



**St Mary's**  
Catholic Primary School and Nursery

# **School Prospectus**

## **2023 - 2024**



**St Mary's Catholic Primary School & Nursery**  
**Dane Bank Avenue Crewe CW2 8AD**

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# Welcome



A very warm welcome to St Mary's Catholic Primary School & Nursery. Here at St. Mary's we aim to help children develop in their journey of faith in a positive learning environment and we place Jesus, His teachings and His values at the centre of what we do. We are very proud of our school which is formed and led by our Mission Statement motto:

**"Working Together through Faith and Education"**

At St. Mary's we consider ourselves 'a family', a living caring community serving not only Catholics but also other denominations from around the town. We provide a strong positive service to the wider community in teaching and up-holding Christian standards and values. We believe that the religious nature of our school enriches all aspects of school life, making us inclusive, confident and forward thinking.

At St. Mary's we strive to provide the best possible quality care and education for all children. The aim of our school is to provide all our children with a complete education, a love of learning, an enthusiasm for life and knowledge and love of God. Our curriculum recognises and develops the uniqueness of each child through the provision of broad and balanced learning experiences that are both enriching and challenging. We want every child to experience the very highest quality cultural education and we are proud of the wonderful learning experiences we provide.

**'I have come that they may have life and have it to the full.'** (John 10:10)

At St. Mary's we learn together to achieve success for all, based on high expectations and equality of access for all. We nurture the growth of the whole child- academically, socially, emotionally, morally and physically-celebrating all achievement in a safe, caring and creative environment. The whole team works together to bring learning 'alive' and extend pupils' experiences so that they are well prepared for the next steps in their education. The staff at St. Mary's create a happy, caring atmosphere in school with mutual respect shown by everyone in our school family. We work hard to achieve an environment where each child feels valued, respected and secure.



Our Home/School/Parish links are also vital. We value the full contribution to school life that parents make and the support offered by our local parish. Together, we ensure that St. Mary's Catholic Primary School remains a very special place.

We would be delighted to see you. If you have any specific queries not dealt with here in the prospectus, please do not hesitate to contact me through the school office on 01270 260620.

Mrs C Wright  
Head Teacher





## **Our Mission Statement**

### **'Working Together Through Faith and Education'**

**What does our mission statement mean? It means our overall mission is to provide within a caring Christian community an education which develops and supports the individual needs and talents of all the children and enables them to learn and live through faith and education.**

#### **LEADERSHIP**

St Mary's is a special place because leadership is collaborative and based around a shared vision. We aim to support the highest standards in all areas of school life, to ensure an appropriate work life balance and to enable people to grow through mutual trust and respect for each other.

#### **CURRICULUM**

St Mary's is a special place because we provide a rich and varied curriculum which encourages each child to develop their own strengths and interests. We aim to encourage everyone to do their best and achieve at the highest possible level, so they grow in self-confidence and feel valued. We try to ensure everyone develops spirituality and gains a deeper understanding of Christian values through all subjects.

#### **TEACHING & LEARNING**

St Mary's is a special place because we develop the best conditions for learning by understanding how people learn. We do this by ensuring a consistently high quality teaching, by providing a high level of good quality resources and a stimulating environment.

#### **CHILDREN**

St Mary's is a special place where we believe everyone is unique and has the opportunity to achieve, succeed and mature. Pupils' gifts and talents are recognised and nurtured. Our safe and secure environment enables children to communicate freely and express their joys and fears. Children are encouraged to develop a greater awareness of the wonder of God's creation and the presence of Christ in our faith community.

#### **PASTORAL CARE**

St Mary's is a special place because we listen to each other and reflect on our behaviour with fairness, sympathy and forgiveness. Our management of behaviour encourages and praises good behaviour. We encourage everyone to be confident to make appropriate choices. Children are listened to and supported in times of difficulty.

#### **RELIGIOUS EDUCATION and COLLECTIVE WORSHIP**

St Mary's is a special place because we lead our children to a greater understanding of the Catholic Faith. Through worship, development of spirituality and community life, we aim to enable the children to appreciate and respect themselves, their world and the beliefs and cultures of others.

#### **PARENTS/PARISH/COMMUNITY**



St Mary's is a special place because we are a welcoming community that values and celebrates the achievements of children, parents and members of the parish family. We aim to develop strong links with all the above groups and the wider community.



## **Children's Mission Statement**

### **Staff and Leadership**

**St Mary's is a special place because staff are interesting and:**

- help and support us with our work and enable us to work without being disturbed or distracted
- have a sense of humour, are happy and make us smile
- are patient and kind and help us with our problems
- are fair minded and help us with our behaviour
- understand, trust and respect children and help us respect each other
- are well organised and work hard

### **How and What We Learn**

**St Mary's is a special place because the children are hard-working and:**

- produce work of a high standard with booster classes to help everyone do well
- use Maths games to help with quick thinking
- enjoy all types of writing
- experiment in Science
- know how to use computers and be safe
- have fun and excitement in their learning
- know that every lesson is important and well prepared
- have the opportunity to learn new skills through a wide variety of after school clubs
- have their imagination stimulated through art, music, drama
- work together to help each other
- visit places of interest

### **Children**

**St Mary's is a special place because:**

- children have their say through the School Council,
- effort, success and achievement are rewarded,
- children are happy in class,
- we are trusted to take on responsibility

### **How We Are Looked After**

**St Mary's is a special place because:**

- we can play safely and feel comfortable
- we are well behaved, well-mannered and expected to have respect for adults, and belongings
- we share and cooperate with each other in a family community



- we are treated fairly
- there is little bullying and it is always sorted out
- we learn about God and how to live as Christians



## Vision Statement

Our vision is to work together in the way of Christ, to develop learners who are respectful, responsible, educated young people who will contribute positively to the world wide community and grow with a faith that will underpin their adult lives.

### School Aims

#### **'WORKING TOGETHER THROUGH FAITH AND EDUCATION'**

- To promote the understanding of our Catholic faith and the purpose and the relevance of our Christian religion
- To fulfil school policies and the statutory requirements of the National Curriculum.
- To establish high expectations across the curriculum and enable children to achieve their full potential
- To develop and maintain high standards of behaviour
- To develop the best conditions for teaching and learning
- To develop an understanding and tolerance of all other faiths and cultures
- To encourage creativity, independence, cooperation, enjoyment and confidence
- To foster and increase parental support and involvement in their child's learning
- To harness the contribution of the wider community in order to achieve the above aims
- To maximise resources available to the school and make optimum use of them

#### **St Mary's will carry out its purpose by working to achieve the following aims:-**

- Our school aims to be a community where the spiritual, cultural and personal worlds in which we live are harmonized to form the roots from which grow our values, motivation, aspirations and the moral perspective which informs our choices and actions.
- Our learners will be successful through high quality teaching and learning activities.
- Our learners benefit from a committed staff team who operate in a high quality and stimulating learning environment
- The needs of our current and future learners are met through the development of the school's curriculum, enhanced learning opportunities and a commitment to equality of opportunity and valuing diversity.



- Our learners' experience is enhanced and supported through a range of additional services.
- Learner satisfaction, achievement and performance is continually and measurably improved through effective self-evaluation and improvement strategies.

### **School Values**

Achieving these aims will be underpinned by the following values, which will help to determine the culture within our school:-

- Enabling learners to be successful is at the heart of everything we do.
- Valuing and respecting the individual and their unique capabilities and contributions.
- Commitment to co-operation and team working.
- Enabling personal and professional development of all who work within our school community.
- A commitment to the principles and practice of inclusivity, equality and diversity.
- A commitment to continuous improvement defined by the perceptions of our stakeholders.
- A commitment to working healthily and safely.
- Embracing and valuing change.

Rooted in the teaching of Christ, gospel values constitute the targets and outcomes for our Catholic school. This is not in addition to the quest for high academic standards but integral to it.

We feel our values as a Catholic school can be summarized as follows:

- Faithfulness and Integrity
- Dignity and Compassion
- Humility and Gentleness
- Truth and Justice
- Forgiveness and Mercy
- Purity and Holiness
- Tolerance and Peace
- Service and Sacrifice

### **Aims of the School for Pupils with Special Educational Needs (SEND)**

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To have high aspiration and ambition for all our pupils.



- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that all SEND pupils are included and take as full a part as possible in all school activities.
- To ensure that parents / carers of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing our SEND policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents / carers, teachers and pupils working together.

### **Pupils with Disabilities**

Pupils with disabilities are admitted in line with our general admission procedures and we are keen to liaise with parents / carers and support agencies to make any reasonable adjustments to ensure any pupil with a disability can access the full range of educational opportunities offered by the school.

The school building is adapted wherever possible to maximise access. We have some disabled toilet facilities. Texts and computer displays can be adapted for pupils with visual needs and we have access to a mobile electronic hearing enhancement system for a classroom if required.

### **Special Educational Needs**

At St Mary's, we aim to be aware and cater for the special educational needs of those children with learning difficulties and the more able child. We believe early intervention is beneficial and aim to identify such needs as early as possible. Parents / carers will always be informed and involved in the process.

We recognise and provide for a range of Special Educational Needs, based on The Code of Practice. The class teacher usually identifies these and a school support plan may be set up.

We actively involve parents / carers, and where necessary, support agencies in order to meet the needs of our children. At all times, children are considered as an individual each with their own strengths and areas for development.

Our school does have some limited additional facilities for staff and children with disabilities. If the need arose for further adjustments, every effort would be made to



provide them, and any person with a disability would be treated equally and included fully in the life of our school.

Admission arrangements for pupils with a disability would be in line with the current Admission Policy, which is available on the school website.

### **What are my Parental Responsibilities?**

The Children Act (1989) aims to strengthen the relationship between parents and their children even if parents have separated, divorced, and even if the courts have said that there should be no direct contact.

The Children Act also gives children rights to be listened to whenever welfare decisions are made about them, and sometimes the right to take their own independent action through the courts.

The Law says that schools should help parents keep in touch with their parents by:

- Sending all parents copies of their child's annual report
- Inviting parents to discuss their child's progress
- Involving parents in big decisions about their child's education

### **Also**

The Law says that all parents should be treated equally and that schools must register the names of all actual parents if **married**, because they each hold **parental responsibility** for their children. Parental responsibility never ends even if the parent no longer lives with the child, unless there has been an adoption. It is still held by each parent, even if they are separated or divorced.

**Parental responsibility** is all the:

- Rights
- Duties
- Powers
- Responsibilities
- And authority which by law a parent of a child has in relation to the child and his/her property (Children Act 1989 Section 3(i))

Teachers cannot care for your child properly unless they know who, under law, has responsibility and authority for your child, and where they live.

