



2016 – 2017

Prospectus

# INTRODUCTION

## **School Address and Contact**

Mrs L Stephenson – Head Teacher  
St Mary's Roman Catholic Primary School  
Meadowside  
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## **Chair of Governors**

Mr S Armstrong  
C/O St Mary's Roman Catholic Primary School  
Meadowside  
Sunderland

## **Head Teacher**

Mrs Lucie Stephenson

## **Local Authority**

Sunderland City Council

## **Executive Director, People Directorate**

Mr Simon Marshall  
Civic Centre  
Sunderland SR2 7DN Tel: 0191 520 5555

## **Diocesan Schools' Commission Director**

Mr Joseph Hughes  
Spirituality, Formation and Education Service,  
St Cuthbert's House, West Road, Newcastle upon Tyne NE15 7PY  
Tel: 0191 243 3313

The information contained in this prospectus, which was prepared in June 2016, relates to the 2016 - 2017 school year commencing in September 2016. The particulars it contains about the school are correct at the time of print.

It must not be assumed that there will be no changes affecting the relevant arrangements or certain matters before the start of, or during this school or subsequent years. Such changes could arise from the variation in Government legislation or the LA policy in so far as it would affect Voluntary Aided Schools.

## Our Mission Statement

*'Living, learning and growing  
in the arms of Mary'*

The mission of St Mary's Roman Catholic School is to provide for each child, a warm and secure environment where the values, beliefs, practice and knowledge of the Roman Catholic faith are fostered and nurtured.

We will seek to achieve this by:

- ✚ Promoting and treasuring Christ's values and the values of the Gospels through daily living and teaching.
- ✚ Providing an inclusive environment for all members of our school community, thus enabling equal opportunities to be practiced and fostered by all, regardless of age, gender, race, culture, faith, disability and social background.
- ✚ Ensuring that our curriculum is broad, balanced, relevant and suitably challenging and differentiated, to meet the learning needs of all our children.
- ✚ Providing the best possible learning experiences both in and out of the classroom, thus ensuring our children have a social responsibility that encompasses both local community and global responsibility in becoming true citizens.
- ✚ Creating an ethos where the efforts and achievements of children and staff are valued, celebrated and communicated through an atmosphere of praise, reward and fun.
- ✚ Fostering a genuine partnership between home, school and parish, which is productive in supporting the interests of the child and in enabling them to fulfill their educational and social potential.

## **ABOUT OUR SCHOOL**

St Mary's has an excellent reputation, something that we value and are constantly trying to build upon, both in academic standards and in the friendly, happy atmosphere of the school. While they are with us, your children are our children and the parents and staff are justifiably proud of them.

The successes of the school can primarily be attributed to the close links between home and school. At St Mary's we view parents as partners and, as a partnership, seek to produce the best possible education for our children. The caring, enthusiastic support of staff and parents is reflected in the many social and sporting activities held after school hours. A list of teaching, non-teaching staff and Governors is given at the end of this Prospectus.

St Mary's RC (Voluntary Aided) Primary School was originally listed in a local directory of 1844 and the current building opening in 1974. It is sited on Meadowside in Sunderland and serves the Catholic communities of St Mary's and St Cecilia's parishes. This school is well resourced and considerable refurbishment has been carried out.

The school has undergone substantial structural improvement in recent years and now consists of fifteen classrooms, a computer suite, a multi-purpose hall, meeting room, rainbow room and a number of breakout areas around school. New locker areas for boys and girls in Key Stage 2 provide more hygienic and accessible surroundings.

The school has also renovated the extensive school grounds. These include several areas of seating, shade, stage, an outdoor classroom, a sports area, trim trail, adventure playground, planted areas and a garden. The children have been fully involved in developing these plans alongside staff, parents and governors. The space has been designed with different activities and children in mind to allow better use for all! We now also have our very own 'Forest School'.

The headteacher's, deputy headteacher, business manager and school offices are now all positioned at the main entrance to the school, a more welcoming atmosphere as well as greater security has been achieved.

