

# St. Mary's R.C. Primary School, Chepstow



## SCHOOL PROSPECTUS 2019 – 2020

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## Introduction

Welcome to **St. Mary's RC Voluntary Aided Primary School**, Chepstow. "Love one another as I have loved you." Jesus' words to his disciples at the Last Supper, and the underlying principle of St. Mary's R.C. Primary School here in Chepstow. As a school we aim to provide a happy, secure and essentially Catholic environment for children, where they can participate readily in the process of learning and encounter as broad a curriculum as possible. Each child will be helped to realise his/her maximum potential as we place great emphasis on the whole development of each individual child. We want them to achieve at least as well as all children in Wales and aim for most to do even better. We aim for all to begin to use their own initiative so that they learn to work by themselves, but we will at the same time give them opportunities to develop the skills they need to communicate with others and understand more of the world in which they live.

We work hard to strengthen the relationship between home, school and parish. Above all we want your children to be happy, well-motivated, individuals supporting the society in which they live.

The school was recently inspected by Estyn through an HMI monitoring visit in January 2015. We were very pleased to find that the school had been removed from Estyn monitoring due to excellent progress made since 2013. The Archdiocese also inspected the school in 2013 and both reports are available on the Estyn website.

## School Details

St. Mary's R.C. Primary School Chepstow  
Old Bulwark Road,  
Chepstow,  
Monmouthshire  
N1P6 5JE  
Tel. (01291) 623006

Email - [stmarysprimary@monmouthshire.gov.uk](mailto:stmarysprimary@monmouthshire.gov.uk)  
Website - <http://stmarysrcprimary.wordpress.com>

Head Teacher – Mr A. Szwagrzak  
**(Interim Head Teacher - Mrs V. Curtis)**

Chair of Governing Body: -  
Cllr. Paul Pavia

## School Mission Statement

Learning for Life with Christ as our Light

### **School Vision**

We aim for St Mary's Catholic Primary School to become the school of first choice for all Catholic and Christian families in the Chepstow area and beyond.

Based on our Catholic faith, St. Mary's Catholic Primary School seeks to promote the Gospel message of Jesus Christ as the foundation of its existence.

We, as a caring community of learning, combine innovation and tradition to enable each individual to achieve their full potential.

As a school we:

Teach the Catholic faith, to help children grow in all aspects of their spiritual and moral development.

Recognise and encourage the uniqueness and value of each individual, by nurturing and developing each child's self-worth and ability.

Provide a balanced, differentiated and relevant curriculum in pursuit of high academic excellence.

Help create a Christian community, uniting the home, the school, the Catholic parish and the wider community.

We welcome children of all faiths and none to join the school community.

### **School Code of Conduct:**

We believe in:

#### **Care:**

We care for our school, for our environment and resources, for ourselves, our friends and others. We care for our teachers and our staff, for visitors to our School, for our work and how we present it.

#### **We Show Courtesy:**

By greeting people with a smile, by being helpful at all times, by using good manners always, by showing self-discipline and respect.

#### **Concern:**

That we always tell the truth

That each class works sensibly and quietly

That our school is a fair and happy place in which to be for all living things, people, animals, plants and flowers and for all people in need

For Jesus and how he died for us.

### **Organisation of School**

The school admits children in the school year in which they are five. Children attend school from 4-11 years of age and transfer to Secondary Education at the age of 11 years.

The children are in mixed ability classes according to age. Classes at present average between 25 – 30. Methods of teaching are so arranged as to allow each child to progress and develop at his/her own

pace. There is a mixture of class, group and individual teaching. In Foundation Phase Phonics is taught by stage not age.

### **The Content and Organisation of the Curriculum**

The curriculum to which each child is entitled is delivered through a National Curriculum set by the Welsh Assembly Government. This provides a framework that will ensure the development of your child as he/she moves through the school.

Currently, the School is divided into two groupings; Foundation Phase (Infants) 4-7 year olds and Key Stage 2 (Juniors) 7-11 year olds.

The Foundation Phase is a “Skills Based Curriculum” which involves children in learning through investigation as well as through knowledge based teaching.

Pupils are also continually assessed by teachers throughout lessons and at least termly with a level. In the Foundation Stage the second hour is group work on the County Phonics based learning system called ‘Read Write Inc.’. The first hour is focussed on Mathematics. The afternoons are focussed on challenge in other subjects through pupils working independently and groups through our enhanced indoor and outdoor provision.

At the end of each school year and also at the end of each key stage: i.e. the school year in which your child will be 7 or 11 he/she will be assessed and given an appropriate level against the National Curriculum. The purpose of any such process is to monitor progress, diagnose weaknesses and to give staff indications for a child's future work.

### **Core Subjects**

#### **Religious Education**

The school recognises the fact that parents are the first and main educators in the faith. Our school curriculum enables our pupils to grow intellectually and spiritually rooted in a religious understanding of life based on gospel values Religious Education is a daily part of the curriculum for every pupil.

Throughout the school we use ‘Come and See’ a religious scheme approved by the Bishops of England and Wales. Central to the programme is Christian belief in Jesus Christ, Word and Revelation of God. Each term a basic belief about the mystery of life is explored within the Catholic Faith tradition, in a manner appropriate to the age of the children.

Since January 2018 we have also begun to use the new Jesuit Pupil Profile in our school as a daily reminder of the aims to which we at the school are all aspiring to achieve through the 16 Virtues as displayed around the school.