When parents are unmarried, the Law says only the mother has Parental Responsibility for the children, but an unmarried father can gain his share of parental responsibility by:

- Marrying the mother
- Signing a legal agreement with the mother
- Obtaining a parental responsibility order from the courts

Other adults who live with a child, like step-parents, co-parents or grandparents can have a share in parental responsibility by asking the court for a residence order. This gives them responsibility and authority for the child as long as they stay living together.



The original parents only ever lose their share of parental responsibility when their child is adopted. They always hold parental responsibility however many other people share it with them.

**Why does getting parental responsibility matter?**

You are able to have a say in big decisions about the children in your family. Schools have to consult with you first when making decisions on things.

It will help teachers, doctors, and other professionals to know who to contact when big decisions have to be made.

It can strengthen relationships between you and the children you look after.

The Law also says that people who care for children but who do not have parental responsibility should take sensible everyday decisions regarding the child's welfare. School seeks to involve them fully in all matters except those requiring action from a parent.

**Do we need to keep the school informed?**

Families can keep changing. School needs to know what the courts have said about these changes and any ruling made.

Pupil's records need to be kept up to date.

Please let us know:

- What the courts have already said
- What new things the courts decide
- Whenever addresses change for people with parental responsibility





## HOME SCHOOL AGREEMENT

### OUR SCHOOL PROMISE

We believe that you, as parents/carers, are the first educators of your child and that we are called to support you in your God-given task. We undertake to do our best to provide an education for your child that develops their individual talents, supports their needs, and values both their uniqueness and their role in the community.

### THEREFORE WE WILL AIM TO:

- Provide a friendly welcome to you and your child and a secure, stimulating and safe Christian environment in which they can learn
- Ensure that your child is valued, treated with dignity and respect, and encouraged to treat everyone else in this way
- Lead your child by example, demonstrating our Catholic faith and our school's foundation in the teachings of Jesus, through what we teach and the way we live and worship in our school
- Do our utmost to provide the best possible education we can for your child. Our enthusiastic skilled teaching, which is rooted in our beliefs and values, ensures your child makes good progress in all aspects of the curriculum
- Ensure our St Mary's curriculum is balanced and challenging matched to the needs of your child
- Challenge your child to aim for the highest standards and aim for excellence in all they do
- Provide you with information about your child's progress; with opportunities to talk with teachers about it, and receive written reports
- Set regular homework matched to the needs of your child which reinforces their learning
- Inform you of any concerns regarding your child's behaviour, work, health or wellbeing and contact you if there is a problem with punctuality or attendance
- Keep you informed about school activities through the school website, text messages, letters and school dojo
- Treat you and your child with courtesy at all times



## THE FAMILY PROMISE

It is acknowledged that as parents/carers we are the primary educators of our children and have an irreplaceable role to play in supporting our child's learning at school.

### THEREFORE WE WILL TRY TO:

- Ensure my child attends school regularly, arrives on time and is collected on time
- Provide an explanation for why my child is late or absent
- Avoid taking my child out of school in term time, as I understand the consequences for my child's learning if I do
- Avoid making medical or other appointments in school time
- Ensure my child is suitably equipped, wearing the correct school uniform with pride and all their belongings labelled
- Inform the school of any concerns or problems that might affect my child's work, emotional wellbeing or behaviour and of my up to date contact details
- Support the Mission Statement and Catholic values of the school community
- Support the school's policies and guidelines for behaviour, security and safety including e-safety
- Give my child opportunities for home learning and support homework tasks
- Attend 'Parent Evenings' and discussions about my child's progress and well being
- Encourage my child to be enthusiastic about learning and to enjoy school
- Encourage my child to show kindness, respect and consideration to others
- Talk to my child about their experiences in school and encourage them to do their best
- Read and respond to all communications sent home from school
- Treat every member of the school community with courtesy at all times



## **THE PUPIL PROMISE**

God has made me a special person and given me many gifts and talents. I understand that I have the responsibility to make myself the best that I can be, and use all my gifts wisely.

### **I WILL TRY TO:**

- Attend school every day and on time
- Wear the correct school uniform with pride and bring all the things I need every day
- Take care of all the things our school provides for me to use, and do my part to keep it tidy and clear of litter
- Think for myself, be honest and take responsibility for my actions
- Be polite and helpful to other children and adults
- Use the Internet safely, responsibly and respectfully

### **ALWAYS DO MY BEST TO:**

- Achieve my learning and personal targets
- Listen carefully in each lesson
- Treat everyone with consideration and respect and try to be the best friend I can be
- Help make St Mary's a safe and happy school for myself and everyone else here
- Keep our school rules
- Complete and hand in my homework on time

## **TOGETHER WE WILL:**

- Provide care and support to enable our children to grow in faith
- Encourage the children to follow the golden rules
- Support children in all aspects of their learning and development



## Behaviour Management Policy and Procedures



At St Mary's we have a set of 'Golden Rules' which incorporate respect for oneself, one another and for property.

We have a 'Positive Behaviour' policy with clear guidelines in place. Each September the children discuss and decide upon the 'Golden Rules' to be adopted for their own class. These are then displayed in each room together with the school golden rules.

We aim:

- To provide a happy secure and purposeful environment in which the children are self-motivated to strive to attain their full potential
- To promote and maintain good behaviour
- To encourage a positive learning environment where effort, hard work and good behaviour are rewarded
- To develop children's awareness of the consequences of their actions

At St Mary's we believe that a positive and structured approach to the management of behaviour will enable children to learn and children to teach. In the Elton report it clearly states:

***'There is a need for clearly identified boundaries of acceptable behaviour, and for teachers to respond promptly to children testing these boundaries. We recommend that schools should strike a healthy balance between rewards and punishments and that both should be clearly specified.'***

Our code of conduct is clearly reflected in both mission statements and the agreed school golden rules, which are displayed around the school. We expect children at St Mary's to be well behaved, to foster positive caring attitudes towards each other and their environment. We believe that children learn to manage their own behaviour by praise, encouragement and a sense of reward. The whole school approach to behaviour management helps to ensure that every teacher and child is aware of acceptable standards of behaviour and consequences for contravening rules. Our class dojo system rewards and recognises the positive aspects of school life as well as sanctions and reflects the high standards expected at St Mary's.



Through consultation we have identified our attitudes towards bullying and the following are our views and opinions:

- All forms of bullying will not be tolerated and are unacceptable.
- Staff will be alert and vigilant to all signs of bullying
- An immediate response will be offered
- All incidents will be considered seriously
- Children will be encouraged to report incidents of bullying
- The focus on bullying prevention will be constant

## **Behaviour Policy**

The aim of the school is to encourage every child to behave in a responsible manner based on a concern for the rights of other individuals. We want to maintain and promote high standards from everyone in our school. In particular, we expect our pupils to understand the following rules relating to school life and abide by them.

### **Children should:**

- have an understanding of the difference between right and wrong
- respect the rights of other people and their property
- learn the value of friendship without discrimination
- appreciate other people's point of view
- understand that the school has rules which must be followed for the safety of all
- understand that they are responsible for their own actions
- be polite, co-operative and friendly
- understand that other children should be allowed to learn without disturbance
- treat others as they wish to be treated themselves

### **Unacceptable behaviour includes:**

- hurting other's feelings
- violence and aggression towards others/other's property
- threatening behaviour, including bullying
- dishonesty
- deliberate disobedience
- discrimination
- lack of respect
- using unacceptable language
- deliberately damaging property



The only really worthwhile discipline is self-discipline, but this is not an easy state to achieve. Children need a framework in which to learn what acceptable behaviour is.

#### **BEHAVIOUR MANAGEMENT OVERVIEW**



Our Golden Rules sets out our template of expectations at St Mary's.

#### **Our Golden Rules**

**At St Mary's we always choose to:**

- ✓ **Move around school in a calm, quiet and safe way**
- ✓ **Keep our hands and feet to ourselves**
- ✓ **Listen carefully, following instructions the first time**
- ✓ **Be polite and respectful towards each other**
- ✓ **Look after our school and the things in it**

#### **Our Golden Attitude**

**Try our best, never give up and always try to smile!**

Our Golden Rules are clearly displayed in class and around school. These rules are known by staff and by pupils and are always referred to when giving praise or when reminding pupils to make better, more positive choices.



## **REWARDS FOR POSITIVE BEHAVIOUR**

At St Mary's we believe in noticing and celebrating when children make great choices. We encourage staff to use rewards frequently, and all adults in school may give rewards including dojo points and blue cards. School or class rules should be referred to when giving praise in order to reinforce positive behaviour and expectations.

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hardworking and following our School Rules. Positive behaviour choices are rewarded in a number of ways:

### **Non-Verbal Communications**

- Look - smile - nod – handshake – thumbs up

### **Verbal**

- Praise - publicly in achievement assemblies, in class or individually.
- Positive comments – written in the 'Good Book' or written comments on work - shown to class members, other adults or Leadership Team.

### **MATERIAL REWARDS**

Stickers, badges, praise-pads, certificates and special person award, blue letters and class-dojo points.

### **PRIVILEGES**

- More responsibility - special tasks, be the special person/ Star of the Week/ Receive Head teacher's Award, raffle winners awards, achievement postcards.

Children may be issued a blue card letter for a 'sparkling moment' or attitude. However, children may also be issued with a yellow or red card and letter as a consequence for poor behaviour. These standard letters are to take home to ensure parents are fully informed. The class dojo system will also alert parents directly to points being awarded or any sanctions issued. For this to operate effectively, parents need to log in to the class dojo system.

### **Blue Card**

A Blue Card will be issued immediately to you if you have exceeded our expectations. For example,

- Outstanding effort and achievement with class work and homework
- Improvements within class work and homework
- Positive attitudes towards work
- Outstanding behaviour in class and school
- A 'sparkling' moment in school



Class dojo points are our way of celebrating effort and achievement in both work, behaviour for learning as well as attitudes and behaviour which shows our school ethos in action. Behaviour which has a dojo point rewarded may include: politeness, kindness, thoughtfulness, gentleness and self-control as well as excellent pieces of class work or homework or significant effort. The dojo points earned are recorded individually.

## **SANCTIONS**

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always keep to our Golden Rules and expectations. This is not acceptable and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to help the child behave in an appropriate manner and display the appropriate respect and attitudes.

When children make poor choices which affects learning, personal safety, safety of other people or relationships a sanction as consequence of this poor choice will be issued. Consequences for poor choices of behaviour are clearly set out in each classroom.

