

Welcome to St Mary's!

In this prospectus, we provide an idea of what St Mary's School is like. We hold several open days during the Autumn term. Please contact the School Office or visit our school's website for details. A tour of the school will leave no doubt that this is a happy, nurturing and academic place for children to flourish. A read of our most recent Ofsted report will attest to this.

The School is part of a caring Christian community where we try to live out the love of Christ by serving your children. Every adult and child is precious in the eyes of God – valued no matter what race, sex, creed, religion, social background, physical or intellectual achievement. We welcome applications from children with disabilities and make adjustments as necessary to remove barriers to their full participation in school life. You will find our staff to be caring and inspirational educators.

Our large classrooms provide an excellent learning environment. Further to this, we often use additional group rooms to keep class sizes down, support children in smaller groups or provide 1:1 support. Our teachers are passionate about the children's learning environment and each class has beautiful displays of the children's current topics, themed reading corners, interactive white boards as well as being tidy and well organised. We are lucky to have an exceptional computing suite, with 30 computers. We also have laptops, tablets and several other digital devices to teach the modern computing curriculum. Similarly, we have a library full of the newest texts to encourage a love of reading from an early age. The school has a gym as well as an assembly hall where we hold events.

At St Mary's we are able to provide lots of outdoor learning for our pupils. In our fabulously redesigned and refurbished playground, we now have a self-contained sports pitch in addition to a range of climbing equipment. A 'Mud Kitchen', sensory garden, and an Art Shed installation provide further stimulation. We also have a newly expanded range of planters in which we grow vegetables with the children. Further to this, we have a re-developed and highly stimulating story garden which has all the houses from the three little pigs story; a bridge for Billy-Goats and a troll; and a boat in which the Owl and Pussy Cat sail to sea! Meanwhile a music installation, complete with a mini-stage, provides opportunities for children to compose together. Our outdoor classroom, at the heart of our school, houses a mosaic designed and made by children, staff and family members from our school community. This area provides a beautiful setting for the children to learn in the outdoor environment. We also have a prayer garden which offers a peaceful space for quiet prayer and reflection. Children in the Early Years have their own dedicated outdoor areas with many exciting opportunities for learning and exploration. This is a must see on a tour of St Mary's! The Early Years outdoor learning spaces are set up with exciting activities each morning to encourage learning both in and outside the classroom.

The staff, governors, parents and children work hard to achieve the success we enjoy. Our outstanding Ofsted rating was a collaborative effort of the schools' community. We invite you to enjoy these achievements too.

Kind regards,



Beverley Hall  
Executive Head Teacher



Matt O'Brien  
Head Teacher

## **Applications for Admission**

### **What kind of school is St Mary's?**

St Mary's is a Church of England Foundation, Voluntary Aided, Co-educational day School for children between the ages of 4 and 11 years. There are some 630 children on the roll, in 21 classes of 30. We are part of a multi-academy trust (the Genesis Education Trust) with St Saviour's CoE Primary School, with which we share a single governing body, and St Margaret's CoE Primary School in Barking.

Working as an academy, with the Church of England and the local community, we provide an excellent education for children. Through our Christian ethos, we aim to foster the growth and well being of the whole child, physical, emotional, intellectual and spiritual. We understand that such growth is best nurtured by a partnership between school, child and home. As the United Nations Declaration of the Rights of a Child states, 'Children learn what they live.' An education at St Mary's will best suit children and families who wish to embrace both the growth of the whole child and our living Christian tradition and ethos.

### **How many places are available each year?**

Every year, ninety new children will enter their reception year at St Mary's. Additionally, a number of children enter other year groups as vacancies arise.

Our school site is also home to St Mary's Nursery which is private nursery provision. St Mary's Nursery caters for children from age one upwards. The Nursery works in partnership with every family to provide the highest quality childcare in a safe, stimulating and nurturing environment. They offer a collection of unique experiences using both the outdoors and indoors as a positive learning environment. They provide a stimulating atmosphere to encourage your child's development as they are passionate about quality Early Years Care and Education. If you would like to learn more about St Mary's nursery, please speak to Emma Cowie, the Nursery Manager on 020 8521 1066.

### **Who can attend St Mary's?**

St Mary's welcomes children from across our local community. Like all schools, St Mary's has to prioritise admissions when more children apply than we have places available. When that occurs, we use a list of criteria which are outlined below. Once a child has been admitted, we invite parents and families to be actively involved in school life supporting their own child and, through that, strengthening and enriching our local community.