Classes take it in turn to produce assemblies, masses and other liturgies and we always welcome parents' support in this. A weekly prayer assembly takes place and on special feast days and Holy Days of Obligation the whole school attends Mass at St. Mary's R.C. Church. Once a term there is a School Mass, which is on the weekend usually at St. Mary's, RC Church Chepstow or St Paul's RC Church Caldicot on a Saturday evening or a Sunday morning.

Although we admit children of all and of no faith, we expect all parents to be in sympathy with the teaching of the Catholic faith.

### **Sacramental Programme**

Sacramental preparation is a very important role of this school.

When they are in Year 3 Baptised Catholic children are prepared by the class teacher and Parish Priest to receive the Sacrament of Reconciliation. Children also receive the Sacrament of Holy Communion in Year 3. The programme begins in November and culminates in June when the children receive their First Holy Communion. Teachers, children, parents and the parish community share each step of the programme.

### **English**

We believe that the acquisition of language skills is paramount to all learning within the school.

Language competence grows through the interaction of speaking, listening reading, writing experience. At St. Mary's we seek to inspire the children with a real enthusiasm for the above, which will develop and flourish and which will continue to serve them throughout life.

The content of English is based on the National Curriculum for each phase of the school.

The children, from the time they start school in the Reception class, are encouraged to take books home to read with parents. The school uses Read Write Inc. to support their individual reading development. Children are also able to choose from a wealth of fiction and non-fiction books from libraries established in the Foundation Phase and KS2 departments. The skills of writing are closely related to reading and are developed through regular opportunities to commit thoughts to paper. A range of writing is encouraged including description, fiction, factual, reports and reasoned arguments. Basic skills of handwriting, presentation and punctuation are considered very important and are monitored carefully and consistently.

### **Mathematics**

In mathematics our first aim is to equip children with those skills needed in everyday life and with confidence and ability to apply them to practical situations. There is opportunity for structured investigation and problem solving, often of a practical nature, and discussion against a background of appropriate mathematical language. Children are encouraged to learn their multiplication tables, and mental arithmetic is seen as extremely important, and is therefore included on every teacher's timetable. A variety of resources are used to teach mathematics.

### **Literacy Numeracy Framework**

We aim to develop the language and writing across the curriculum. Using positive developmental comments when marking. We also aim to find opportunities for teaching Maths both discreetly and through other subjects.

### **Science**

Science is taught through a 'topic' approach with the emphasis in our teaching on first-hand experience. We encourage children to take control of their own learning. Our focus is on scientific investigation with plenty of investigative work, careful observation and readily available and accessible resources. Pupils are then encouraged to communicate their scientific findings to others using a variety of methods, including written or verbal reports and use of graphs or pictures.

### **Information Communication Technology**

In information Computer Technology, children are expected to handle, process and communicate information in a variety of forms, and to make use of the subject's potential across all curriculum areas.

The school has computers in every classroom that are "internet" linked so that pupils can explore the World Wide Web as part of their topic work.

The school has Interactive Whiteboards in every class that are used to develop children's learning throughout the curriculum.

The school is constantly improving its IT Hardware and software provision, recently, the school acquired 39 new laptop computers which have dramatically improved the equipment levels at the school but more importantly, enhanced the learning opportunities for our pupils. Last year we started using various tablet devices and have acquired 15 mini-iPads. This year we are seeking to develop our approach to the teaching of ICT to be in line with the new Digital Competency Framework.

### **Other Subjects**

*The following subjects are taught at the teacher's discretion both as "stand alone" subjects and also through topics which may incorporate several subject areas.*

### **Design and Technology**

Technology is essentially a practicable subject incorporating the skills of investigating, designing, planning, making and evaluating.

In technology children are encouraged to apply their knowledge and skills to safely solve practical problems by:

Recognising opportunities, drawing on their own experience to generate a design, planning and making, evaluating and modifying

### **History**

Our approach involves children in:

- Growing in knowledge and understanding of history
- Interpreting history
- Using historical sources
- Communicating their knowledge in a variety of ways.

### **Geography**

Work undertaken by the children either as part of an integrated topic or separate study includes the following elements of geography:

- Geographical skills
- A knowledge and understanding of places
- Physical, human and environmental geography
- Geographical enquiry

## **Music**

Our work in this area of the curriculum encourages children to enjoy and understand music both as listeners and performers through:

- Performing with voice or instruments
- Listening and appreciating the works of others
- Composing
- Developing musical knowledge and understanding

We have a selection of percussion instruments in school, which the children use, and KS2 children have the opportunity to learn the recorder, guitar, violin, flute and clarinet. We are also proud of our singing and KS2 pupils have opportunities during the year to join a choir. We are also developing and extending opportunities for pupils to try out new instruments and play them in assembly.

## **Art**

We aim to provide opportunities for children to learn skills and express themselves in a variety of media and forms such as:

- Painting
- Printing
- Drawing and sketching
- Model making
- Use of fabric

The use of these media we encourage through discussion, experimentation, interpretation and appreciation of Art derived from the locality, the past and present and other cultures.

## **Physical Education**

A variety of physical activities is offered to children throughout the school to give a balance of experience, enjoyment and encourage fitness and the development of physical skills. This includes:

- Gymnastics
- Athletics
- Swimming
- Movement and dance
- Games

All children are expected to take part unless excluded for medical reasons. A written note is required to confirm this. We also offer a variety of After School sports clubs both free, run by teachers and paying clubs run by external providers.