Children may sometimes need to be reminded of our school rules, but if misbehaviour persists the following may be applied. Depending on the nature of the misbehaviour, the level of response will be determined. Staff will judge the seriousness of an incident and apply sanctions accordingly.

Children are made aware that they are responsible for their actions.

Poor behaviour is dealt with consistently throughout the school.

Sanctions are progressive as follows:

- An initial expression of disappointment.
- A verbal reprimand.
- A verbal warning.
- Loss of privilege, playtime or lunchtime, always under supervision (*e.g. missing minutes off of break, lunchtime detention, missing football etc.*)
- Loss of responsibility (monitors, school representative, team place, place on an after school club)
- Remove child/children within their own class, within the key stage, to another key stage/ senior member of staff
- Behaviour discussion with the Head/Deputy Head/member of the senior leadership team



- Parental involvement - The child may be put on a **report system** – where day to day incidents are logged and parents are expected to sign it at the end of each week.
- Fixed term exclusion.
- Permanent exclusion.

For more serious incidents, sanctions may operate straight away.

Below is a visual reminder of how the card system operates for pupils:

## CONSEQUENCES OF BREAKING THE GOLDEN RULES

1. Eye contact/a verbal reminder of the expected behaviour  
A **STOP and THINK** reminder card may be issued.

2. You will receive a **Verbal Warning**.

3. You will get a **Visual Reminder**  
E.g. name on the board, Yellow Card on desk

### 4. Yellow Card

- Your name will be recorded on SIMs and a yellow letter will be given to parents/guardian.
- The letter is returned and signed by parent/guardian the following day
- Break time detention
- KS1- 5 minutes lost- you will stand by teacher on the playground
- KS2- whole break time lost- you will stand by the teacher on the playground.

### 5. Red Card

- Your name will be recorded on SIMs and a red letter will be given to parents/guardian
- Letter returned and signed by parent/guardian the following day
- KS1 You will be given break time detention/s - whole break time/s will be lost and you will stand by the teacher on the playground.
- KS2- **3** playtimes will be lost accompanied by the teacher on the playground.



# INSTANT SANCTIONS

When issuing instant sanctions, the class teacher will always consider the context of the situation prior to issuing an instant yellow or red card.

## Instant Yellow Card

A Yellow Card will be issued immediately to you for behaviour choices such as:

- Deliberately ignoring direct instructions and acting defiantly towards an adult
- Arguing with adults / rude or bad mannered interaction
- Inappropriate physical contact with another person
- Name calling
- Showing disrespect for school staff, property or the property of others

## Instant Red Card

A Red Card will be issued immediately to you for extreme behaviour choices such as:

- Kicking
- Spitting
- Biting
- Pinching
- Punching
- Swearing
- Threatening behaviour
- Discriminatory language/ name calling
- Stealing
- Vandalism of school property or property of others
- Deliberate or immediate risk of danger to self or others
- Arguing/ answering back/ total disrespect shown to adults
- Physical violence either towards another person/ child or school property



Inappropriate behaviour choices which result in breaking the Golden Rules are noted on SIMs and class dojo. These records are collated electronically each week and monitored by staff and Senior Leaders.

Concerns regarding patterns of behaviour are shared with the Leadership Team and/or at Team Meetings for further consideration. When unacceptable behaviour continues, in spite of appropriate and timely interventions / sanctions, then the team leader will work with the class teacher to develop an individual behaviour plan which will involve both the child and their parent/s and may include setting up a report card.

**If the above procedures do not have the desired impact upon the behaviour of the child over a period of time, or for one-off incidents of a more serious nature, staff may use the following options:**

- Refer to Deputy Head Teacher or Head Teacher
- Positive Handling by trained members of staff
- Share concerns in team meetings
- Further contact with parent/s
- The child is to phone home under supervision to inform their parent/s of their behaviour
- Establish a weekly behaviour report which is sent home
- Refer to other agencies for support
- Initiate an internal exclusion for a specified period of time i.e. the child spends time in another class or area of the school
- Initiate a fixed term exclusion (Head teacher)

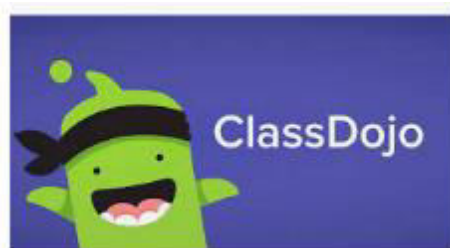
## **EARLY YEARS**

Within the Early Years we recognise that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times and managing challenging behaviour appropriately and competently, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone.

On the rare occasion of a yellow or red card sanction, parents are informed and a verbal communication takes place as the yellow/red letter is given. Further meetings may be arranged to discuss any behaviour strategies that need to be introduced.



## TO DISCUSS AN ISSUE CONCERNING YOUR CHILD



Parents and carers can talk with teachers before and after school on an informal basis on most days. We appreciate that appointments cannot always be made in advance, but this is our preferred arrangement, rather than delaying or interrupting teaching and learning time.

Parents and Class Teachers are encouraged to communicate via the Class Dojo system, including notifications of behaviour rewards and sanctions issued in school. Teachers will make every effort to respond to class dojo as soon as possible.

**However, please note that teachers will be unable to respond during teaching hours. We kindly request parents to respect these teaching hours and refrain from expecting immediate responses from teachers during this time. For an urgent response please contact the school office.**

**It is also important to note that teachers will not respond to any dojo message after 6 pm. This time is reserved for personal and family commitments.**

Appointments to see a member of staff can be made through the school office, and can be arranged as required in most instances. The class dojo system can be used to arrange meetings or telephone contact between parents and teaching staff. If after speaking to your child's teacher you wish to discuss the matter further, please make an appointment to see the Team Leader.

Following this meeting, if there are still concerns, then a meeting can be scheduled with the Deputy Head teacher. Staff will endeavour to answer questions and concerns which parents have and will deal with issues as quickly as possible.

In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child.

However, please understand that there are some issues which a teacher will need to investigate further. This may take a little more time and a further appointment will be



made to report on investigations and steps which have been taken. We hope that all issues can be dealt with in a calm and positive way.

If a member of staff feels threatened or abused, either verbally or physically, the meeting will end and parents will be contacted to attend a further meeting with the Head teacher. Violence, threatening behaviour and abuse towards any members of the school staff will not be tolerated. This behaviour may result in the right of a parent /carer to be refused access to the site for a period of time. Under section 547 of the Education Act 1996 it is a criminal offence for a person to be on school premises without lawful authority and cause a nuisance or disturbance to the annoyance of those who are lawfully on the school premises.

Serious incidents of unacceptable behaviour by a pupil may be referred directly to the Head or Deputy Head teacher. It is important to involve parents at an early stage. It may be necessary to involve the SENCO, our Learning Mentor or outside agencies such as the Educational Psychologist, social care or the SCIES team.



## INCLUSION



At St Mary's we value the contribution of every child in the life of our school. We recognise that some children may need additional support to manage their behaviour and achieve their potential. Where children display persistent disruptive behaviour, further assessment and investigation may be needed to determine if there is an underlying cause for this such as an unmet need, a mental health issue or home circumstances.

Parents and carers will be involved in the process of identifying the child's needs and asked for their views. With a clearer understanding of the child's difficulties, appropriate action can then be taken to provide support.

For some children an individually tailored approach is needed to support their behaviour choices. Strategies may need to be personalised and agreed between those working closely with the child. The Learning Mentor may be involved in providing direct support.

Some children may have special educational needs identified in the area of Social, emotional and mental health difficulties. These may include displaying challenging, disruptive or disturbing behaviour or becoming withdrawn and isolated. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or other physical symptoms. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Please refer to the special educational needs policy for further information about provision for pupils with SEND.

For further support and advice, school may seek parents /carers consent to refer to an outside agency such as the educational psychology service, community paediatrics or Cheshire East Consultation Service [ChECS].

For children with identified special educational needs, individual targets, strategies and interventions can be recorded on their School Support Plan (SSP). Where a child's behaviour poses a risk to their own safety or the safety of others, an individual risk assessment may be completed.

### **How is bullying dealt with at St Mary's?**

Surveys have shown that bullying can happen in all schools and at all ages. ***Bullying is the repetition of targeted, unwanted behaviour towards a child over a period of time.*** We therefore consider this unacceptable behaviour an important issue.

We want children to tell someone – a friend, a teacher, a parent or other adult, so that intervention and positive action can take place. Please help us by encouraging your



child to tell someone if he or she is being bullied and please contact us straightaway so that we can deal with the issue as soon as possible. Similarly, if you suspect your child is developing bullying tendencies, please let us know so that we can talk and take positive action to remedy the situation. More details on procedures are contained in the school's Anti-Bullying Policy and Procedures.

### **Medication in School**



Should your child require medication, please try and arrange for doses to be taken before or after school. If a child requires any medication during school hours, then arrangements should be made for the medication to be administered by the parent or parent's representative.

There is no legal duty that requires school staff to administer medication. In exceptional circumstances a designated member of staff will oversee the administration in the short term. However, this will only be considered if the details are completed on the 'Administration of Medicines' form which is available from the school office or as a downloadable form from the website. The details on the medicine bottle are not sufficient.

Cough sweets (Tunes, Locketts etc.) Calpol, Paracetamol tablets and lip balms should not be brought into school by any pupils.

There is a designated area for medicines in school if a child requires medication during the school day. There is a refrigerator for storage and a lockable medicines cabinet. Please pass any medication to the school office for safe storage, but please note that it is the parent/carers or their representative's responsibility to collect medicines at the end of the school day.

If your child requires preventative medicine, such as for asthma or diabetes, then these may be brought into school and handed to your child's class teacher. Please always ensure that your child has an up to date inhaler in school and that it is clearly named.

The school should be informed of any child with a nut or any food allergy and appropriate information passed to a member of staff at the school.

### **Medical Attention and First Aid**



The school has qualified First Aiders who are usually available during school hours. These members of staff update their qualifications every three years to comply with the Health and Safety Executive regulations. Basic first aid will be administered and only plasters, sterile dressings and bandages to attach a dressing can be used. No antiseptic creams, lotions or liquids may be used.

In the event of a child sustaining a minor cut or graze, the wound will be cleaned and if appropriate, covered. In the case of a more serious injury, medical assistance will be sought.

Every effort will be made to contact parents / carers in these circumstances. If your child sustains a bump to the head, no matter how minor, you will be contacted by phone as a matter of course. If the injury is of a more serious nature, you will be asked



to have your child collected from school so that further medical help can be sought. A copy of the 'First Aid' policy is available from the office.