### **How are places allocated?**

Most schools have to prioritise places offered to children. There are often more children wishing to attend St Mary's than we have places available. There are certain groups of children, such as those in local authority care, who automatically have a priority when applying to any school (criteria 1 below) and we warmly embrace that priority as part of our Christian welcome. In addition to that, St Mary's prioritises children who have a brother or sister already at the school (criteria 2). The next criteria provides for children from Christian faith communities (criteria 3 to 4), after which any remaining places are offered on the basis of those living closest to the school (criteria 5 and 6, and Note 4 below). For Criteria 2-6 it is very important that the Parental Declaration form is completed with as much information as possible. If a reference from your church minister is required, please pass this to them as soon as possible. Any questions about completing the forms should be directed, in the first instance, to the school office on 020 8521 1066

### **Which application form should I use?**

Whilst St Mary's Governing Body is the admissions authority for the school and is able to set its own admissions criteria, parents wishing their children to attend St Mary's School must use the London Borough of Waltham Forest's co-ordinated Admissions Application Form (see Note 3 below for further information).

### **Important guidance notes on the completion of the local authority's co-ordinated admission application form:**

The co-ordinated admission system used by the London Borough of Waltham Forest is designed to take account of parents' preferences as far as is possible, and if St Mary's is the school that you wish your child(ren) to attend, the Governors advise that you indicate this by naming St Mary's C of E Primary School as your first preference on the Borough's co-ordinated Admission Application Form.

If other schools are listed above St Mary's on your application form, and it is possible for the Borough to offer you places at these schools, the co-ordination system will mark St Mary's as 'no longer required' and the governors will not receive your application for consideration because it was possible to offer you a place at a school ranked as a higher preference, by you, on your application.

It is also important that the Parental Declaration Form is completed with as much information as possible and then if applicable passed on to your Church Minister for a reference to be obtained regarding your involvement in the life of your Church.

### **Admissions Criteria**

Where there are more applications received than places available, the Governors (working within the Notes and Definitions below) will allocate places according to the following criteria, in order of priority:

- 1) Children in public care ('looked after children') will be prioritised for St Mary's above all other admissions categories (see also Notes 1 & 2).
- 2) Children who are siblings will be accepted if their sibling is on roll at the School at the time of admission.
- 3) Children of parents who are active members of the Churches of St. Mary's, St. Stephen, St. Luke or St. Gabriel, Walthamstow (known as "The Parish of Walthamstow"), or who are resident in the Parish of Walthamstow and are actively involved in the work and worship of other Christian Churches within that ecclesiastical Parish boundary. (see Note 4 & definitions)
- 4) Children of parents who are staff of The C of E Federated Schools of St Mary's & St Saviour's in the following circumstances:
  - a) Where the member of staff has been employed at the school for two or more years at the time at which the application for admissions to the school is made, and/or
  - b) the member of staff is/has recruited to fill a vacant post for which there is a demonstrable skill shortage
- 5) Children of parents resident in the Parish of Walthamstow, or within the neighbouring parishes, who are actively involved in the work and worship of other Christian Churches within those Parishes.

- 6) Children of Parents resident in the Parish of Walthamstow who wish to send their children to a school with a Christian ethos.
- 7) Children of Parents resident outside of the Parish of Walthamstow who wish to send their children to a school with a Christian ethos.

## Notes

Note 1. Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They fall into 4 main groups:

- (i) children who are accompanied under a voluntary agreement with their parents (section 20)
- (ii) children who are subject to a care order (section 21) or interim care order (section 38)
- (iii) children who are the subject of emergency orders for their protection (section 44 and 46)
- (iv) children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

The term 'looked after children' therefore includes: children in children's homes, foster care, unaccompanied minors, and other emergency provisions. For 'looked after children', late applications or mid term transfer requests will receive the highest priority, second only to a Statement of Educational Need for vacant places at St. Mary's. Where the request is for a place where a sibling attends, including the foster carer's own children and other unrelated children resident in the same foster home, the School will consider the request even in cases where admission would result in the School exceeding the published admissions limit, in order to accommodate the child.

Note 2. Applications for places from children with a Statement of Educational Needs will be considered under category 1 above (i.e. prioritised along with 'looked after children' above all other admissions categories).

Note 3. In categories 3 and 5 "active members" means that at least one parent attends the Church for public worship a minimum of twice a month. A Supplementary Information Form (SIF) must be submitted directly to the school, in addition to the Local Authority process. This is available via the school office or the school website.

Note 4. A map showing the boundaries of the Church of England Parish of Walthamstow is available from the school office. Under the co-ordinated admissions scheme, the admissions committee requires THREE official documents showing proof of parents' or guardians' residence at the address shown on the application form. These must be:

1. the most recent Council Tax bill or tenancy agreement  
and
2. your most recent Child Benefit/Child Tax Credit letter showing your child's name and your address  
and
3. the most recent utility bill for the address showing your name (this must be one for Gas, electricity or Water, no other bill will be acceptable).

Note 5. Where the offer of places to all applicants in any sub category listed above would lead to over subscription, the places will be offered to those living closest to the school. Distance measured in a straight line and sourced from the Local Authority.