The school aims to compete in a range of sports against other schools and to take part in area competitions, when they are arranged.

Extra-curricular sports opportunities at the school are “seasonal” in nature and they include football, rugby, netball and athletics

### The Use of the WELSH Language

We are committed to encouraging pupils to learn Welsh as a second language by giving them opportunities throughout Foundation Phase and Key Stage 2 to develop their oral skills competently and to develop them as effective readers and writers. Children become confident and competent in use of the Welsh language as they work on their own, in pairs and in groups.

They learn how to listen and speak with others in a range of situations.

Reading will be for both enjoyment and information. They learn to apply their skills through using 'incidental Welsh' on a daily basis in and around school. Children learn to adapt their speech and writing to suit purpose and audience.

### Cwricwlwm Cymreig

Children are provided with ample opportunity in lessons, school activities, visiting guests and trips and visits to experience those features which give Wales its own distinctive historic, social and cultural identity. Cwricwlwm Cymreig permeates the whole curriculum through singing Welsh songs, Welsh country dancing and the study of land use in Wales and Welsh history. Eisteddfods are held to celebrate St David's Day where children can participate in a wide range of Welsh related activities.

### Health and Safety

The school has a comprehensive **Health & Safety Policy** which endeavours to provide a safe and secure environment for all pupils, staff, parents and visitors. The school also has a nominated Health & Safety Officer on the staff and on the Governing Body. They are the Head Teacher and the Chair of the Governing Body Health & Safety Sub- Committee (Cllr P. Pavia).

All areas of the school including the washrooms are the responsibility of the Headteacher and Governors.

**A Whole School Risk Assessment** is carried out annually and allows the school, its governors, staff and the LA. to address any areas of concern within reasonable financial constraints. Areas covered are all external and internal areas, including flooring of high use areas, glazing, electrical equipment, and P.E. and play equipment. Further risk assessments are carried out as appropriate for specific issues where an element of risk may be involved such as school trips, science, technology, P.E. and other crafts. The school grounds are checked daily by the school caretaker and any defects or hazards reported to the Head Teacher. Any maintenance or repairs identified through this process will be completed at the earliest possible time.

A termly **fire drill** is conducted at varying times with no warnings given to ensure proper procedure is followed by all staff and pupils. The time taken to evacuate the building and any delays or difficulties exiting are duly noted and rectified. The fire alarm is tested on a weekly basis, Fire wardens checks are made monthly.

### School Times and Total Teaching Time

Classes for 4 – 7 year olds: 9.10 am - 12.00 am 1.15 pm – 3.30pm. Years R, 1, 2

Classes for 7 – 11 year olds: 9.10 am - 12.15 am 1.10 pm - 3.30pm. Years 3, 4, 5 and 6.

The number of hours taught/week excluding time for collective worship, registration, lunch and other breaks are prescribed by the Welsh Government:

Infants 21 hrs 15mins

Juniors 23hrs 45mins

Children should not arrive in school before 8.50 am as there is no outdoor supervision before that time, unless they are registered at Breakfast Club.

### **Term Dates for 2018-2019**

	<b>Term Begins</b>	<b>Half Term Begins</b>	<b>Half Term Ends</b>	<b>Term Ends</b>
Autumn 2018	Wednesday 5 September 2018	Friday 26 October 2018	Friday 2 November 2018	Friday 21 December 2018 <b>Finish at 1:30pm</b>
Spring 2019	Monday 7 January 2019	Monday 25 February 2019	Friday 1 March 2019	Friday 12 April 2019 <b>Finish at 1:30pm</b>
Summer 2019	Monday 29 April 2019	Monday 27 May 2019	Friday 31 May 2019	Friday 19 July 2019 <b>Finish at 1:30pm</b>

**TEACHER TRAINING DAYS: 03.09.18, 04.09.18, 26.10.18 and 22.07.19 (plus 1 more date to be advised)**

**MAY DAY – Monday 6 May 2019**

### **School Transport**

Monmouthshire County Council will provide free home to school transport for children who are living more than 1.5 miles from school.

Bus and taxi routes are used currently to collect children from the following places:

Penhow, Magor, Caerwent, Caldicot, Mathern, Portskewett.

### **Praise and Encouragement**

At St. Mary's School our policy on rewards is to encourage good behaviour. As a School we aim to be consistent in our approach by:

- recognising and highlighting good behaviour as it occurs
- ensuring that all children are praised for good behaviour
- ensuring that all criticism is constructive
- explaining and demonstrating the behaviour we wish to see
- encouraging children to be responsible for their own behaviour
- letting parents know about their children's good behaviour
- rewarding individual children and groups of children for behaving well
- informing parents of their child's unacceptable behaviour

A structured Reward system exists to maintain this policy. By the use of certificates, House Points, weekly Celebration assemblies the promotion of positive behaviour is encouraged and displayed.

Any incidents of unacceptable behaviour occurring in school will be treated fairly but with firmness. Most incidents of poor behaviour are dealt with by the class teacher. Parents are informed when their children persistently show disregard for school discipline. A more serious incident will be passed to the Phase Leader or Headteacher. Parents are expected to co-operate with the school in finding ways of assisting their child to develop into responsible members of the school community.