### **What if my child needs medicine during the school day?**

If a doctor has prescribed anti-biotic treatment for your child then the child is usually too ill to attend school. Children who are ill should be kept at home. A telephone or verbal message early on the day of absence is expected.

First aid supplies are kept in school and the staff deal with minor injuries. In the case of more serious injuries every effort will be made to get the child to hospital. It is therefore **vitaly important that your details and contact numbers are accurate and up to date**. If you are in any doubt please contact the school office. A form is available for updating or changing contact details.

It is school policy as stated above that children must not bring tablets and medicines into school. If your child requires regular or short-term medication on prescription, please bring it into school yourself and either administer it yourself or complete an authorisation form and ask if a designated member of staff would be available and if they would mind administering it for you. **Please do not send medicines into school with children**. The containers of medication must be clearly labelled with their contents, the owners name and dosage. Non-prescription medication will not be dispensed.



### **Medical Issues**

At some time in their school life, children will have some kind of medical condition. For most this will be short term and it is the school's view that in these cases, parents / carers are responsible for their child's health and the child should be kept at home if unwell, infectious and/or taking antibiotics. Poorly children cannot cope with school and they spread their infection to others in the class. Children suffering from any infectious illness, including sickness and diarrhoea should not be sent to school.

### **How long should your child stay away from school if he or she is ill?**

<b>Complaint</b>	<b>Period of time to stay away from school</b>
Chickenpox	6 days from onset of rash and until spots have crusted.
German measles	4 days from onset of rash
Measles	7 days from onset of rash
Mumps	7 days from onset of swollen glands
Whooping cough	21 days from onset of complaint
Sickness and diarrhoea	Until free of symptoms for 48 hours
Impetigo	Until the skin has healed
Ringworm	Until cured
Scabies	Until treatment has been successful
Head lice	Until the child has been treated
Streptococci infection	



(tonsillitis, etc)  
Verrucae

Until clinical recovery  
Exclusion unnecessary, but cover infection for PE/Games

It is important that school is notified in the case of an infectious illness.

### **How will my child be cared for at St Mary's?**



We do our best to look after your children if ill during the day. However, there are times when we have to call you to come and take your child home, therefore, it is essential we have an emergency telephone number in case of an accident or illness. It may not seem obvious, but please do not send your child to school if they are ill.

### **How does security operate on site?**

We operate a security system in school in order to keep the pupils & staff safe on site. Please use the main entrance at all times. A buzzer system is in operation and the door is fobbed. The pupils are not permitted to open the door to anyone at any time, known or unknown.

On entering the Reception area please wait until a member of staff is able to deal with your enquiry. All visitors to school are required to sign into the electronic register and wear a visitor's sticker. Anyone unfamiliar not wearing a visitors sticker will be challenged. To help us safeguard our children, we ask that parents /carers do not enter any part of the building or site other than through the main entrance or open the door to others.

### **Are children ever examined by outside agencies?**

It is the normal practice for Foundation Stage children and Year 6 children to have height and weight measurements checked by the School Nurse.

Parental permission will be sought and parents / carers may be in attendance if they so wish and are able. There is also an 'opt out' option.

From time to time during the school year, it may be necessary for some to be assessed by other health or education specialists. Parental permission will always be sought.

Some children do have a serious or recurring medical condition and in such circumstances, parents / carers need to inform school in writing, so that correct procedures and training are in place in case of an emergency.

If your child suffers with asthma or requires an epipen, please make sure all inhalers and epipens are up to date, labelled clearly and staff are fully aware of the child's requirements. If your child has any other serious medical needs please make a member of staff aware at the time of or before first admission.

Failure to inform or keep your child's medication up dated may result in a very serious medical condition. This is a parental responsibility.

### **Attendance & Punctuality**





At St Mary's we aim to achieve and maintain high standards in attendance and punctuality. The school gates on Dane Bank Avenue open at **8:45am**. We expect all pupils, from Nursery to Year 6 to be in school **and ready to learn by 9.00 am**. Classroom doors close at 9.00am therefore this means being on site for 8.50am at the latest.

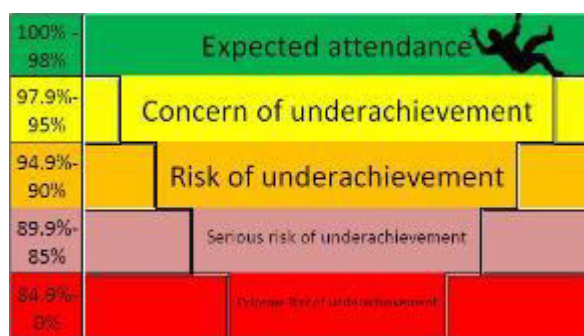
We maintain an electronic attendance record and initiate quick and early intervention if a problem is identified. We feel it is crucial that even the youngest of children develop the habit of regular and punctual attendance and learn to be responsible and reliable.

In addition, good attendance and punctuality are seen as achievements in their own right and are recognised by the school. If you are late for school please inform the office and sign the latecomers register.

Please phone the school office leaving a reason for your child's absence before 8:45am on the first day of illness and every day that your child is absent, if this information is not already known at school. An answer machine facility is also available. Please leave your child's name, year group, class and reason for absence. Please give as much information as possible including the return date for your child.

Parents / carers are urged not to make non-emergency, non-urgent medical/dental appointments during the school day. If it is unavoidable, please contact school in writing. An official medical card is required by the office.

Parents / carers are also requested not to take children out of school during term time. Parents / carers are also asked not to request absences when your child is preparing for tests and assessments. It is important to remember that we have your child's best interests at heart, and long or frequent absences can seriously disrupt progress.



#### If my child is absent from school – what do I do?

You must inform the school as soon as possible either by telephoning the school office, or in writing. If no reason is given for the absence then it will be registered as 'unauthorised'. It is the right of the Attendance and Children out of School Team to investigate / visit the home of any child with unauthorised absences. School will contact you by telephone or dojo message if we have not received information as to why your child is absent.

#### Holidays or Absence during term time





Taking a holiday during term time is disruptive and will not be authorised except in *exceptional* circumstances. If you wish to take your child on holiday you will need to seek the Head Teacher's consent in writing at least two weeks before you plan to go away. It is a legal requirement to discuss such a decision and seek permission from the Head Teacher. A leave from learning form, which is available from the school office or from our website, must be completed for all requests.

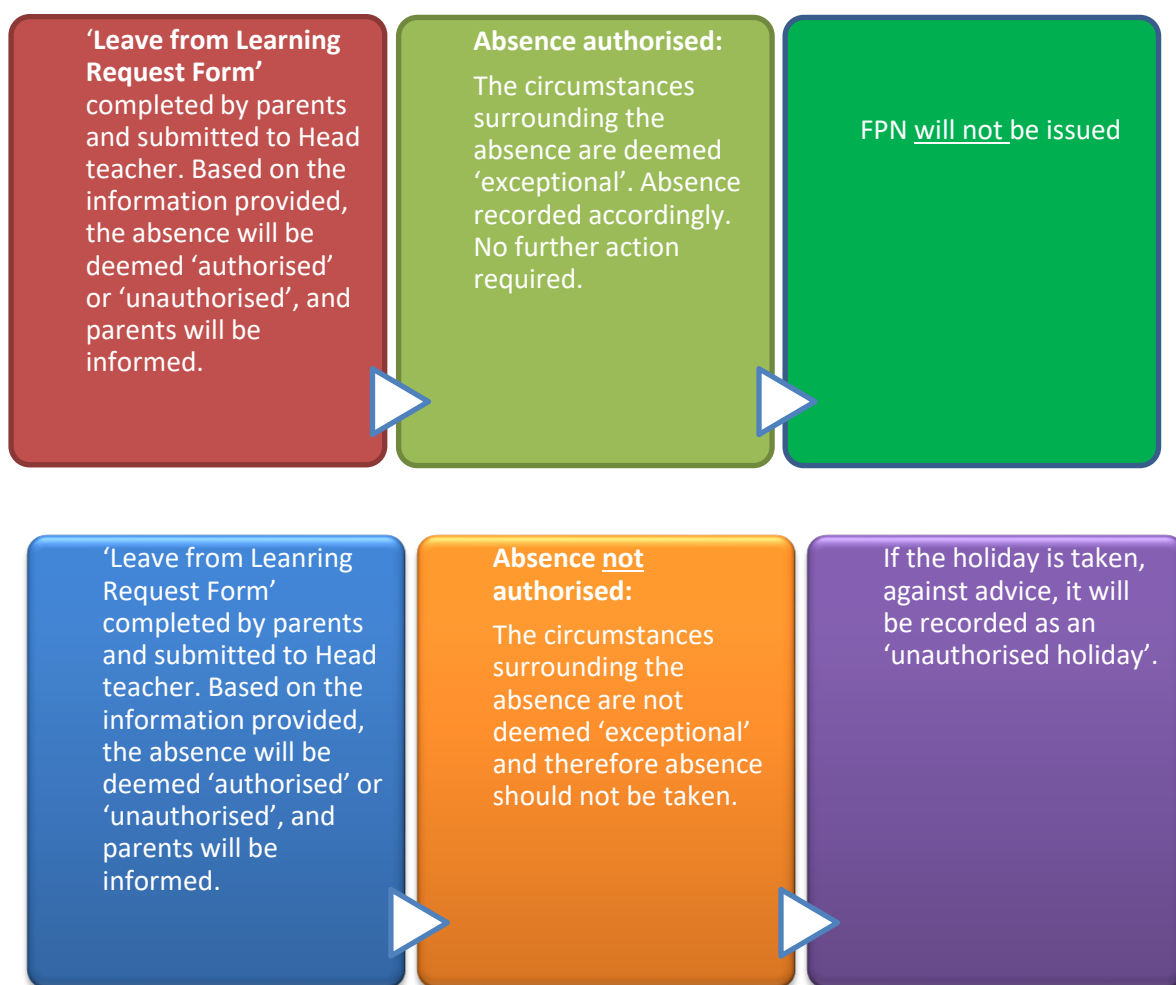
**There are two types of Fixed Penalty Notices:**

1. Issued for persistent poor attendance - for unsatisfactory attendance where no improvement has been made despite appropriate intervention and only made following a referral to Attendance and Children out of School Team.
2. Issued for Holidays in term time- implemented following legislation

**Holiday Fixed Penalty notices are Issued when:**

- ▶ An unauthorised holiday of 10 sessions (5 days) or more is taken in any academic year. This can be non-consecutive days too.
- ▶ The holiday request was denied as it was not exceptional, or not requested in writing.