We have also developed a special 'quiet' place set aside for prayer in its many forms, reflection and class celebrations. The garden is situated at the rear of the humanities building and visitors are always welcome.

Every child in our school community is respected as a unique individual. In partnership with parents, we aim to build upon and develop a wealth of experience and skills in the hope of creating a caring and stimulating environment, which lays the foundations of every child's education. We seek to recognise their entitlement to a broad, balanced, differentiated and enriched curriculum.

When the children leave St Mary's, we would want them to have experienced a quality education, which has broadened their horizons, developed their all-round potential and given them insight that education is an enjoyable lifelong process.



Mrs L Stephenson

Headteacher

## THE GOVERNING BODY

### Governor Membership - Information for School Website

Name of School: St. Mary's RC Primary School

Governor and Associate Members	Category (see notes)	Term of Office Expires	Body Appointed or Elected by	Position of Responsibility (if any)	Committee Membership (see notes)
Mrs K Arkle	LA	11.03.19	LA		
Mr Stephen Armstrong	Foundation / Chair	01.09.16	D	Chair FGB,	PM(review), FP,PR
Mrs Mary Corsi	Foundation	01.09.16	D		P,A
Mrs Clare Dodd	Foundation	30.01.16	D		P,PM,PR
Ms Sarah Jane Duffy	Staff	24.05.17	S		PR
Mrs Suzanne Fraser	Foundation	05.03.16	D	Chair P	P,PM
Mrs Teresa Lumsdon	Foundation	01.09.16	D		
Rev Marc Lyden Smith	Foundation	01.09.16	D	Chair A	P,PM,A
Mrs Julia Pallas	Parent	20.12.17	P		FP
Mrs Eileen Richardson	Foundation	01.09.16	D	Chair FP	FP
Mrs Dionne Ross	Parent / Vice Chair	19.11.16	P	Vice Chair FGB	P,FP
Mrs Lucie Stephenson	Headteacher	01.09.16	EO		FP,A
	<b>Notes</b> Head Teacher (HT) Staff (S) Parent (P) Co-opted (C) Foundation (F) Local Auth (LA) Associate (A)		<b>Notes</b> Diocese (D) Local Authority (LA) Governing Body (GB) Parents - elected (P) Staff - elected (S) Head Teacher = Ex Officio		<b>Notes</b> Finance & Staffing (FS) Curriculum & Pupils (CP) Pupil Discipline (PD) Premises, Health & Safety (PHS) Appeals & Complaints (AC) = all governors not involved in original decision making process Admissions (A) Head Teacher Appraisal (HTA) Personnel (P) Performance Mgmt (PM) Complaints (C) Policy Review (PR)

Dear Parents,

It is my pleasure on behalf of all the governors to welcome you and your child as prospective entrants to St Mary's RC Primary School.

Our school aims to provide an environment where your child feels safe and cared for and where they can develop personally, spiritually and academically.

St Mary's is a vibrant part of our local community. Friends, family and visitors always comment on the happy, family atmosphere of the school. This was echoed in our last OFSTED and RE Inspections, which highlighted outstanding spiritual, moral, social and cultural development. 'Pupils are strongly encouraged to become active and reflective members of society through a range of activities and responsibilities.'

Our outstanding academic performance goes hand in hand with raising standards across the school and the spiritual, moral, social and cultural developments of our pupils.

As school governors it is our job to support the school, its dedicated staff and children. On behalf of the governors, I invite you and your child to join us all on this wonderful journey!

A handwritten signature in purple ink, appearing to read 'Stephen Armstrong', written in a cursive style.