For serious misconduct a child may have to be excluded from school for either a fixed period of time or permanently. Parents would always be informed. This sanction would always be reported to the Chairperson of the Governors and the Chief Officer for Education. Parents may appeal against the exclusion of their child. A reintegration meeting will be offered on the child's first day back to the child and parent. Exclusions are very rare at our school.

### **Children with Additional Needs**

All children have individual needs but special provision is needed for most children at some times to ensure they make as much progress as all others within the curriculum, similarly more able or talented children also need support from time to time. We endeavour to meet the special needs of all these children by using additional, appropriate teaching support and support from a number of volunteer parents.

Class teachers assess the pupil's actual needs and plan accordingly to take the first step. Parents are brought into the process at an early stage with the Special Needs Co-ordinator. The pupil may then be offered an individual learning plan that would be reviewed termly and involve discussion with the child, the parents, class teacher and Special Needs Co-ordinator. If after two reviews the pupil has not made progress other agencies outside the school will be involved and a multi-professional assessment may be sought.

Children with Statements of Special Educational Need receive additional appropriate support, as detailed on their statement, and an annual review of needs takes place, which involves all those concerned with the pupil's learning.

*(Further details can be obtained from the School).*

### **Child Protection and Safeguarding**

All staff, Governors and volunteer helpers have current Enhanced DBS (CRB) checks. Teaching staff are registered with the Education Workforce Council formerly (EWC of Wales). All staff are trained in identifying signs which may indicate a child protection issue. The Interim Head Teacher, Mrs V. Curtis, is the designated Child Protection Officer and Miss R. O'Donnell, Deputy Headteacher. Cllr P. Pavia is the link governor for Child Protection / Safeguarding. There are thorough systems in place, based on the All Wales Child Protection Procedures 2008 manual, to deal with all incidents.

In such circumstances the safety of the child is paramount and is therefore put before the needs of the parents. Although efforts are made to contact parents to discuss issues, advice will initially be sought from the Social Services Duty Officer. The school will then follow their recommendations.

Fortunately such incidents are very rare and this information is not intended to alarm parents, but to demonstrate the high quality of care that is provided for the children.

### **Looked After Children**

The schools policy for Looked After Children - LAC (children in the public care of the Local Authority) details the arrangements made for LAC including personal support plans. Each pupil in care will have a Care Plan that will include a Personal Education Plan (PEP) that is developed jointly by the Social worker and Designated Teacher. This will identify specific areas of concern and include achievable targets. The LAC co-ordinator is the Acting Head Teacher, Mrs V. Curtis, and the Link Governor is Mrs

G. Waite. Our aim for all children is to ensure that they reach their potential and we use assessment data to target their progress carefully and ensure support is provided in a timely manner.

### **Governors Policy Statement on Education in Personal Relationships**

**Education, in the first place, is the duty of the family...**

**It is, in fact, the best environment to accomplish the securing of a gradual education in sexual life:**

**(Educational Guidance in Human Love'48)**

Sex education is viewed by both the school Governors and Staff as primarily being the responsibility of the home, where a child's questions, worries or problems can be dealt with at a level commensurate with the age and maturity of the individual child. However the school also does use a five week course which has been approved by the Archdiocese of Cardiff and conforms to the teachings of the Catholic Church. This will be the subject of review by staff and governors on an annual basis and the school welcomes response from parents.

Where a teacher feels that a child has such questions, worries or problems, the matter will be referred to parents. Where parents themselves find difficulties in answering the child's problems, the school will offer such advice and support that is requested. The school will support parents in all matters of health education following the Catholic Archdiocesan policy.

### **Assessment**

Continuous assessment of the children's progress is made throughout the primary year and each term there is the opportunity for parents to meet their child's teacher for a report on progress. In the early Autumn to 'Meet the Teacher' and late Autumn and in Spring for a report on progress. In the Summer the meeting is offered if requested by parents. Apart from the National Curriculum Assessment Tasks administered to Year 2 and Year 6 formal National tests do occur in May for Years 2-6. The school also makes termly core subject assessments against targets. Parents receive the termly reports and an end of year full written report in the Summer Term and have the opportunity to discuss the report with teachers by request.

### **School Uniform**

The Governors have approved the following uniform. It is compulsory for all pupils from Reception to Year 6.

#### **Boys (Winter)**

White shirt  
School tie  
Grey trousers  
School shoes (black - not trainers)  
Bottle green long sleeved v-neck sweatshirt with crest

#### **Boys (Summer)**

Gold polo-shirt with collar and crest  
Grey shorts  
School shoes (black - not trainers)

### **Girls (Winter)**

Bottle green pinafore/skirt or grey trousers

White shirt

School tie

White/bottle green socks/tights

School shoes (black - not trainers)

Bottle green long sleeved V-neck sweatshirt or bottle green cardigan with crest

### **Girls (Summer)**

Bottle green long sleeved cardigan with crest

Green checked gingham dress

**Physical Education and Games kit:** Bottle green shorts or skirt, gold polo-shirt, training shoes or plimsolls. KS2 – school tracksuit is also required. The school operates a “nearly new” uniform service, please ask the school secretary for full details.

P.E. kit should be kept in a drawstring bag in school. All clothing should be marked with the child's name. Suitable swimwear and a towel should be brought to school on swimming days. Junior Years take turns to go swimming through the year. Children are not allowed to wear any jewellery types to school except for studs if they have pierced ears. Extreme hairstyles, including the use of gel are not permitted.

Uniform order forms are available from the school office and school website.