## Definitions

Actively Involved is defined, in accordance with national Church of England guidance as being 'at the heart of the church'. This means attending Sunday services at least twice a month or/and involved in weekday worship, with the exception of holidays and illness,

A Christian Church is defined as one which is part of a church in membership of, or holding observer status of, 'Churches Together in England' and/or has church membership of the 'Evangelical Alliance' and/or is a member of Affinity (formerly the British Evangelical Council).

Neighbouring Parishes: St Peter-In-The-Forest, St John, St Michael and All Angels, St Saviour, St Barnabas with St James the Greater, St Andrew (Higham Hill), Emmanuel (Leyton), All Saints (Leyton), St Catherine and St Paul (Leyton) known as 'Cornerstone'. All churches mentioned are those in Walthamstow, unless stated differently.

A sibling is defined as a child living at the same address who is also: a full brother or sister related by blood or adoption, or half brother or sister related by blood or adoption, or step-sibling (for children in foster care please see Note 1 above).

The Parish of Walthamstow refers to the boundaries of the Church of England ecclesiastical parish, as defined by the Diocese of Chelmsford. A map outlining the boundaries may be obtained from the school office.

## Unsuccessful Applications and the Outstanding Application Pool

In addition to their right of appeal, unsuccessful applicants will be offered the opportunity to be placed in an outstanding application pool. This outstanding application pool will be maintained in order of the over-subscription criteria set out above and not in the order which the applications are received or added to the pool.

## The Appeals Procedure

St Mary's is a popular School and parents will appreciate that, owing to over-subscription, it may not be possible to offer a place to everyone who applies. The 1980 Education Act gives parents the right to appeal against decisions of the Governors regarding admissions. Parents wishing to do so should notify both of the following:

- a) The Education Appeals Committee,  
Democratic Services,  
Town Hall, Forest Road,  
Walthamstow, LONDON E17 4JF.
- b) Chair of Governors,  
St Mary's C of E Primary School,  
Brooke Road,  
Walthamstow E17 9HJ.

## About our school

At St Mary's we want to live out our Christian values and vision for the common good as children and adults alike. We value our links with Church and community and believe they help us foster a caring and exciting environment for learning and growth.

The first part of the prospectus tries to help you understand the 'big picture' as we see it. It explains something of the basis of our Christian foundation and values and what kinds of things are important to us. The prospectus then moves on to the important practicalities of school life.

### St Mary's Mission: What are we about?

We aim to be 'Educating for Life' by encouraging the whole development of each and every child as a person made in God's image and deeply loved by their Maker.

### Key elements in achieving this are:

1. Seeking to be a school where faith is expressed through worship, prayer and the Bible is central to everything we do and where we deliberately attempt to link the Christian gospel with the daily life of the School.
2. Enabling each child to learn and develop skills and knowledge, across the curriculum, centered on the Christian Faith, in order to achieve their full potential and encourage enthusiasm for life-long learning.
3. Employing high quality inspirational teachers who are committed to excellence and are in full sympathy with the Christian Faith.
4. Ensuring excellence in governance, leadership and management of the School and its resources.
5. Ensuring high quality learning support and administrative staff who are committed to excellence and are in full sympathy of the Christian Faith.
6. Maintaining and developing our buildings and resources to the highest possible standard.
7. Developing excellence in parental and local community involvement.

### St Mary's Values: How do we do things?

St Mary's is a school with both a historical Christian foundation and a living connection with the local faith and wider community. As a historic church school we have always sought to express our Christian ethos in practical ways that make a difference.

Although there is a diversity of belief and emphasis within our existing school community, we do ask that everyone at St Mary's understands our values and endeavours to join us in living them out, whatever their particular task or role. By values, we mean descriptions of the way in which we hope every member of the school, adults and children, will conduct themselves through life. In short they answer the question: how do we do things round here?

Our values are: respect, caring, forgiveness, truth, equality, faith, and wisdom.

Each of these values has an associated set of words that further describe our shared understanding. For instance:

- Respect includes respect for differences and diversity, politeness and self-esteem
- Caring values attitudes of compassion and selflessness, emphasising listening and generosity towards all
- Forgiveness includes an emphasis on empathy, reconciliation and tolerance
- Truth means we want to be people of honesty, trust and integrity

- Equality encourages us to humbly seek fairness, consistency and justice
- Faith looks for optimism, encouragement, perseverance and grace
- Wisdom includes a desire for creativity, judgement, thoughtfulness and knowledge

These values are intended to include every interaction in school life. Everyone has a role in showing and sharing them. They also form the way in which we hope all our policies and procedures will be applied to situations as they arise.

Our 2019-22 vision is for St Mary's to be a place of transforming growth, where Christian education inspires children and adults for achievement in the whole of life.