Stephen Armstrong

Chair of Governors

## SCHOOL ORGANISATION STAFFING September 2016

Teaching Staff	Leadership Role	Teaching Role
Mrs L Stephenson	Headteacher	
Mrs S Carton	Deputy Headteacher	Year 4 (PM)
Mrs M Jackson	Assistant Headteacher	Reception
<b>Early Years Foundation Stage</b>		
Mrs S. Robson		Nursery (Mon – Wed)
Mrs A Gregory	Music Leader	Nursery (Thurs – Fri)
Mrs M Jackson	Foundation Stage Phase Leader Religious Education Leader	Reception
Mrs C Harris		Reception
<b>Key Stage 1</b>		
Miss J Deehan		Year 1
Mrs S Burwood		Year 1 (Mon – Wed)
Mrs L Paget	Key Stage 1 Music Leader	Year 1 (Thurs – Fri)
Miss K Watt	Geography & ECO School Leader	Year 2
Mrs C Clinton	Key Stage 1 Phase Leader	Year 2
<b>Lower Key Stage 2</b>		
Mr J Topham		Year 3
Ms J McQuillin	Lower Key Stage 2 Phase Leader History Leader	Year 3
Mrs A Rumis		Year 4 (AM)
Mrs S Carton	Personal, Social, Health & Emotion Leader	Year 4 (PM)
Miss N Simpson	Lower Key Stage 2 Phase Leader English Leader	Year 4 (AM)
Miss Finkle	Design & Technology Leader	Year 4 (PM)
<b>Upper Key Stage 2</b>		
Mrs C Cummings	Upper Key Stage 2 Phase Leader Arts Leader	Year 5
Mr M Crow	Physical Education Leader	Year 5
Mrs S Duffy	English Leader / Student Mentor	Year 6
Mr P Roddy	Computing Leader/ Forest School Leader	Year 6
<b>PPA Cover / Additional Support</b>		
Mrs F Phillips	Music Leader / Choir Leader	PPA Teacher
Mrs J Sansom		School Counsellor (AM x 1)

St Mary's is a two-form entry primary school currently organised as set out above.

All children are placed in registration groups on entry based upon a balance of age, mixed ability and gender.

Parents need to be aware that children are sometimes taught by other teachers/specialists hired by the school. All safeguarding checks are carried out before any adult is allowed to work within St Mary's School.

School reserves the right to move children between registration groups in order to maintain harmony.

## Support Staff

<b>Administration Staff</b>	
<b>School Business Manager</b>	Mrs D Walker
<b>Office Supervisor</b>	Mrs V Atkinson
<b>Finance and Administration Assistant</b>	Mrs D Lloyd
<b>Receptionist/Administrative Assistant</b>	Mrs L Thompson (part time)
<b>Receptionist/Administrative Assistant</b>	Mrs C Burke (part time)
<b>Receptionist/Administrative Assistant</b>	Miss C Potter

<b>Premises Staff</b>	
<b>Site Manager</b>	Mr John Thornton
<b>Assistant Caretaker/Cleaner in Charge</b>	Mrs Christina Sweeney
<b>Apprentice Caretaker</b>	Mr Louis Fowler
<b>Cleaner</b>	Mrs T Smallwood
<b>Cleaner</b>	Mrs S Cooney
<b>Cleaner</b>	Mrs A Frankone Balazs

## THE SCHOOL DAY

	Morning session	Afternoon session
Nursery	8.30am – 11.30am	12.30pm – 3.30pm
Main school	9.00am – 12.00pm	1.00pm – 3.30pm

### Length of the Taught Week

Key Stage 1      23 hours 45 minutes  
 Key Stage 2      24 hours 10 minutes

### Collective Worship

Collective Worship is undertaken daily and is usually classroom based. All classes are timetabled to hold a class based 'Year Collective Worship' and will come together for a Key Stage Collective Worship later in the week.

### Monday 9.10am Key Stage Collective Worship Friday 1.30pm and 2.30pm Key Stage Collective Worship

We celebrate Mass at the beginning and end of each term and during each term classes have the opportunity to have an individual Class Mass. Liturgies are regular features of our collective worship arrangements and wherever possible we invite parents to attend.