### **Links with Parents**

As a Catholic School we see ourselves as an extension of the home, we believe in working closely with parents who are the main educators of their children. With that in mind we welcome all parents to come to school to discuss the education of their children

The school keeps parents fully informed of all events and relevant news through weekly newsletters. We use a system called “Parentmail” which allows the school to email or text all parents who are registered Parentmail users simultaneously.

Parents are encouraged to make informal arrangements to see their child’s class teacher as and when the need arises, outside of the formal parents evening.

During the school year there are a number of liturgical, cultural, harvest festival and social events to which parents will be invited, these include, plays, concerts, assemblies, the carol service, class and school Masses, fashion shows, the annual Eisteddfod and Open day.

There is a very active and successful Parent Teacher Association that organises social and fund raising events for parents and children. A number of parents are also actively involved in the children’s education, volunteering their services as reading support, librarians, gardeners, and general class assistants.

Should concerns arise, the school will contact parents and invite them into the school to discuss the situation. Similarly parents who feel their children are experiencing any form of difficulty should contact the school.

Should parents wish to see a class teacher, we would prefer appointments to be made in advance as this will allow the teachers to prepare and save classes from being disrupted.

### **Charging and Remissions Policy**

Although it is the policy of the Governing Body to make no charge for education provided during school hours, including provision of books and apparatus, these are the following exceptions:-

- a) A charge for board and lodging costs on residential visits.
- b) A charge for educational visits
- c) A charge for visiting theatre productions and visits by other educational performers
- d) A charge for instrumental music tuition provided by the Gwent Music Support Service
- e) Lost or misplaced reading/library books.

However it is also the policy of the Governing Body to remit a proportion of charges for board and lodging on residential visits for pupils whose parents are in receipt of income support or family credit.

We only seek contributions from parents so that activities during school hours can continue. No children will be excluded from such a compulsory activity because their parents cannot make a contribution, but these activities can only be provided if there is sufficient funding.

### **Extra-Curricular Activities**

Paid for Clubs and Sports include: French, Football, Netball, Athletics, and Multi-sports.

Other clubs run by school staff include: Netball, Rugby and Football, Art, ICT Coding Club, Chess, Nature and Choir.

During the year all Year 6 children are offered the opportunity to attend a residential school journey for 5 days. Year 5 are also being offered a residential school journey for three days. For all school trips and outings the school will rigidly follow the guidelines for school excursions compiled by Monmouthshire Local Education Authority.

### **General Information**

#### **Homework**

Children are encouraged to take home reading books on a regular basis. They are also expected to learn their multiplication tables and spellings, parental help and encouragement is extremely important.

Children will be asked to research background work for topics and will be expected to use a 'learning log' this year. However, homework is not set for the sake of homework, but rather as an opportunity for children to extend their learning if they wish. Generally the older the children are the more exercises they will be asked to complete.

## Pastoral Care

Problems at home that affect the child's education, if made known to the Head Teacher, will be handled with sensitivity. The chief concern of Teachers, Governors and Parish Priest is the education of the child in the true sense of the word, including body, soul and mind. Therefore our pastoral aim is to prepare the children to mature and integrate in society as good Christians and good citizens.

School rules are simple and few, our 'Code of Conduct' was developed by the pupils themselves and is designed to promote inner discipline. Policies for Discipline and Bullying can be viewed at the school.

## Pupil Absence

If your child is absent from school please inform the school immediately as this makes a difference to your child's registration of attendance. Parents can inform the school by choosing "Option 1" on the school answerphone. The school operates a "First Response" policy by which parents are notified by 10 am if their children are absent without the school having been informed.

NB. The school cannot authorise any holiday absence for children. Parents wishing to take children out for holidays may find themselves in breach of national legislation which allows local authorities to fine parents for their children's non-attendance. The school is duty bound to follow up on any absences above 10 sessions in any one term, whether authorised or not. Monmouthshire Education Welfare service also makes their own checks. NB The only exceptional circumstances now allowed are for MOD families and/or holidays for religious observance (MCC Absence Policy).

## School Attendance Data (2017-2018)

	Sessions	%
Attendances	65553	95.39
Authorised absences	2567	3.74
Unauthorised absences	599	0.87
Possible Attendance	68719	
Including		
Approved Educational Activity	934	1.36
Lates before reg closed	149	0.22
Lates after reg closed	19	0.03
Unexplained absences	26	0.04

## Health and Welfare

We always appreciate you keeping us informed about any changes in your child's health so that we are able to support you in his/her care. It is essential that any health concerns are shared with us. If your child is ill please keep them at home until they are fully recovered. If illness is due to infectious sources e.g. virus, disease, remaining at home is vital until the infection has cleared. Current NHS guidelines are that a period of **48 hours is the minimum** period re: bouts of sickness, diarrhoea – at least 48 hours must lapse since the last bout before returning to school. Parents will be contacted if children return before this time has lapsed.

## **Medicines**

Teachers do not routinely administer medicines even those prescribed by a doctor. However in certain circumstances a medical practitioner may recommend that a child attends school whilst receiving medication. In such a case parents will need to come to school to administer medicine. If your child becomes ill in school parents will be contacted. It is, therefore, very important that emergency contact numbers are made available to the school and in the event of any changes in circumstance to inform the school as soon as possible.

## **Asthma**

The school has developed a policy for children who suffer with asthma; this can be viewed at the school. A teacher will help any child who needs to receive treatment during the day.