Our vision contains six major thrusts and is for everyone at St Mary's. Person-by-person, we will grow through:

### **Developing Resources**

We want to see the potential of our existing resources of people, buildings, equipment and finance maximised for the benefit of the school and wider community

### **Living Values**

We want to see our Christian values owned, understood and lived out with integrity by all members of our growing school community, so they are visible in behaviour and relationships, policy and paperwork

### **Achievement matters**

We want to see all our pupils thrive as successful learners through high quality teaching and a rich and supportive learning environment

### **Enriching Communities**

We want to promote and develop community cohesion by creating rich and sustainable links across the community which promote harmonious understanding

### **Creativity Matters**

We want to see a school community that is enthused by and engaged in the shared ownership of a creative agenda

### **Optimised Learners**

We want to develop independent, thinking children all of whom achieve educationally and are emotionally equipped to make good life choices

St Mary's is committed to:

### **The Bible**

The Bible is vital in our relationship with God – Father, Son and Holy Spirit – and all that we do. We seek to be obedient to biblical teaching, evaluating our work, our attitudes and our behaviour in its light.

### **Prayer**

Prayer underlies everything we do. Through prayer, we are committed to deepening our relationship with God and our knowledge of His will. In prayer we bring before God the needs of the world and the School.



## **The individual as a whole person**

We affirm the God-given and equal value of each person. We stand for respect and freedom for everyone. We are committed to care for pupils, parents, colleagues and supporters. We encourage a culture of sensitivity to the needs of the individual, where self-esteem and confidence can grow and where people feel able to make mistakes without fear of criticism.

## **Each other and our interdependence**

We believe in the promotion of 'love of neighbour' as taught by Jesus. In working together to deliver our mission – Educating for Life - we endeavour at all times to trust each other, to be patient and forbearing and to pay attention to the way we speak to one another. We believe it is important to listen well and to be able to confront difficulties carefully and with compassion, even when it is uncomfortable to do so. We believe that each person has their own part to play, which contributes to the whole. There should be opportunities to promote the exchange of views through consultation and debate, so that we can improve our understanding of ourselves, of one another and of the work we do. We are committed to building partnerships between adults and children based on good relationships.

## **Transparency and accountability**

We are ultimately accountable to God for the use of our time and all available resources. We therefore strive to exercise wisdom and responsibility in using the opportunities and resources entrusted to us and believe that we should be open and transparent in all matters.

## **Community**

We believe in providing stepping stones to and from the community, where people feel they belong. Within our School, we are committed to a way of life where the children, parents, volunteers, staff and governors experience a sense of belonging to, and identification with, the values of the School.

## **Integrity and authenticity**

Our actions speak louder than our words. Therefore, we strive at all times to match the Christian values we have described above with the way we behave.

## **School Expectations**

At St Mary's, we are concerned about the whole upbringing of the child, not just educational performance. Our School rules are designed for the wellbeing and safety of the whole School and we expect them to be obeyed at all times. We want to see all children working to their full potential and ability, showing respect and consideration for others and good manners.

## **Parental Involvement**

Teachers are always happy to advise parents how they may best support their child's learning and help them at home. The school website contains links to support children's learning at home. We also hold parent workshops every Monday after school. We have a Parent Council at St Mary's which has parent members from each class and is facilitated by a senior teacher. The Council is designed to enable parents to take part in school life in an effective and sustainable way by improving communication between school and home, offering opportunities for parents to help out in class, enabling any issues to be resolved speedily and for the school to consult parents in depth on any issues for development.

## **Parents' Evenings**

Each term, parents are invited to attend one of our parents' evenings, where they have an opportunity to discuss their child's progress with the child's class teacher. Appointments on these occasions are pre-arranged and allocated on a first come first served basis.



Where a parent is unable to keep a pre-arranged appointment, as a matter of courtesy they are asked to let the School know, so that the appointment time may be offered to someone else.

Where a parent fails to keep an appointment, without notifying the School in advance that they will be unable to attend, the School will try to accommodate parental requests for a meeting with the class teacher at a later date/time, but it may be necessary for this to take place during the School day, at a time convenient to the class teacher.

### **Other Consultation Appointments**

When parents have a particular concern about their child, they should see the class teacher in the first instance. Teachers will endeavour to meet with you to discuss issues and likewise, they will contact you if they have concerns.

If matters are not resolved, you can contact the school office to arrange an appointment with the Head of School. The Head of School will always be available to discuss any other queries you may have.

### **Worship**

As a Christian School, the worship of God is at the heart of School life and all pupils are expected to participate fully in the Religious Education and Worship at the School. Whilst parents have the legal right of withdrawal provided under Section 25 of the Education Act 1944, parents and guardians opting for their children to attend the School are expected to assent to their children's full participation in the School's Christian activities (implicit or explicit) when they apply for entry.