**The Process**





Where unauthorised holidays reach 10 sessions or more the Attendance and Children out of school team referral may be made upon the child's return to school.

A Fixed penalty notice from the Attendance and Children out of school team.

#### The Fixed Penalty Notice

Penalties for unauthorised absence		
Timeline	One child	Two children
Paid within 21 days	£60 per parent	£60 per parent=£120 per parent
After 21 days and before 28 days	£120 per parent	£120 per child=£240 per parent
After 28 days	You will be summons to appear before the Magistrates' Court on the grounds you have failed to secure your child's regular attendance	You will be summons to appear before the Magistrates' Court on the grounds you have failed to secure your child's regular attendance

The money is received by the LA, not the school.

Term dates can be found below and on the school website to ensure all holidays are booked during school closure periods.

### Term Dates 2023 2024

	School Closes	School re-opens
<b>Summer 2023</b>	Friday 21 <sup>st</sup> July 2023	<b>Monday 4<sup>th</sup> September 2023</b>
<b>Autumn Half Term 2023</b>	Friday 20 <sup>th</sup> October 2023	Tuesday 31 <sup>st</sup> October 2023
<b>Christmas 2023</b>	Friday 22 <sup>nd</sup> December 2023	Monday 8 <sup>th</sup> January 2024
<b>Spring Half Term 2024</b>	Thursday 15 <sup>th</sup> February 2024	Monday 26 <sup>th</sup> February 2024
<b>Easter 2024</b>	Thursday 28 <sup>th</sup> March 2024	Monday 15 <sup>th</sup> April 2024
<b>May Day 2024</b>	Monday 6 <sup>th</sup> May 2024	
<b>Summer Half Term 2024</b>	Friday 24 <sup>th</sup> May 2024	Tuesday 4 <sup>th</sup> June 2024
<b>Summer 2024</b>	Friday 19 <sup>th</sup> July 2024	

#### 5 INSET DAYS:

Friday 1<sup>st</sup> September 2023, Monday 30<sup>th</sup> October 2023, Monday 3<sup>rd</sup> June 2024,  
Monday 22<sup>nd</sup> July 2024 and Tuesday 23<sup>rd</sup> July 2024



## Child Protection Procedures



Because of day-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or a failure to develop. Parents / Carers should be aware, therefore, that where it appears to a member of staff that a child may have been abused or neglected, the school is required as part of Cheshire East Child Protection procedures, to report any concerns to Social Services.

The school is fully committed to the safeguarding of children and has a robust system in place including vetting procedures for all adults who work with our children.

At St Mary's Catholic Primary School & Nursery, we recognise that your child is our responsibility and concern. We want to work in partnership with you, and discuss with you, any concerns we may have or that you may have.

It is our priority to inform and involve you at every stage in your child's time at the school. Since the first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The Local Safeguarding Children Board has laid down the procedures we follow, and the school has adopted a Child Protection Policy in line with this for the safety of all.

### **Race Equality**

The school has recently updated its policy, which is regularly reviewed by the Governing body. A copy is available from the office.

### **Accessibility**

We take care to ensure all modifications at the school include accessibility for all by implementing our access plan into any new developments.





## EDUCATION AND LEARNING AT ST. MARY'S



Education and learning at St Mary's, aims to be exciting, stimulating and challenging. We hope to provide all children with a wide range of learning opportunities based upon first-hand experience, observation and problem solving. The teaching, learning and curriculum are relevant to the ability, need, interest and experience of the children. We aim to develop appropriate skills and concepts and a positive attitude towards learning.

We aim to develop each child to his/her full potential. We hope to create a friendly, harmonious atmosphere in which children and all Staff can work together to achieve the highest standards in everything they do. We hope that the children feel part of the community of the school, which demonstrates love and care in many different ways. Teachers plan their lessons in advance each week, and from these plans formulate daily plans. These plans are shared with the senior leadership team and subject leads.

In addition to the legal requirements of the National Curriculum, we have many other experiences and opportunities for further development as part of our creative curriculum.

### **How are the classes organised in school?**

WE have 19 classes at St Mary's and a separate nursery. The school roll is approximately 594. Within each class the children work in a variety of ability groups. Throughout the year there is continuous teacher assessment on each child. This information, plus a variety of other factors guide staff in taking great care to ensure that each child is placed in the group most suited to their needs. This may vary from subject to subject.

### **How are the classrooms organised?**

The classrooms are based in three main areas. The first building is Nursery and Reception and Key Stage 1, the Key Stage Two building is across the playground. On the far side of the Key Stage 2 building are two additional mobile units; one unit houses two classes, the other is referred to as the Family Learning Centre. The two halls are used for PE, extra-curricular clubs, collective worship, assemblies, productions, drama, Masses and services. Our school halls also serve as a dining room at lunch time.

### **How will I learn about my child's achievements and progress?**



We have parents / carers evenings in the Autumn and Spring terms. This is an opportunity to discuss your child's progress and any other relevant issues. Please make a determined effort to attend these evenings. Teachers are often available at the end of the school day to see parents / carers who have any worries about their child's work, progress, behaviour or any other



issues. If however, it is a matter that may take time to discuss, it would be helpful if you would make an appointment to see your child's teacher at a mutually convenient time.

### **Is my child expected to do homework?**

Yes. Homework is set for children from Early Years through to Year 6. Homework days are included on the class half termly curriculum maps.

### **We believe that Homework has the potential to raise standards by:**

- Increasing the time given for re-enforcing basic skills
- Extending coverage of the National Curriculum
- Improving study skills
- Improving attitudes to learning
- Involving Parents / Carers in the learning process

### **We believe it is the responsibility of our class teachers to:**

- Plan Homework as an integral part of curriculum planning with clear links to class work
- To set tasks matched to the abilities of pupils
- To follow up with children and Parents / carers when there are difficulties over the completion and return of homework
- To ensure that Homework is marked or checked as appropriate

Homework set may be to consolidate class work, to leave pupils to pursue their own lines of enquiry or practice a specific skill. The tasks may include factual or imaginative writing, reading, spelling, learning, revising, illustration, research or practical activities.



There are many ways in which you as parents / carers can help your child: encouraging and supporting; checking presentation, handwriting and spelling; testing what has been set to learn, listening to reading, asking about research or topic work and encouraging a prompt return of work into school. These are all ways of helping and supporting your child to appreciate the importance of homework, and see homework as an extension to class work.

Of course, children work at different speeds and so doing homework can take longer for some than others. If there is a repeated problem over homework, we encourage parents / carers to get in touch with your child's class teacher. Similarly, we shall get in touch with you if we feel there are frequent problems over homework which you could help us resolve.

We ask that you support us in seeing that homework is done conscientiously, in the best possible conditions and returned promptly to school. Homework is recorded in a



Homework Book. We ask that parents / carers check and sign it each week. It will be monitored by your child's class teacher.

The government guidance on *minimum time allocation* remains as: **Key Stage 1:** 1 hour per week; **Lower Key Stage 2:** 1 ½ hours per week; **Upper Key Stage 2:** 30 minutes daily (2 ½ hours per week)

## Nursery



Children are admitted to our Nursery as soon as possible after their third birthday. For further details about applying for and securing a place at our Nursery, please speak to a member of the admin team in the school office.



The period from Nursery at the age of three to the end of Reception is described as the Foundation Stage or Early Years. It is a distinct stage and is important stage in a child's learning. When the Foundation Stage ends Key Stage 1 begins.

During their time in Nursery the children get to know familiar adults at St Mary's, specifically Reception class teachers and teaching assistants. Early Years staff work and plan many exciting opportunities for Nursery and Reception children to jointly participate in throughout the school year which aids a smooth transition from Nursery to Reception.





A child attending our Nursery is not automatically ensured a place at St Mary's School. Application for a place at St Mary's school **MUST** be made in accordance with Local Authority guidelines in the September before your child has their fifth birthday. The Cheshire East website has all the up to date information regarding admission.

### **Preparing your child for Reception Class**

We aim to make admission to Reception as natural a step as possible from Nursery, enabling your child to leave you confident and happy in this important phase of their education.

Children settle far more quickly if they can see that their parents and staff are working with each other in a climate of mutual trust and respect. Please do ask if anything concerns you. Often you feel more concerned than the child!

Children vary greatly in their maturity and achievements when they start school, so please try not to compare your child with other children. You will probably be worrying unduly if you do this, as such comparisons can easily communicate themselves to your child, as can your dissatisfaction. If you have any concerns about your child's development, please tell us.

It will help your child to settle if you have helped them to achieve the following:

- Put on a coat and take it off without help
- Go to the toilet unaided, wipe their bottoms and wash their hands afterwards
- Put shoes on and take them off and fasten them
- Be apart from you for a while without getting upset
- Play with other children
- Use a pen and pencils
- Share toys and activities
- Share a book and listen to a story
- Sing a few songs or nursery rhymes. (Don't worry about singing in tune! )
- Have experience of getting messy without getting upset e.g. with paint water
- Spend lots of time talking to you



## Early Years Foundation Stage Curriculum (EYFS Curriculum)

The staff teaching and supporting your child will make sure that the activities are suited to your child's unique needs in an environment which stimulates and encourages curiosity and wonder. Our progressive Early Years curriculum is planned so it is unique to our Nursery and Reception and dovetails seamlessly into the National Curriculum, which begins in Key Stage 1.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. We aim to be outdoors come rain or shine so please ensure your child is suitable equipped for the British weather.



Our EYFS Curriculum involves pupils learning skills, acquiring new knowledge and demonstrating their learning through carefully planned play, focused small group activities and large group activities in 7 areas of development.

Children should mostly develop the **3 prime areas** first.

These are:

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



These prime areas are those most essential for your child's healthy development and future learning and are essential for success in developing skills in **4 specific areas**.

These are:

- Literacy;
- Mathematics;
- Understanding the world;
- and Expressive arts and design.





## **Religious Education**

In addition to our EYFS curriculum 10% of our teaching and learning is devoted to Catholic Religious Education. As with the EYFS curriculum, all RE activities are carefully planned to meet the needs of each individual and provision is made in an exciting and stimulating environment.

## **Reception Baseline Assessments**

At the beginning of Reception your child will take part in Statutory Baseline Assessments. Short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school.

Your child cannot 'pass' or 'fail' the assessment.

Its main purpose is to create a starting point to measure the progress schools make with their pupils.

They won't even be aware they are doing them!

## **Early Years Foundation Stage Profile**

At the end of Reception teachers complete an assessment which is known as the **Early Years Foundation Stage Profile (EYFSP)**.