## **School Security**

All members of staff are vigilant in ensuring a happy, safe and secure environment for your child and we will no longer operate an 'open door' policy. All visitors must report to the school office to present or collect an identification badge and to sign in and out of the Visitors Book. This enables us to meet Health and Safety regulations and give due care to the safety and wellbeing of pupils in the school. Visitors, other than a known parent, not wearing a visitors badge will be challenged.

The school must be informed by letter or telephone if someone other than the regular person is to collect your child at the end of the day. Children will not be allowed out of school with anyone other than the person who regularly collects them unless staff members are informed of the changes to normal routines in writing. It is the responsibility of the legal guardian to provide the school with any official documentation necessary to prevent another parent or other adult from collecting your child from school. The school's Health & Safety Policy also provides advice on the supervision of pupils, particularly at the start of the day, lunch times and break times when the pupils are most commonly outside.

A number of measures have been adopted by the school to maximise security. An electronic entry system can be found on the doors of the entrances preventing unauthorised access during the school day. Admission to school after the start of sessions is by means of the main Reception entrance door only, all external gates are kept locked during the school day, and an electronic entry and intercom system with digital camera were installed last year. A mobile telephone is always taken on school trips, however short, during the school day. Please be aware that children playing in the school grounds either before or after official school hours will be unsupervised and do so at their own risk, climbing apparatus, or playing on the field unsupervised is not allowed.

## **School Meals**

School meals are prepared and cooked on site. Parents can pay online via 'Parent Pay', no cash is to be sent in to school. There are facilities for your child to bring a packed lunch. If your child is entitled to free meals/clothing grants, the forms may be obtained from school and returned by you to:

The Chief Officer  
Directorate of Children & Young People  
Pupil and Student Access Unit  
Monmouthshire CC  
@ Innovation House

Wales 1  
Magor  
NP26 3DG

**Important!** - Children having packed lunches at school **must not bring any food products that are nut based.**

### **Complaints**

In the event of a complaint the procedure is as follows; parents should address all complaints to their class teacher as far as possible. If the situation is not resolved or it is not possible to speak with the teacher, an informal discussion with the headteacher should take place and in most cases this should resolve any issues. If not then the parent should submit the complaint in writing to the Chair of Governors at St Mary's RCP School. Complaints about the curriculum should be directed to Monmouthshire Local Authority. Complaints must be signed.

### **Access to other Information**

It would be extremely expensive to include all the information that the school could give to parents in this prospectus. However the school has a legal obligation to make such documentation available to parents. The following is a list of documentation that can be viewed at school, or via the school website:

1. Welsh Government Circulars etc. relating to Education
2. Schemes of Work for all subjects taught
3. The School's Development Plan
4. School Policies including: -
5. Staff Development
6. All Subject Areas
7. Health & Safety
8. Assessment, Recording & Reporting
9. Equal opportunities
10. Discipline
11. Anti-Bullying
12. Differentiation
13. Special Educational Needs

### **Equal Opportunities**

At St. Mary's School we fully agree with the fundamental beliefs and teachings of the Catholic Church as stated above and for this reason, we are all concerned with the equality of opportunity for all who belong to our school family, children and staff, regardless of their gender, ethnic or religious background.

### **OUR AIMS ARE:**

- To ensure that all children, regardless of gender, race or ability have the opportunity to reach their maximum potential; academically, physically, emotionally and socially.

- To foster an atmosphere where each child is encouraged to develop a positive self-image, regardless of gender, race or ability, by means of a well-balanced National Curriculum, which provides non-stereotyping activities and experiences.

### **Academic**

All children receive the curriculum and are given the opportunity to develop at their own pace through each stage of their education. There are no limitations placed on any of the children. Children with additional needs are given access to the National Curriculum and work at their own pace. Whether at a lower or higher start point than their peers, these pupils are expected to make the same rate of progress.

### **Physical**

Some children in our school have physical disabilities including those with hearing impairment, those with speech impediments and those who are asthmatic. However all children enter into every aspect of school life. Those with asthma use their medication when and where appropriate, with younger children being helped by an adult. See also Disability Access below.

### **Gender**

There is no distinction at the school between the boys and the girls with regard to access to the curriculum. We ensure that during P.E. and Games, both girls and boys have access to all sports that are offered. This includes football, netball, rugby. Children do not line up separately in gender groups and all have access to all areas of the curriculum.

### **Race**

There is some diversity of race and some cultural difference among the children at the school. These are respected and all children have the same entitlement. All of us are different but equal and all our differences are celebrated.

### **Health and Safety in the Curriculum**

The wearing of jewellery is forbidden for any sporting activities, games, swimming or physical education. The "Sport Fix" Company checks PE equipment annually. The date of the last check is the Summer Term 2018.

The staff will ensure that every precaution is observed when using apparatus for games/PE, tools for Design Technology and Science equipment. It is hoped that the teachers common sense approach will be adopted by the pupils and a sense of responsibility be developed as the children get older.

### **Disability Access**

In 2009 the school received grant aid from the Welsh Government to fund the building of disability access ramps, outdoor seating and toilet facilities. Inside the school there is new disability access stair lift and a disabled person's toilet and a new Personal Care Room all built in August 2016. The school received a grant to build an access ramp from the main gate down to the junior building. This was completed in June 2015 giving disabled pupils and visitors full access of the school.