Year 1-6 pupils share in daily worship, sometimes in class groups or key stage groups and sometimes with the whole School. Reception pupils worship in class. However, after Christmas, the children attend the shining star assembly. All parents are invited and welcomed to two assemblies each week: the first on Mondays at 9.05am which is led by a member of the local clergy, and the second a whole school assembly on Fridays at 9.05am. Both of these give an opportunity for the whole school family to gather together for worship and celebrating children's achievements. Services for Harvest Festival, Christmas, Easter and End of Summer Term Leavers are usually held in St Mary's Church, and parents are encouraged to attend.

### **The School Uniform**

The Governors have ruled that this is a Uniform School. Parents who send their children to our School do so on the understanding that they agree to provide the uniform. The Uniform consists of the following:

Winter Uniform – Burgundy cardigan/sweat shirt with School logo, grey trousers or shorts, culottes, skirt or pinafore dress, plain white shirt, polo or blouse, plain grey, black or white socks or tights. Low heeled sensible shoes in black, or black or white trainers with no logo.

Summer Uniform – As Winter, but also: Schools style pink check dresses, sandals with straps or sensible shoes in white, black, or black or white trainers with no logo, any sensible cap or sun hat may be worn.

Outdoor coats must have serviceable loops for hanging on pegs in the cloakrooms. The Governors have a no-jewellery policy except for watches, studs or sleepers and a cross, worn under clothing. Children will be asked to remove other pieces of jewellery. Neither the School, nor the Education Authority can be responsible for lost personal property.

\*The School cardigan/sweatshirt and book bag can be obtained through our suppliers MAPAC, which can be accessed through our school website, or from our uniform supplier at Victoria 2 Schoolwear in Hoe Street.

PE Kit – Black Plimsolls (without laces for infants), plain black or white shorts and plain white T- shirt. Plain black or navy tracksuit may be worn for outdoor PE in Winter.

Names must be clearly marked inside all clothing. Again, further information is available on pre-admission visits.

Some items of second hand uniform may be available, please ask at the School Office for details. If you are unsure of the style, design, or any other aspect of the uniform please consult the school office.

## **The School Day**

Currently, Reception start at 9.00am and finishes at 3.20pm, Years 1 to 6 start at 8.55am and finish at 3.30pm. There is a 15 minute morning break in the morning. The lunch break is at slightly different times for different ages of children. Reception children have their lunch break from 11.30am-12.30pm, Years 1, 2 and 3 from 11.45am-12.45pm, and Years 4, 5 and 6 from 12.45-1.45pm. In the afternoon, Year 1 and 2 children have a 10 minute break at 2:35pm.

We offer full time nursery provision with the 30 hours funding entitlement. Full time nursery places run between 8:00am-6:00pm. Nursery lunches take place between 11:30-12:30.

The School playground opens at 8:45am and is closed at 3:45pm. Outside of these times, the entrance gates to the School playground are closed so children should not routinely arrive at School before 8:45am. Children who do so MUST be accompanied by their parent or carer or a responsible adult as the School is unable, for insurance reasons, to take responsibility for these children before 8:45am.

All children should arrive in good time for the start of the morning session. Lateness disrupts the start of the day and under Government guidelines, can constitute unauthorised absence. Parents of children who persistently arrive late will be contacted by the Senior Leadership Team and asked to come and discuss the matter so that School and parents work together in the best interest of the child.

Children should be collected promptly at the end of the day. It can be very upsetting, especially for younger children, to remain in the playground when School finishes if their parent/carer has not arrived. Persistent failure to ensure a child is collected on time constitutes child abuse, and under child protection guidelines the School will report persistent offenders to Social Services. Extreme cases of persistent failure of parents to collect their children promptly at the end of the afternoon session will result in the child(ren) being taken to the Social Services Office, and placed in temporary care with them, until such time as the parents can attend.

No child is permitted to leave School early without a prior request from a parent to the Head of School through the completion of a request for absence form.

## **Parking**

In recognition of the Local Authority's Green Travel Policy, wherever possible, parents are encouraged to walk to School. If it is not possible to walk to the School, and you do drive, please ensure that you do park legally, safely and with due consideration for others.

Please remember, double-parking or stopping on the yellow 'zigzags' causes a traffic hazard to all, and puts lives at risk – please do your bit in ensuring the safety of our children by parking sensibly.

## **School Curriculum**

At St Mary's, the curriculum is organised to meet both the individual needs of each child and the various age groups within the School. Children in our Reception class follow the Early Years Foundation Stage Curriculum. Infant children, in years 1 and 2, follow programmes of study as laid down in Key Stage One of the National Curriculum and the junior children, in Years 3, 4, 5 and 6, follow programmes of study as laid down in Key Stage Two of the National Curriculum.

## **English**

This can be summarised under three headings:

i. Spoken Language: Our curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing, The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

ii. Reading: Our curriculum has 2 aspects.

- Word reading
- Comprehension (both listening and reading)

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar printed words.

