the headteacher.

If, after following the school's own complaints procedure, the complainant is dissatisfied with the outcome, or if there were reasons why they could not use that procedure (e.g. through a conflict of interest) they can forward their complaint to the Department for Education using the new online school complaints form.

More information about making a complaint can be found on the DfE website:
www.education.gov.uk/schools/leadership/schoolperformance

Complaints about Religious Education and Collective Worship should go to the diocese if they have failed to be resolved by the headteacher or governing body.

Withdrawal from Collective Acts of Worship

Parents have the right to withdraw their child from a Collective Act of Worship but it is recommended that they should discuss the matter with the headteacher first.

DETAILS OF GOVERNING BODY

School Governors

Chairman Mr Tomás Neeson

Foundation Governors

Dr Howard Forrest
Mr Mark Dotchin
Fr Chris Warren
Mrs Patricia McMullon
Mr Mick Jonas
Mr John McArdle
Mrs Barbara Anne Dunn

Parent Governors Dr Suzanne Fairless-Aitken
Mrs Eleanor Stoves

Co-opted Governor Mrs Debbie Elliott

Staff Governors Mrs Kate Seddon

Executive Headteacher Mrs Fiona Conley

Clerk of Governing Body Northumberland County Council, County Hall, Morpeth.

Teaching/Support Staff September 2019

| | |
|------------------------------|---|
| Mrs Fiona Conley | Executive Headteacher |
| Mrs Kate Seddon | Executive Deputy Headteacher, subject leader of KS2 mathematics |
| Mr Gavin Simpson | Assistant Headteacher, Y5 form teacher, subject leader of science & KS2 Co-ordinator |
| Mrs Joanna Gelson | Assistant Headteacher Y5 form teacher, subject leader of RE, Catholic Life and Collective Worship |
| Mrs Sarah Carlson | Year 5 form teacher & teacher of French |
| Miss Andrea Armstrong | Year 5 form teacher |
| Miss Katie Mooney | Year 6 form teacher & subject leader of French |
| Mr Robert Hudson | Year 6 form teacher & subject leader of history |
| Miss Grace Dodds | Year 6 form teacher |
| Mr Richard Secker | Year 7 form teacher & subject leader of PE and geography |
| Mrs Carolyn Hagger | Year 7 form teacher & subject leader for PSHE |
| Mr Tim Rogstad | Year 7 form teacher & subject leader of design technology & computing |
| Mrs Kirsten Coulson | Year 8 form teacher & subject leader of English |
| Mr Mike Seddon | Year 8 form teacher |
| Mrs Leanne Dotchin | Year 8 form teacher, subject leader of KS3 mathematics and SENCo |
| Mrs Julie Sinclair | Teacher of design technology |
| Mr Philip Rosier | Subject leader of music and KS3 Co-ordinator with responsibility for behaviour & standards |
| Mrs Claire Miller | Subject leader of art |
| Mrs Nikki Hassett | Subject teacher of history & RE |
| Mrs Eleanor Stoves | Inclusion Support Manager |
| Mrs Vita Lockhart | Higher Level Teaching Assistant |
| Mrs Elaine Storey | Teaching Assistant |
| Mrs Carol Burgess | Teaching Assistant |
| Mrs Angela Tiffin | Teaching Assistant |
| Mrs Paula Ferguson | Teaching Assistant |
| Mrs Kris Binns | Teaching Assistant |
| Mrs Clare Shield | Teaching Assistant |
| Mrs Helen Plunkett | Teaching Assistant |
| Mrs Lorraine Steele | Teaching Assistant |

Designated Safeguarding Lead (DSL)
Deputy DSLs

Mr Gavin Simpson
Mrs F Conley, Mrs K Seddon, Mrs J Gelson, Mrs E Stoves

Admin Staff September 2019

| | |
|-----------------------------|---------------------------------|
| Mrs Alison Mellor | Federation Senior Admin Manager |
| Mrs Helen Forster | Administrative Assistant |
| Mrs Susan Henderson | Administrative Assistant |
| Mrs Pauline Gormley | Administrative Assistant |
| Miss Anna Hutchinson | Administrative Assistant |
| Mrs Vicki Forster | Administrative Assistant |
| Miss Amy Henricks | Clerical Assistant |

Caretaking/Catering Staff September 2019

| | |
|--------------------------------|-------------------|
| Mr Neil Spence | Caretaker |
| Mr Farrel McKie | Cleaner |
| Mr Andrew Moulding | Cleaner |
| Mrs Carol Hudson | Unit Manager |
| Mrs Leanne Doherty | Kitchen Assistant |
| Mrs Boonsanong Teasdale | Kitchen Assistant |
| Miss Kayleigh Brown | Kitchen Assistant |
| Mrs Sarah McMahon | Kitchen Assistant |

ST JOSEPH'S RC MIDDLE SCHOOL

SCHEDULE OF SCHOOL HOLIDAYS FOR THE SCHOOL YEAR 2019/20

| <u>HOLIDAY OR OCCASION OF CLOSURE</u> | <u>DATE ON WHICH SCHOOL WILL CLOSE</u> | <u>DATE ON WHICH SCHOOL WILL REASSEMBLE</u> |
|--|--|--|
| <u>Teacher Day</u> | <u>Monday 2nd September 2019</u> | |
| Summer 2019 | Friday 19 th July 2019 | Tuesday 3 rd September 2019 |
| <u>Teacher Day</u> | <u>Friday 25th October 2019</u> | |
| October Mid-Term 2019 | Thursday 24 th October 2019 | <u>Monday 4th November 2019</u> |
| <u>Teacher Day</u> | <u>Monday 6th January</u> | |
| <u>Christmas/New Year 2019/2020</u> | Friday 20 th December 2019 | Tuesday 7 th January 2020 |
| <u>Teacher Day</u> | <u>Friday 14th February 2020</u> | |
| Spring Mid-Term 2020 | Thursday 13 th February 2020 | Monday 24 th February 2020 |
| <u>Easter 2020</u> | <u>Friday 3rd April 2020</u> | Monday 20 th April 2020 |
| <u>May Day</u> | <u>Friday 8th May 2020</u> | |
| <u>Teacher Day</u> | <u>Friday 29th May 2020</u> | |
| Summer Mid-Term 2020 | Friday 22 nd May 2020 | Monday 1 st June 2020 |
| <u>Summer 2020</u> | <u>Friday 17th July 2020</u> | Tuesday 1 st September 2020 |

USEFUL ADDRESSES

School Admissions

School Admissions 01670 624889
schooladmissions@northumberland.gov.uk

School Transport

Northumberland County Council
County Hall
Morpeth
Northumberland
NE61 2EF
Telephone: 01670 624079



“Teaching at your school is characterised by high expectations of what pupils achieve. Subject knowledge is at the centre of lesson planning, and this, together with teaching that sparks pupils’ interests, ensure that the standards that pupils reach are high.”

Ofsted June, 2018