***Extract from Admissions Policy***

**Oversubscription Criteria for September 2018- 2019 Intake**

It is important to note that first consideration in all cases is given to parents expressing a preference for St. Mary's R.C. Primary School, and therefore it is important to ensure that your list of preferences is properly considered before an application is submitted.

The indicated admission number for the school is 30. Where the number of applications is equal to or less than the number of places available, all applications will be successful. However where the number of applications exceeds the number of places available, the Governing Body will apply the following over-subscription criteria and allocate places accordingly.

Where St. Mary's R.C. Primary School is named in a statement of Special Educational Needs, the Governing Body has a duty to admit the child to the school before the over-subscription criteria is applied against applications received.

Children who have the school named in a Statement of Special Educational Need take priority over all children. The criterion will be applied in rank order.

1. Looked After Children (children in the public care) or those who have previously been Looked After Children and who are baptized as Roman Catholics or have been formally accepted into the Roman Catholic Church (see \*1 below) following consultation on the appropriateness of the placement.

**Please note that in each of the following categories (2-5) below siblings will be given highest priority**

(Siblings are: brothers and sisters, whether half, full, step, adopted or fostered will be considered relevant where living in the same household and where an older child will still be registered at the school when the younger child will be eligible to attend. Where there is more than one such case, priority will be given to those children closest in age to the siblings already attending the school, as at the admission date).

Multiple birth children will be given the next highest priority in categories 2-5

2. Children who are baptised as Roman Catholics or have been formally accepted into the Roman Catholic Church. (see note \*1 below)
3. Looked After Children (children in the public care) or those who have previously been Looked After Children following consultation on the appropriateness of the placement.
4. Children of other Christian denominations whose parents have demonstrated a wish for a Catholic education. (see note \*2 below)
5. Children of other Faiths whose parents have demonstrated a wish for a Catholic education. (see note \*2 below)
6. All other children, whose parents demonstrated a wish for a Catholic Education.

\*1. Applications from children who are to be considered under criteria 1 or 2 above are asked to provide evidence of baptism or reception into the Roman Catholic Church. Evidence should include written confirmation or certification of baptism/acceptance in the Roman Catholic Church.

\*2. Applications from children to be considered under criteria 4 or 5 are asked to provide a letter of support from their Minister or Faith Leader. For Christian applicants a Baptismal Certificate should be provided wherever possible.

Tie Breaker: Where places are available for some but not all applicants in any particular category then preference shall be given to the children whose home address is closest to the school gate measured as the “shortest safest available walking route, accompanied as necessary” between the nearest entrance/front gate of the home and the main gate of the school on Old Bulwark Road. Such distances will be measured as recorded by Google Maps (walking option).

Parents have a statutory right of appeal against the non- admission of a child to the school. This will be heard by an Independent Appeals Panel, in which the Governing Body and Head teacher play no role. Details of the appeals process will be made available to parents when they are notified of a refusal of a place (or if they request such information from the Governing Body).

#### Notes:

1. The Governing Body will consider the child’s home address to be the place where the child permanently resides for the majority of the school week, as at the stipulated closing date for applications. This would normally be at the same address as the person who has parental responsibility for the child and is the main carer. Where the child spends equal time with both parents/carers, the place of residence of the person who receives the child benefit will be considered the child’s home. Evidence may be required to support this.
2. Applications on medical need must be supported by a medical consultant’s report, obtained by parents, specifying the medical need of the child attending the school. Please note that reports from family doctors are not accepted for this purpose.
3. Siblings are: brothers and sisters, whether half, full, step, adopted or fostered will be considered relevant where living in the same household and where an older child will still be registered at the school when the younger child will be eligible to attend.

#### Other Relevant Information

##### Home to School Distances

Within each set of over-subscription criteria, if the number of applications in any category exceeds the indicated admission number, priority will be based on those residing closest to the preferred school. This distance is measured as the “shortest available walking route, accompanied as necessary” between the home (measured to the centreline of the adopted road immediately outside the front of the normal residence of the child) and the nearest school gate. The school will determine the route as outlined above using its’ own specific routing software, measured as recorded by Google Maps (Walking Option). In order to ensure fairness and consistence for all applicants, this is the only

measurement tool that is used by the School.

Where two or more applicants are being considered for the last available place, and their home to school distance calculations are the same, NCC will undertake an additional assessment of the distance between the centreline of the adopted road and the front door of the home.

#### Children of Armed Forces Personnel and Crown Servants

Children of UK Service Personnel and other Crown Servants (including diplomats) moving to Monmouthshire will be determined as meeting the residency criteria for the relevant primary school if their application form is accompanied by an official proof of posting declaring a definite return date with confirmation of the new address wherever possible.

#### Children Housed via Domestic Violence Agencies

Children temporarily housed under the protection of approved Domestic Violence agencies will be determined as meeting the residency criteria for the relevant primary school if their application form is accompanied by an official letter from the relevant agency.

#### Waiting lists for oversubscribed schools

##### Phase Transfer FP – KS2

During a phase transfer process, should your child be refused a placement at your preferred school(s), your child's name will remain on a waiting list for this school **until 30<sup>th</sup> September in the year in which the application is made**. If additional places become available, they will be allocated to children on the waiting list on the basis of the published oversubscription criteria. Waiting lists do **not** give priority to children based on the date the application was added to the list. Prior to 30<sup>th</sup> September, parents will be contacted and asked to confirm whether or not they wish to remain on the waiting list for the remainder of the academic year, after which time a new application may be made.