Phonics is emphasised in the early teaching of reading to beginners when they start our school. Good comprehension draws from linguistic knowledge and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

iii. Writing: Our curriculum has 2 aspects

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing). In addition, pupils are taught how to plan, revise and evaluate their writing.

The vocabulary, grammar and punctuation skills that underpin writing are taught explicitly.

Every class has a daily Literacy lesson, where the emphasis is on practical activities and whole class teaching. A high level of pupil interaction encourages children to develop their knowledge and understanding. Reading lesson also take place regularly.

## **Mathematics**

Understanding is vital and must go hand in hand with the mastery of mathematical skills. In our teaching of the subject we aim to help children:

i. to attain the basic skills and concepts in mathematics and develop the insight to apply these skills in new situations

- to gain an appreciation of pattern
- to reach an appreciation of two and three-dimensional shapes
- to think logically and communicate effectively on paper the steps in a solution to a problem
- to gain confidence involving an easy facility with processes and a good degree of understanding

Every class has a daily mathematics lesson, where the emphasis is on practical activities and whole class teaching. A high level of pupil interaction encourages children to develop their mental skills, before moving on to written methods, which mean the children are more interested in the lesson and learn more effectively.

The subjects below are taught as part of the Curriculum. Wherever possible and appropriate, links are made between the different curriculum areas.

### **Computing**

Creativity and literacy on the computer are vital for children growing up in the 21st century. We have a fully equipped computing suite. In addition to multi-media computers, our computing resources provide laptops and netbooks for cross-curricular learning and Internet access via the School's secure service provider. Computing is an increasingly important element in all aspects of education here at St Mary's. All classes have an interactive whiteboard and wireless internet access.

### **Science**

Our aim is to ensure children develop an enquiring mind and a scientific approach to problem solving, as well as teaching them facts about science. Wherever possible, we aim to teach through practical observation and experimentation, rather than theoretically stating what 'should' happen.

### **Music**

Opportunities to make music (singing and playing instruments) as well as listening and moving to music are offered. We have a regular junior orchestra club, and a popular junior choir.

### **Art and Design and Design Technology**

Opportunities are given for creative activity in as wide a range of media as possible – paints, crayons, pastels, paper, wood, junk, fabrics, clay, etc. – using appropriate tools, equipment and techniques. There are regular Key Stage 1 and 2 Art Clubs which children can attend. Children also develop their knowledge of key artists and designers. Every child has their own sketch book. Very popular whole school Art Exhibitions exhibiting all pupils' artwork are now held twice-yearly.

### **History**

Our history curriculum helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past.

### **Geography**

Our geography curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

### **Languages**

Our languages curriculum fosters pupils' curiosity and deepens their understanding of the world. Teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Children in key stage 2 learn French. Some children also have the opportunity to learn other languages as part of the Gifted and Talented programme or in clubs.

### **Religious Education**

Our curriculum is based on the Diocesan syllabus and aims to meet the children's spiritual needs by:

- Promoting an understanding of the Christian Faith
- Having a basic knowledge of other non-Christian Faiths in the community
- Giving the children a familiarity with the Bible and its teaching
- Guiding pupils towards an understanding of themselves, their own attitudes and feelings and of the world around them

### **Physical Education**

Lessons include agility, dance, creative movement, games activities and related skills. Organised games are taught to the older children and there are a variety of School sports clubs which junior children may attend. These include netball, football, cricket, and tennis. Year 4 take swimming lessons. Our annual sports day is held at the school, in July each year.

PE is a requirement of the National Curriculum and may only be excused by production of a Doctor's Certificate. Details of the PE kit can be found in the uniform section of this Prospectus. No jewellery at all may be worn for PE, games or swimming under Health and Safety regulations.

### **Relationships and Sex Education (RSE)**

Following consultation with parents, Governors and staff, in 2010 we introduced Relationships and Sex Education taught via three lessons in the second half of the summer term, from Years 2 through to 6. These lessons are based on the Christopher Winter scheme of work, which meets the Values Framework for Sex and Relationships Education developed by Waltham Forest Standing Advisory Council for Religious Education. This is an age-appropriate approach to the area which is based very much on the importance of the relationship element first – in keeping with our Christian ethos. We hold parent meetings in order that you may view the materials and lesson plans which will be used and Parents retain a right to withdraw their children from RSE lessons.

### **Special Educational Needs & Disability Provision**

At St Mary's, we follow the SEND Code of Practice as laid down by the Government 2014. Children are recognised as having special needs if they require additional or different forms of support over and above the regular differentiated provision of their class. Parents are informed at the outset when the School has concerns about their child's development. As a school we continue to follow 4 stages of action.

**Level 2: Monitoring:** A child is brought to the SENCO's attention and is observed in class. If no immediate action is needed to be taken, then this child is monitored in all areas of the curriculum and a review meeting is carried out by the SENCO and the class teacher to decide whether further action needs to be taken.