This assessment is carried out by the Reception teacher and is based on what they, and other staff caring for your child, have observed over the period of time in Reception.

An important part of the EYFSP is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge if your child has achieved the Early Learning Goals (ELG expected) or is working towards achieving the Early Learning Goals (ELG emerging). You will receive a report at the end of the Reception year informing you whether your child is emerging or expected in 17 individual Early Learning Goals. This information is also used to support your child's next teacher, in year 1, to plan and provide learning which meets your child's unique needs.





children are invited to attend school for a few sessions in the Summer Term prior to them starting with us in September.

- Use the toilet
- Wash and dry his/her hands
- Blow and wipe his/her nose
- Be able to hold and use pens and pencils
- Be able to dress and undress in their uniform
- Fasten laces or buckles if they have been bought shoes with laces or buckles
- Use a knife and fork correctly.

## OUR CURRICULUM



The 'core' subjects of English, Mathematics, Science, Computing and Religious Education are given relevant prominence. History, Geography, Design and Technology, Art, Music, Physical Education, Personal, Social and Health Education and Citizenship (PSHE) and Relationship Health Education (RHE) and a variety of cross-curricular



themes make up the rest of the school curriculum and are taught separately or as part of carefully constructed cross curricular plan. French is also taught in KS2.

Teachers use a variety of teaching methods and children may be taught as individuals, in groups or as a class depending on the area of study or children concerned. The methods used match what is being taught to the abilities, attainments, interests and experience of the children.

Documents outlining the curriculum at each stage are available. Each half term, a curriculum overview is available to parents on the school website. The curriculum overview broadly outlines the work that the children will be doing in each subject including key dates and special events that are taking place.

### Religious Education

Our most recent Inspection was in March 2023 and the RE and Catholic life of the school was considered again to be **outstanding**.



As a Catholic School we attach great importance to the place of religion in the life of the school. This not only applies to specific religious lessons but in the everyday activities of school life – assemblies, meal times, playtimes and of course, in all the relationships that exist within St Mary's.

To help us achieve this ultimate aim we use 'The Way, Truth & The Life' programme as a core for our Religious Education teaching. Its success is based upon involving parents / carers, teachers and the parish in the religious education of the children within St Mary's.

Together with the RE scheme we also aim to support, extend and clarify our children's faith by:

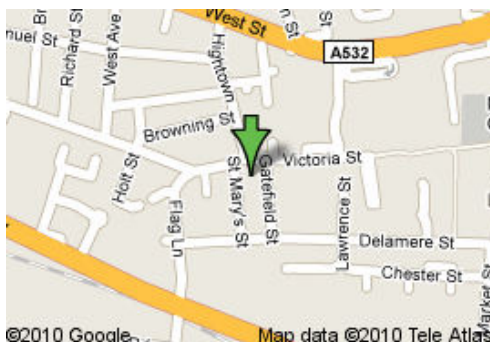
- Developing spiritual, social and moral behaviour based on firm Christian ideals.
- Providing the experience of living in a community within the framework of home, school and parish.
- Enabling children to develop an understanding of our faith and love of liturgy, sacraments and prayer through a variety of celebration and worship.
- Enabling children to acquire the foundations of faith through the teaching of doctrine in the context of their own life experiences and stage of development.
- Sharing gospel values, and bringing the children to a deeper understanding and love of God.
- Striving to foster a living faith, which will touch every aspect of their lives.

Children will be prepared for The Sacrament of Reconciliation and First Holy Communion within St Mary's parish. Arrangements for Sacramental Preparation can be obtained from the Parish Priest or Parish catechists. Although the programme is parish based, St Mary's school staff are committed to supporting the children in this preparation.



St Mary's Church is situated on St. Marys Street Crewe, Cheshire CW1 2JP  
Tel: 01270 212533.

The church website address is [www.stmaryscrewe.org.uk](http://www.stmaryscrewe.org.uk)



## English

At St Mary's we believe that English skills are vital to the education of pupils, so they are prepared for their future life. A broad and balanced English programme using

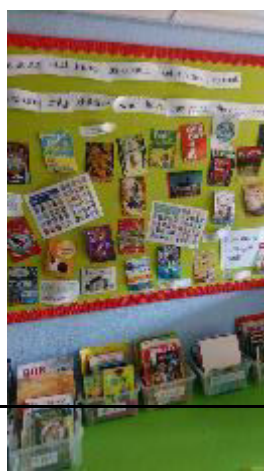


objectives from the National Curriculum 2014, determines the skills that each year group and Key Stage must cover alongside a range of genres which are studied and promoted. A variety of resources are used to promote a reading and writing culture. Children are given a range of writing opportunities including the use of paired,

group and independent writing tasks. A culture of learning from each other is promoted through use of co-operative learning structures. This is developed across both key stages, so that the children learn to respond appropriately and supportively to each other regardless of gender, age, cultural or ethnic background. We follow the Talk for writing model throughout the school in our approach to writing.

Our aim is for every child to become a fluent reader. We want children to become fluent readers in order for them to reach age related expectations or make accelerated progress from their starting point. As well as this we want children to develop a love for reading and read for pleasure on a regular basis. Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches to enable the pupils to make good progress.

We use 'Little Wandle Letters and Sounds Revisited' phonic scheme. This is linked to our phonic decodable at home through the e-to take a reading book share with their family.



reading books that can be accessed library. Pupils are also encouraged home to read independently or



## Mathematics

Mathematics equips us with a uniquely powerful set of tools to understand and change the world. This includes logical reasoning, problem solving skills and the ability to think in abstract ways. Maths is vitally important in everyday life and a creative discipline. As a school we adopt a mastery approach to the development of Maths. We use White Rose Maths and Power Maths to structure lessons ensuring the development of arithmetic and reasoning skills.

### Key Stage One:



During Key Stage One we develop children's knowledge and understanding of mathematics through practical activity, exploration and discussion. We teach the children to count, read, write and order numbers to 100 and beyond. They begin develop a range of mental calculation skills and transfer them to various to contexts. We teach aspects of shape and space through practical activity and build on their understanding of the immediate environment around them. We encourage and teach mathematical vocabulary, and then use it to talk about their work and explain strategies and reasoning when problem solving. We also use a scheme called Number Sense in Key Stage 1 to develop further understanding of the concept of number and help develop arithmetic.

### Key Stage Two:

During Key Stage Two children become more confident with the number system, and are encouraged to tackle problems mentally initially before any other approach. Daily arithmetic sessions are also part of our maths learning. We move from counting to calculating with all the skills involved in the four rules of number. Our children are given the opportunity to explore features of shape and space and develop their measuring skills in a range of contexts. Again, mathematical language and understanding is vital as the children are challenged with activities involving diagrams and charts and data handling.



## Science

Science stimulates and excites children's natural curiosity about phenomena and events in the world around them as well as offering a level of satisfaction through



knowledge. In school we use the scheme Snap Science where pupils link ideas with direct practical experience, and thus it engages our children at many levels. We teach scientific method which is about developing and evaluating explanations through finding out, which in turn, acts as a spur to critical and creative thought. Through science we begin to understand too, how scientific ideas have contributed to change in every aspect of our lives.



Our children focus on observing, exploring and questioning the world around them. We collect evidence linked to simple scientific ideas and evaluate these to consider whether tests or comparisons are fair. We share ideas in classes and groups and communicate findings through scientific language, labelled drawings, charts and tables.

During Key Stage Two our children investigate a wider range of scientific topics. They begin to make links between ideas and are able to explain their ideas based on previous knowledge and understanding. Investigations become more systematic with children working in pairs, groups or classes. We encourage the use of a wide range of reference sources and discussion of practical work and ideas, using scientific vocabulary, labelled diagrams, charts and graphs.

### **Computing**

Computing prepares children for a rapidly changing world. We use technology every day to find, explore, analyse, exchange and present information responsibly and creatively. The increased capability in the use of technology promotes initiative and



independent learning, with children being able to make informed judgements. At Key Stage One our children explore technology and learn to use it confidently, developing and recording their own ideas. We provide a wide and varied range of suitable hardware and software. At Key Stage Two children use a wider range of tools and information sources to support work in other subjects. We encourage the children to research, code, program, question, amend and present their work in a variety of ways and one that will suit its audience. We ensure that children are prepared for the digital world by teaching children how manage their online lives, including how to stay safe on the internet.

All classrooms have interactive whiteboards and IT is used very effectively in teaching and learning. Children have regular access to iPads in the classroom and computers in our computer suite. Our pupils use a wide variety of programmes including word processing, coding, programming, spreadsheets and art packages. They also learn to how to use the internet and send e-mails safely.





## History

History at St Mary's is an exciting, and enquiry led subject and is fully inclusive to every child. At school, we have a planned and sequenced History curriculum through the scheme Kapow. It enables our children to consider how the past has influenced the present and at the same time develop a chronological understanding of significant events and people. They are able to do this through our wide range of enquiry led resources and activities (including our personalised world history timeline). Children are able to experience trips, such as a Year 3 Roman trip to Chester and in-school workshops such as The Great Fire of London.

In EYFS, the children are encouraged to know and talk about the things that make them unique. They begin to focus on talking about events in the past and present, as well as thinking about similarities and differences between themselves and others, families, communities and traditions. All learning is supported by a hands on, practical approach with role play areas to enhance this further. History teaching in EYFS makes meaningful links to children transitioning into year 1.

## Geography

Geography teaching at St Mary's has a wide application to everyday life, teaching the pupils to enjoy learning about the world and to have a better understanding of how people live in different locations. At school, we have a planned and sequenced Geography curriculum through the scheme Kapow. Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at St Mary's Catholic Primary School.



At St Mary's we provide a variety of opportunities for geography learning inside and outside the classroom. Fieldwork involves pupils studying geography outside the classroom. Fieldwork is first-hand experience of actual situations. For example, Nursery will complete a 'Wellie Wednesday Walk' around the school grounds, Year 1 will navigate around the school and draw simple maps whereas Year 5 will follow a simple map and create an accurate map of an area.

Key Stage 2 also use Ordnance Survey Maps to find 4 figure grid references as well as Digimap to create or interrogate a map online by selecting an appropriate base map, adding annotations tools to learn more about a study area. Our geography curriculum is high quality, well thought out and is planned to demonstrate progression. We focus



on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Pupils will deepen their understanding of the interaction between physical and human processes and how this affects landscapes and environments.