##### In-Year Admission or Transfer

Where an application made for an in-year transfer is refused, the child's name will remain on a waiting list for the preferred school until the end of the academic year (31st August) in which the application is made, at which time a new application may be made. If additional places become available, they will be allocated to children on the waiting list on the basis of the published oversubscription criteria. Waiting lists do **not** give priority to children based on the date the application was added to the list.

##### Some reasons why we may refuse admission

Whilst parents have the right to express a preference for their child to be admitted to any school maintained from public funds, there are reasons why that preference may have to be refused, since when determining applications, the Admission Authority also has to have regard for:

- The infant class size initiative which is committed to ensuring that no child aged 5, 6 or 7 years will be in a class of more than 30 pupils for every one qualified teacher. The statutory infant class size limit of 30 pupils applies to Reception, Year 1 and Year 2 classes.

- Any other factors which may prejudice the provision of efficient education and / or the efficient use of resources.

#### Class size exceptions

Welsh Government regulations require Admission Authorities to limit infant class sizes to no more than 30 pupils and also to ensure where possible that junior class sizes do not exceed 30 pupils. There are, however, exceptions to these regulations (called 'excepted pupils') which may allow the 30 pupils per class limit to be exceeded. These pupils are as specifically outlined in the statutory School Admissions Code. Excepted pupils will remain so, once admitted, for the remainder of their time in an infant class or until class numbers fall back and they can be organised to comply with the infant class size limit. Classes must be organised so as to comply with the limit wherever possible.

#### Voluntary Aided School Appeals

Parents have the statutory right of appeal against the refusal by a Governing Body to admit their child, and should put their reasons for appeal in writing in accordance with the procedures outlined in the decision letter. Appeals will be heard by an Independent Appeal Panel, in which the Governing Body and Headteacher play no role. The decision of the Appeal Panel is binding on all parties

## Latest School Performance Data

### Foundation Phase:

### School Comparative/Validation 2018 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Monmouthshire

ST MARY'S R.C.PRIMARY SCHOOL

		N	D	W	1	2	3	4	5	6	A
<b>Personal and social development, well-being and cultural diversity</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	34.6	65.4	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.3</i>	<i>0.2</i>	<i>0.4</i>	<i>0.9</i>	<i>3.1</i>	<i>33.3</i>	<i>61.2</i>	<i>0.1</i>
<b>Language, literacy and communication skills (in Welsh)</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	<i>Wales</i>	<i>0.0</i>	<i>0.2</i>	<i>0.1</i>	<i>0.1</i>	<i>0.2</i>	<i>0.9</i>	<i>7.7</i>	<i>52.8</i>	<i>38.0</i>	<i>0.0</i>
<b>Language, literacy and communication skills (in English)</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	61.5	38.5	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.4</i>	<i>0.2</i>	<i>0.5</i>	<i>1.6</i>	<i>8.6</i>	<i>50.0</i>	<i>37.9</i>	<i>0.2</i>
<b>Mathematical development</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	3.8	46.2	50.0	0.0
	<i>Wales</i>	<i>0.1</i>	<i>0.4</i>	<i>0.3</i>	<i>0.2</i>	<i>0.3</i>	<i>1.3</i>	<i>7.2</i>	<i>51.5</i>	<i>38.6</i>	<i>0.1</i>

### Optional Areas of Learning:

<b>Creative development</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Physical development</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Knowledge and understanding of the world</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Welsh language development</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

FPI \*\*

School	96.2
<i>Wales</i>	<i>87.3</i>

## Key Stage 2

### School Comparative/Validation 2018 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)

Monmouthshire

ST MARY'S R.C.PRIMARY SCHOOL

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
<b>English</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.6	21.4	71.4	0.0	92.9
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.3	46.4	43.0	1.7	91.1
Oracy	School	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.6	21.4	71.4	0.0	92.9
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.2	45.4	44.0	2.0	91.4
Reading	School	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.6	21.4	71.4	0.0	92.9
	Wales	0.1	0.4	0.1	0.1	0.2	0.4	1.4	6.8	45.0	43.6	1.9	90.5
Writing	School	0.0	0.0	0.0	0.0	0.0	0.0	3.6	10.7	28.6	57.1	0.0	85.7
	Wales	0.1	0.4	0.1	0.1	0.1	0.5	1.8	10.3	50.0	35.2	1.4	86.6
<b>Mathematics</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	3.6	7.1	17.9	67.9	3.6	89.3
	Wales	0.1	0.4	0.1	0.1	0.1	0.4	1.2	6.0	44.6	45.3	1.8	91.6
<b>Science</b>	School	0.0	0.0	0.0	0.0	0.0	0.0	3.6	3.6	25.0	67.9	0.0	92.9
	Wales	0.1	0.4	0.1	0.1	0.1	0.3	1.1	5.5	45.8	46.2	0.2	92.2
<b>Welsh Second Language</b>	School	0.0	0.0	0.0	0.0	0.0	3.6	3.6	3.6	25.0	64.3	0.0	89.3
	Wales	0.3	0.7	0.2	0.2	0.2	1.0	2.5	14.2	54.6	26.0	0.3	80.9

Core Subject Indicator \*\*

School	89.3
Wales	89.5

#### Notes

N: Not awarded a level for reasons other than disapplication.

D: Disappled under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

\* : Cohort is less than five or cannot be given for reasons of confidentiality

\*\* : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.