**Level 3:** Extra help is given in the classroom, managed by the class teacher in consultation with the expertise within the School. This may include subject co-ordinators, Special Needs Co-ordinator (SENCO) and Head teacher.

**Level 4:** The SENCO calls on external services for further assessment, advice and/or training as appropriate. This could include Speech and Language Therapy, Learning Support Service, Occupational Therapy, Behaviour Support, Language and Communication Team, School Nurse and/or Education Psychologist.

**Level 5:** Children with statements and or Education health Care Plans. Children whose learning needs cannot be met without additional support or funding above that which can be provided from the School's Special Needs Budget will be put forward to the Borough's Special Services for consideration of a Statement of Special Educational Needs. A Special Needs panel will consider how best the child's needs can be met and will, where appropriate, issue a plan for the child. The School will then provide the educational resources stated in the plan.

Children are identified as having Special Educational Needs if parents, teachers or other adults raise concerns about them. These concerns may be academic, social, physical or behavioural. Where concerns have been raised the parents, teacher and where appropriate the Special Educational Needs Co-ordinator will meet to discuss how the needs of the child may be met. When progress is limited the Educational Psychologist may be requested to carry out an assessment and further support may also be sought from other agencies, such as the Speech and Language or Occupational Therapist. Staff at the School are given appropriate training where necessary.

If you have any concerns about your child's progress while at St Mary's, please make an appointment to see your child's class teacher. When appropriate the SENCO will join you both in discussion.

Children are admitted to St Mary's School in accordance with the whole School admissions policy. The School has no specialist facilities, but a lift is available for access to all 3 floors. The School has adequate toilet facilities for pupils with disabilities. There is a learning support room which can be used for small group work, individual support and for reviews or conferences with parents.

### **School Trips**

Each year the School organises a wide range of journeys and trips that provide opportunities for the children to learn in different ways. Details of all trips are given to parents well in advance of the proposed departure date, and parents may be asked to make a voluntary contribution towards the cost of their child's trip. This is made through 'Parent Pay' as we are a cash free school. Parents are also encouraged to support the School with their time when volunteers are needed to assist with School trips.

A residential School journey for Year 6, takes place each year for two nights, three days. During this overnight trip, children have the opportunity to experience living away from home. This is often the first time many of our children have done so, and as such provides a valuable learning and social experience for all. We want as many Year 6 children as possible to partake in this experience and do not wish any child to miss out on the basis of financial hardship. A confidential discussion with the Head Teacher in such cases is encouraged.

### **School Policies and Procedures**

Copies of all school policies and procedures – can be requested. The following policies: Behaviour, Charging & Remissions, Special Educational Needs, Vision, Disability, Arts Mark and the Debt Recovery policies and other key policies – can also be viewed on the school website [www.stmaryscofe.org](http://www.stmaryscofe.org)

### **Being a part of the School 'Family'**

Participating in the life of our school not only helps you to be involved in the life of your child, it also enables and inspires good education and helps you understand the way we work. Our school has an open door policy towards parents. You are welcome to join us for Monday worship assemblies at 9.05 am and Friday celebration assemblies at 9.05am. There is also a chance for you to help out both in class and on the many outings which our pupils go on. Reception parents are also invited to join in with 'Challenge Time' between 9:00am-9:20am.



## **Parents and Friends Association (PFA)**

If you have a child/ren who attends our school, you automatically become a member of the PFA. A committee, made up of parents, is elected annually. Together we organise a range of fun activities throughout the school year to raise money to benefit the school and pupils. These events include activity afternoons, discos, the Summer Fayre, camping trips, quizzes, cake sales, raffles and sponsored events

The money we raise helps to pay for items which are not covered by Government funding. In the past, we have funded or paid for new playground equipment, IT equipment, a PA system, educational and fun days out for the children, and science and art weeks. In the summer of 2018, we donated £10,000 to help fund the new outdoor sports facility and more recently paid £4,000 for a mural outside the admin office.

The PFA meets on a regular basis to decide on future fundraising events and how to spend the money we have raised. Everyone is welcome to the meetings which are informal and give everyone a chance to share their ideas and have their say. Many parents and carers find it a great way to get involved with the school, discover how things are done, make new friends, and have fun - with the common aim of benefiting the school.

By raising funds which contribute to our children's education and fostering community life through social events, the PTA plays a vital part in fulfilling the school's mission – Educating for Life. To find out more about the PFA please complete and return the slip overleaf to the school office.

### **Coffee Mornings**

Coffee mornings are held regularly on Friday mornings between 9:30am-10:00am. Hot drinks and complimentary biscuits are provided alongside some squash for pre-school children.