## **Art**

At school, we have a planned and sequenced Art curriculum through the scheme Kapow. It provides our children with visual, tactile and sensory experiences and a unique way of responding to and understanding the world. We teach children to approach their own work through colour, form texture pattern and 3D. Through art activities children are given the opportunity to communicate what they see feel and think. They learn to make informed judgements and aesthetic and practical decisions as well as exploring the ideas and meanings in the work of others. Early experiences explore visual, tactile and sensory qualities and children begin to understand colour, shape, space, pattern and texture and use them to represent their own feelings.

During Key Stage Two children develop their creativity and imagination through more complex activities. We build on skills, control of materials, tools and techniques. Children become more critically aware of the role and purpose of art in different times and cultures by visiting galleries and exhibitions and working alongside artists in school. We hope our children become more confident as a result and are able to communicate freely what they see, feel and think.

## **Design and Technology (DT)**

At school, we have a planned and sequenced DT curriculum through the scheme Kapow. DT gives children the opportunity to think creatively and to see their ideas transform into reality before their eyes. We help our children to see how every product they use in everyday life has come from a design; from the clothes they wear to the food they eat. Through DT, children are given the opportunity to explore their imagination to its full potential, and by designing, creating and evaluating their own ideas, they are encouraged and inspired to set themselves more challenging goals.

Early experiences are developed by learning to use tools, materials and objects, exploring their environment both in and outside the classroom. They observe and experiment with shaping and assembling new materials and using their imagination to give a purpose to their constructions. During Key Stage Two, children build on the skills and begin to make more personal choices in how they approach their designs and the materials and tools they will use. Children become more critically aware of the role and purpose of DT, by examining existing products, designs, raw materials and tools, making informed judgements about the practicalities and aesthetics in order to inspire the children in their own creations. We hope to encourage children to see how DT can help them on the way towards many varied, creative career paths in the future.

## **Music**





Music is a unique form of communication which is valued here at school. It brings together intellect and feeling and enables personal expression, reflection and emotional development. We use the music Sing up scheme. We feel it helps our children to understand themselves and relate to others as an integral part of culture, both past and present. We teach the children to listen and appreciate a wide variety of music and make their own judgements about quality. It encourages involvement at all levels, individual and communal thus developing a sense of group identity, self-discipline, creativity and fulfilment. At the early stages children listen carefully and respond physically to a wide range of music. We encourage them to play musical instruments and sing songs from memory. They explore and enjoy creating sounds and find out how sounds and silence can create effects and moods. Further up the school, our children sing songs and play instruments with increasing confidence and skill and expression. They are given opportunities to improvise, develop compositions and explore thoughts and feelings of their own and those of others.

### **Physical Education**

We know that physical education develops our children's physical competence and confidence, and their ability to perform in a wide range of activities. It promotes physical skilfulness and knowledge of the body in action. PE provides opportunities for children to be creative, competitive and to face up to different challenges as individuals, in small groups or as part of a team. We feel it provides a positive attitude towards a healthy and active lifestyle for the future. Through PE our children learn how to think in different ways to suit a wide range of creative, competitive and challenging activities. The Real PE, Real Gym and Real Dance scheme is used to incorporate physical literacy, emotional and thinking skills to achieve in PE, Sport and life.

Early Years follow Development Matters within the Early Years Foundation Stage Framework to develop fine and gross motor skills within the classroom environment as well as using the engaging outdoor provision. The PE specific lessons follow the foundation Stage Real PE scheme, Real Dance and Real Gym using stories, songs and games to develop their physical skills as well as multi abilities. In Key Stage 1 pupils learn how to develop their fundamental skills through the Real PE scheme and continue to develop and apply during sport specific lessons. Real Dance and Real Gym are also focused lessons.



In Key Stage 2 pupils continue to develop fundamentals skills through sport specific lessons and learn how to apply their knowledge and skills in a competitive approach, deepening their understanding of game rules, techniques and tactics. Dance, swimming and Gym are also focused lessons.





Alongside our curriculum provision for P.E we also provide all pupils with the opportunity to participate in different extra- curricular sports clubs. We encourage pupils to apply their skills and knowledge in sports against other schools. We are also part of the local School Sport Partnership, which helps to support our pupils to have opportunities for competition. Each year our school compete in Town Sports, which focuses on athletic skills.



## **Spiritual, Moral, Social and Cultural (SMSC) & Relationship Health Education (RHE)**



Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum. At St. Mary's we aim to give our children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and in turn to become informed, active and responsible citizens. Our children take part in many activities and experiences across and beyond the curriculum.





At St Mary's we follow the Ten:Ten scheme- Living Life to the Full for our RHE which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

We encourage and celebrate children who contribute fully to the life of the school, community and parish. We feel this kind of experience enables the children to recognise their own worth, work well with others and become responsible for themselves and the world around them. We explore ideas such as their responsibilities, rights and duties as individuals and as members of a wider community. We teach our children to respect others, the diversity and differences around us, so that they are armed with the necessary understanding to form effective and fulfilling relationships that are an essential part of life and the learning process.

The younger children learn basic rules for keeping themselves healthy and safe and take some responsibility for themselves and their environment.

They begin to learn about their own and other people's feelings, social skills and developing as individuals.



At Key Stage Two children explore ideas such as growing and changing, the wider world and develop a sense of justice. They begin to explore concepts, which include how choices and behaviour affect others and how to take responsibility for their own learning and issues in the wider world around them.

### **What about Sex Education?**

We have a Sex and Relationships Education Policy and scheme of work which complies with both the DFE and Diocesan requirements.

Our RE and Personal Health Social Education studies discuss other areas, such as hygiene, self-esteem, drugs and the importance of good relationships.

### **Do the children go on Trips and Visits?**

Staff make use of the local environment and trips will also be organised further afield, related to the topics they are studying.

We also take every opportunity to invite speakers and groups into school. Each year in school the children will have the opportunity to experience activities such as music recitals, travelling theatre/drama groups and various workshops.

We feel that children benefit greatly from a short residential trip, and try to offer all Year 4 and Year 6 children this exciting opportunity.





Year 6 pupils on a Residential visit to Kingswood

### Do I have to pay for educational visits?

Under the 1988 Education Act, where cost is involved, we ask parents / carers to make a voluntary contribution towards the cost of the proposed visit. Without these voluntary contributions it can be difficult for visits to go ahead. All children are treated equally, regardless of whether parents / carers have made a voluntary contribution or not. However, in the exceptional circumstances of insufficient contributions being made, the school reserves the right to cancel any proposed visits and refund contributions already made. Please try to support such visits when they are proposed as they are an integral part of the planned curriculum.



All payments for things such as school lunches, swimming, residential/trips etc. must be paid using the e-payment system. Please visit our school website [www.stmaryscrewe.co.uk](http://www.stmaryscrewe.co.uk) and look for the virtual office tab to make all e-payments. There is also an e-payment guide here to help you set up an account and make your first payment.

### Assessments & Tests

Our school policy for Planning, Assessment, Recording and Reporting has been developed to meet our own professional standards and that required by the Department of Education.

Teacher assessments are continuous but children also undertake a more formal test and assessment programme:

- Reception: Foundation Stage profile throughout the year
- Year One: Teacher Assessments and termly tests
- Year Two: Teacher Assessment and termly tests. **In 2024, Key Stage 1 SATs are no longer compulsory national tests. However, KS1 SATs have been 'replaced' by optional KS1 SATs tests.**
- Year Three: Termly Tests / Teacher Assessments



- Year Four: Termly Tests / Teacher Assessments/ Multiplication Tables check (MTC)
- Year Five: Termly Tests / Teacher Assessments
- Year Six: Termly Tests and end of Key Stage 2 National Curriculum Statutory Tests and Assessments in Reading, Spelling Grammar & Punctuation (SPAG) & Maths. Writing is Teacher Assessed.

### **School Governors – Who they are and what they do?**



The Governing Body carries many legal responsibilities and work closely with the Head Teacher and staff. School Governors oversee the general curriculum of the school, support the Head Teacher in appointing staff, monitor the school budget and oversee improvement. The Local Authority makes available to the Governing Body an annual sum of money, which is then apportioned, for the running costs of the school. The term of office for a Governor is usually four years.

### **Governors**

A list of the names and composition of the school governors can be found below and on the school website.

Chair of Governors	Mr J Duncan
Foundation Governors	Mrs C Fairhurst
	Mrs N Povey
	Mr F Lepisz
Head Teacher	Mrs C Wright
Teacher Governor (elect)	Mrs N Messenger
Parent Governor (elect)	Mrs C Lightowler
Clerk to Governing Body	Mrs S Lomas

Mr J Duncan can be contacted via the school office.

The Annual Governors Report to Parents / Carers has been replaced by the online 'School Profile'. This and other information about the school, such as links to Ofsted reports and performance data, can be accessed in the 'schoolfinder' section of the 'Directgov' website. Visit <http://schoolsfinder.direct.gov.uk/> and type in the school's post code: CW2 8AD

### **What are the admission arrangements for St Mary's?**

Admission to our school will be made in accordance with the availability of places and the guidelines decided by the Governing Body, Diocese and the Local Authority. Our admission number is 60 from September 2023.

The Admissions Policy is available on our website and Cheshire East Local Authority.

### **Is there a School Uniform?**



At St Mary's we believe that our uniform encourages a sense of pride in appearance and a feeling of belonging to the school family. This assists in developing high standards in other aspects of school life. All children are expected to wear uniform, including a school tie and the rules concerning uniform are very clear and continually enforced.

Details of the uniform are listed below. All school items can be ordered on the internet from [www.myschoolstyle.com](http://www.myschoolstyle.com). Please note we retain only limited stock at school.

**PE Kits-** To enhance convenience and comfort, children are allowed to wear their PE kits on their allocated PE days. This means that on the days designated for PE. Pupils can come to school dressed in their appropriate PE kit (see list below), eliminating the need for changing into their uniforms at school.