### **Assemblies**

Every Monday and Friday we hold an assembly at 9.05am which parents and carers are invited to attend. On Monday's, we have a visiting speaker for the church and on Friday we give out our weekly awards. Reception children attend these later in the year once settled in. Each class also presents an assembly during the year to share what they have been learning with their parents/carers and the other children.

### **Open Week**

Every year we have an open week where parents can come in and see how their child's class is taught.

### **Visiting the School**

We hope that you have found this prospectus useful and informative. However, the best way of finding out about us is to arrange to visit us.

If you are considering applying for your child to be admitted to this School and would like to come and visit, please contact the School Office on 0208 5211066 to arrange an appointment. We are holding several open days during autumn term. The dates can be found in the calendar page on our website or alternatively please contact the School Office in the autumn term to be informed of these dates. We are always pleased to meet prospective parents and children.



**St Mary's C of E Primary School 'Parents and Friends Association' (PFA)**

I am interested in:

(Please tick as appropriate)

Finding out more about the work of the PFA

Finding out more about the upcoming fundraising and social events

Helping out with the work of the PFA

Name:..... Phone No: .....

Email address:.....

Name of Child/ren: .....

Class/es they attend: .....

Signature: ..... Date .....

## National Curriculum Assessments 2019

### Reception Data

This table shows the attainment of children at the end of their Reception Year

<b>EYFS Areas of Learning</b>	<b>%</b>
Personal, Social and Emotional Development	<b>94%</b>
Communication and Language	<b>92%</b>
Physical Development	<b>95%</b>
Literacy	<b>87%</b>
Maths	<b>89%</b>
Understanding the World	<b>96%</b>
Expressive Art/Design	<b>96%</b>
Good Level of Development	<b>85%</b>

### Year 1 Phonics Screening

This table shows the attainment of children in the Year 1 Phonics Screening

<b>Year 1 Phonics Screening</b>	<b>90%</b>
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### KS1 SATS

This table shows the attainment of children at the end of Year 2

Reading Expected	<b>94%</b>
Reading Greater Depth	<b>33%</b>
Writing Expected	<b>93%</b>
Writing Greater Depth	<b>34%</b>
Maths Expected	<b>94%</b>
Maths Greater Depth	<b>35%</b>

### KS2 SATS

This table shows the attainment of children at the end of Year 6

<b>English expected level or greater</b>	<b>Reading</b>	<b>Writing</b>	<b>Grammar</b>
	<b>87%</b>	<b>93%</b>	<b>96%</b>
<b>English greater depth</b>	<b>42%</b>	<b>37%</b>	<b>62%</b>
<b>Maths expected level or greater</b>	<b>96%</b>		
<b>Maths greater depth</b>	<b>39%</b>		
<b>Reading, Writing and Maths expected or greater in all</b>	<b>86%</b>		
<b>Reading, Writing and Maths greater depth in all</b>	<b>33%</b>		

## St Mary's Term Dates 2019/20

### DATES FOR 2020-2021

#### Autumn Term 2020

First Half (34 days)

**INSET- Thursday 3<sup>rd</sup>, Friday 4<sup>th</sup>, Monday 7<sup>th</sup> September**

Start- Tuesday 8<sup>th</sup> September 2020

End- Friday 23<sup>rd</sup> October 2020

**Half Term: Monday 26<sup>th</sup> October to Friday 30<sup>th</sup> October 2020**

Second Half (35 days)

Start- Monday 2<sup>nd</sup> November 2020

End- Friday 18<sup>th</sup> December 2020

**Christmas Holiday: Monday 21<sup>st</sup> December to Friday 1<sup>st</sup> January 2021**

#### Spring Term 2021

First Half (29 days)

**INSET- Monday 4<sup>th</sup> January 2021**

Start- Tuesday 5<sup>th</sup> January 2021

End- Friday 12<sup>th</sup> February 2021

**Half Term: Monday 15<sup>th</sup> February 2021 to Friday 19<sup>th</sup> February 2021**

Second Half (29 days)

Start- Monday 22<sup>nd</sup> February 2021

End- Thursday 1<sup>st</sup> April 2021

**Easter Holiday: Friday 2<sup>nd</sup> April to Friday 16<sup>th</sup> April 2021**

#### Summer Term 2021

First Half (29 days)

Start- Monday 19<sup>th</sup> April 2021

End- Friday 28<sup>th</sup> May 2021

**Bank Holidays: Monday 3<sup>rd</sup> May and Monday 31<sup>st</sup> May 2021**

**Half Term: Monday 31<sup>st</sup> May to Friday 4<sup>th</sup> June 2021**

Second Half (34 days)

Start- Monday 7<sup>th</sup> June 2021

End- Thursday 22<sup>nd</sup> July 2021

**Summer Holidays: Friday 23<sup>rd</sup> July to 31<sup>st</sup> August 2021**

This calendar gives a total of 195 days. Four INSET Days and one further day made up by staff from Twilight sessions gives 190 school days.