**Please ensure that uniform is clearly identifiable by sewing in nametapes.**

Girls	Boys	PE
<p><b>Pale blue shirt + School Tie + V neck sweatshirt with school logo</b></p> <p>Grey skirt/ pinafore/ culottes/ trousers.</p> <p>Navy Blue cardigan/ sweatshirt with school logo.</p> <p>Plain navy, white or grey socks/tights</p> <p>Black/ brown/ navy blue low heeled shoes. <b>No Trainers</b></p> <p><b>After Easter Holiday:</b> Blue gingham / striped standard summer dress with sensible sandals &amp; white socks + Navy Blue cardigan with school logo.</p>	<p><b>Pale blue shirt + School Tie + V neck sweatshirt with school logo</b></p> <p>Grey shorts/ trousers</p> <p>Plain navy or grey socks</p> <p>Black/ brown/navy blue low heeled shoes. <b>No Trainers</b></p>	<p><b>Indoor Games Kit:</b></p> <ul style="list-style-type: none"> <li>• Crew neck red T-shirt with school logo</li> <li>• Navy shorts</li> <li>• Appropriate footwear</li> <li>• An extra pair of socks</li> </ul> <p><b>To be kept in school at all times in a draw-string bag</b></p> <p><b>Outdoor Games Kit:</b></p> <ul style="list-style-type: none"> <li>• Crew neck red T-shirt with school logo</li> <li>• Plain Navy jogging bottoms</li> <li>• Suitable trainers</li> <li>• <b>No multi-coloured leggings / sportswear/ Football shirts</b></li> </ul>

**Is my child allowed to wear jewellery?**



In general terms, jewellery is not allowed at any time except for a wrist watch. The only other exception is where a child already has pierced ears, then one pair only of small plain studs in the ear lobe are acceptable but not encouraged. Facial piercings are not permitted at St. Mary's. The school will not be held responsible for any injury or loss caused as a result of wearing them. Staff may ask that plasters are provided to cover pierced ears during PE.

Parents / Carers are asked to note that neither the Local Authority nor Governors accept liability for loss of or damage to personal property whilst on or left at the school or school site.

For reasons of Health & Safety, children should not wear any jewellery to school. If Parents / Carers are unwilling to support this advice, a letter or disclaimer must be completed and given to the Head Teacher.

### **General Appearance**

It is expected that pupil haircuts will be conventional, not extreme. The school does not permit children to have haircuts, bobbles, bows or accessories that could serve as a distraction to themselves or other children. Extreme hairstyles are not appropriate for school such as bright or multi – coloured hair, Mohican haircuts, zig zag, star or patterns shaved into hair. The use of styling products should be kept to a minimum and children should not have decorative patterns cut into their hair or have hair coloured or dyed. Please remember that long hair should always be tied up.

Children should be presented in a clean, smart, tidy way.

Nail varnish or make-up is not permitted.

Skirts are to be knee length.

Shorts are not to be worn by girls. Grey tailored culottes are acceptable.

### **The School Day**

We welcome children into class from 8:45am to promote an orderly, focussed start to the day. Teaching starts at 9.00am. It is the responsibility of each parent to ensure that their child is in their classroom and ready for registration by 8.50 am.

Children in Nursery and Reception finish school at 3.10pm

All other children in Key Stage 1 and Key Stage 2 finish at 3:15pm

### **What are the lunch time arrangements?**



Our school meals are well balanced, healthy and cooked on the premises in a well-equipped kitchen. A varied menu is provided each day.

KS2 Lunch money is collected on a Monday morning and we ask that it be sent in a clearly marked envelope with the child's name, class and the total amount enclosed. In the event of absence, the money should be sent with the child on their return to school. All



cheques should be made payable to: **Cheshire East Borough Council**. The school office will have details of cost on request.

Payments can now be made on line for school lunches. Visit our website [www.stmaryscrewe.co.uk](http://www.stmaryscrewe.co.uk) and look for the e payments to schools under the parent and carer zone.

Pupils having a school lunch eat together in the Key Stage 1 Hall and are supervised by Midday staff. Children who have a packed lunch from home, eat in their classrooms and are supervised by Midday staff. Once the children have finished eating they go outside to play. **All Reception and KS1 pupils are entitled to eat a free school meal.**

### **Snacks and Drinks**

All children are invited to bring a water bottle to school to ensure they have access to drinking water throughout the day. **We ask that only water** is brought to school- carbonated drinks and energy drinks are strictly prohibited on the school site. We encourage pupils to bring a reusable water bottle with pupil's name clearly marked on them and are leak-proof.

Children in Early Years and Key Stage 1 are entitled to receive a free healthy snack (fruit) each day. This snack is provided by school and aims to promote healthy eating habits among our youngest learners.

Children in Key Stage 2 are encouraged to bring a healthy snack to school. **We request that parents and guardians avoid sending snacks and drinks that are high in sugar, saturated fats or contain excessive additives.**

Alternatively children in key Stage 2 can purchase a snack from our snack trolley that offers a selection of warm snacks such as toast, bagel, crumpets etc. Children are able to bring a small amount money into school to purchase their snack at designated break times (See the school website for the snack menu and prices)

### **Extra-Curricular and After School Activities**

There are a number of extra-curricular activities that take place in school provided on a voluntary basis by the staff and many others are offered by outside agencies at a small charge. Throughout the year there are a variety of clubs that take place. Please refer to the website to ensure your child has access because some of the activities are seasonal.

### **Is there any Before & After School care available on site?**

Yes. We have an OFSTED registered child care facility on site called SMART Club. This was named by the children: **St Mary's Are Really Together!**

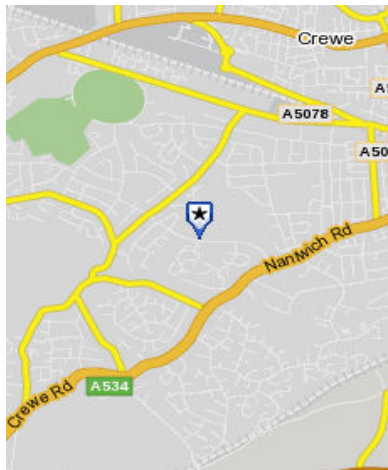


The club also operates during holiday periods and is also open on INSET days. For any information or to make a booking, please call a member of the SMART team on **07983 304425**. Our SMART club manager is called Mrs Keenan.



### **Where is St Mary's?**

The school and the nursery are situated on Dane Bank Avenue, which is an established part of town on the outskirts of Crewe. The school is on its own site in its own secure grounds.



### **Where is the local Catholic High School?**

A Catholic secondary education is available opposite at St Thomas More Catholic High School CW2 8AE. For more information regarding St Thomas More, please contact their school office.

[www.st-thomasmore.cheshire.sch.uk](http://www.st-thomasmore.cheshire.sch.uk) Telephone: 01270 568014 / 661328

### **Is there a car park?**

The car park is for staff and visitors use only, with entry and exit times limited to ensure site safety. Parents / Carers can use the car park if accessing the before and after school club (SMART)

There are designated and marked disabled parking spaces. If you wish to use a designated space please provide the school office with your vehicle details and the original blue badge documentation for photocopying. A school permit will then be issued to you.

We ask **all** parents / carers to use extreme care when parking their cars in the school car park and have consideration for neighbours when parking in the surrounding area.

### **What are the end of the day collection arrangements?**

We **insist** that you collect young children from the playground at the end of the school day. Children are instructed to return to their classroom and class teacher if the adult collecting them is not in the playground. Please notify your child's class teacher/school office if you give permission for your child to walk home by themselves.

We ask that you do not compromise this rule. If there are any changes to your end of day collection arrangements, this must be received in writing or telephone call, in order to safeguard your child.



St Mary's is a non-smoking site. This includes e-cigarettes. You are asked to smoke well away from the school perimeter, other adults and pupils.

### **Is my child allowed to ride a bike to school?**

We encourage this and provide a bicycle rack for safe storage at the front of school. We expect every bicycle to be in a good and safe condition for the road with a strong lock and chain to secure it during the day and that children will be encouraged to wear a cycle helmet.

The school cannot be held responsible for the loss or damage to any bicycle.

### **Where can I find out more?**

We have information for parents / carers on a variety of issues on our website. Alternatively, please send a message to your child's class teacher via dojo for any further information you require or contact the school office for any other information you require to be sourced.

### **As a parent, what role can I play in the life of the school?**

We acknowledge the rights, responsibilities and duties of parents / carers in the education of their children and we strive continually to ensure that the relationship between school and home are close, visible and genuine. Indeed, we try to ensure that the education of the children is a 'partnership' between home and the school.

### **Can I help in the classroom?**

Yes please. Make contact with your child's teacher and they will gladly explain the process for you to assist within the school **as we do not place parent volunteers within their own child's class**. If you feel you have talents and attributes that may be of benefit to children in other parts of the school, please do not hesitate to offer. Help can be used in many areas of school life.

To help us know who is in the school (for health and safety purposes), you will be asked to sign in at the reception area and wear a visitor's sticker. You will also be asked to complete an Enhanced DBS check in line with our safeguarding policy.

### **How can I help my child at home?**

There are many ways you can support your child at home, but the most beneficial is to read with them or encourage them to read to you, **every day** for a few minutes. We do not overburden the children with homework but do regard the work given to be of great value.

### **What are the school's celebrations?**



We welcome parental involvement in our assemblies, school or class Masses, Christmas events and Easter celebrations, sports days, concerts etc. Dates of all school events are included on the website on the half termly curriculum maps or by letter to specific groups or year groups.



There are many ways in which parents / carers are kept informed about their children and school events. We have already mentioned parents / carers evenings, written reports and informal chats.

In July you will receive an annual written report. School information is sent by school dojo.

We welcome any positive suggestions, feedback or comments through email or by responding to our annual parental survey.

If you have a message or quick question to ask, please do contact your child's class teacher. If you would like a longer time to talk with either the class teacher or a senior member of staff, a time can easily be arranged. Staff are very willing to talk with parents / carers, but please, not when they are teaching or at the beginning of a busy school day.

Our policy is to encourage open and free communication to ensure that all questions and concerns relating to the school are freely aired and where possible, resolved as quickly as possible. All questions and concerns should be raised with the relevant teacher in the first instance.

However, we recognise that from time to time a more formal approach may be necessary. If this is the case, please make an appointment to see the Team Leader in the first instance. If the issue cannot be resolved through the usual process with the Deputy or Head Teacher and all other avenues have been explored, the school has a formal complaints procedure, which is available on the website.

Thank you for taking time to read this prospectus. I hope that it has given you an insight into what takes place at St Mary's Catholic Primary School & Nursery. **Please visit our school Facebook page to see our school in action.**

Naturally, any prospectus can only answer some questions. Please feel free therefore to visit our school by contacting the school office on **01270 260620** to make an appointment. I know that you and your child will be given a warm St Mary's welcome.

**And finally, here are some of our parent comments:**



*"This has been one of the best school in the town of Crewe and it's definitely been the best choice for our family."*



*"St. Mary's is an amazing school and have supportive with all my children... I can't praise them enough."*

*"I want to thank the teachers for everything they do for my child and for the education he has learned so far. Thank you very much."*

*"St. Mary's is definitely the best choice I have made for my children, they are happy and safe and I know they will always be well looked after. I would like to say a huge thank you to the leadership team and their individual teachers for the support and care they offer daily."*

*"The best Primary School in Cheshire"*

**We look forward to meeting you.**

**Mrs Wright**