The school exists to give a catholic education to its pupils and parents are expected to be supportive of our overall philosophy. Parents do however have the right to withdraw their children from religious lessons and collective worship.

## **Sacramental Preparation**

The sacraments of Holy Communion and Reconciliation take place in Year 4. They are based in school and supported by staff, parents, our parish priest and catechists.

## **NATIONAL CURRICULUM**

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

### **Structure**

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

The Secretary of State for Education is required to publish programmes of study for each national curriculum subject, setting out the 'matters, skills and processes' to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.

The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

	Key stage 1	Key stage 2
<b>Age</b>	5 – 7	7 – 11
<b>Year groups</b>	1 – 2	3 – 6
<b>Core subjects</b>		
English	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>
<b>Foundation subjects</b>		
Art and design	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship		
Computing	<input type="checkbox"/>	<input type="checkbox"/>
Design and technology	<input type="checkbox"/>	<input type="checkbox"/>
Languages		<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>

There is more information regarding the new curriculum on our school website.

We hold the National Healthy School Award, International School Award, Activemark, Artsmark, Quality in Study Support Award (QiSS), Eco Schools Green Flag and Physical Education Kit Mark.

The teaching of modern foreign languages is also undertaken in Key Stage 1 and 2. Italian is taught by our Italian member of staff.

Music tuition is provided through a variety of sources in Violin, Chalumeau, Recorder, Woodwind, Drums, Keyboard and Brass.

### Religious Education

All schools are required to teach Religious Education. In Catholic schools, Religious Education is considered as a core subject accounting for approximately 10% of all curriculum time. Our school uses the Diocesan Programme 'Come and See'.

Parents are informed in advance of the topics to be covered through a termly leaflet distributed to all children. Topics are explored at a level appropriate to the age and experience of the children. Visits are made and visitors come to school to support learning.

### Assessment/Target Setting

#### How do we assess children at St Mary's RC Primary School?

This is undertaken in lots of different ways, and often changes as pupils' progress through the school.

#### Year Group methods used:

**Reception** - Talking to pupils, observing pupils, looking at work produced, gathering information from parents, listening to children.

**Year 1** - Talking to pupils, observing pupils, looking at work produced, listening to children, providing assessment tasks, many through one to one discussions.

**Year 2** - Talking to pupils, observing pupils, looking at work produced, listening to children, providing assessment tasks to gather information for national testing for 7 year olds (SATS)

**Year 3** - Talking to pupils, observing pupils, looking at work produced, listening to children, end of term assessments, end of year tests in reading, writing and mathematics.

**Year 4** - Talking to pupils, observing pupils, looking at work produced, listening to children, end of term assessments, end of year tests in reading, writing and mathematics.

**Year 5** - Talking to pupils, observing pupils, looking at work produced, listening to children, end of term assessments, end of year tests in reading, writing and mathematics.

**Year 6** - Talking to pupils, observing pupils, looking at work produced, listening to children, formal assessments as part of national testing for 11 year olds (SATS)

**In addition to this, teachers gather information through:**

Diagnostic assessments which tell us children's strengths and weaknesses and helps teachers to identify what to teach in the future in order to improve and develop areas where children are not confident. Marking of work – such information enables teachers to plan effectively for future lessons by looking at strengths and weaknesses.

**Swimming**

Swimming is usually undertaken in block sessions using the facilities at Thornhill School. Currently children from Year 4 attend swimming lessons.

The children will learn skills such as sculling, treading water, swimming strokes such as front and back crawl. Safety rules both in and out of the water will be taught. Children walk to the baths accompanied by staff.

**Special Educational Needs and Disability (SEND)**

St Mary's School welcomes all children in the community. We ensure that all children have the same opportunity to fulfil their potential and to participate in all areas of school life including access to the National Curriculum. The school takes its duties to children with SEN and disabilities very seriously and will take all reasonable steps to admit children with SEN and disabilities and give them the fullest possible access to premises and the curriculum.

The school has adopted plans, which are reviewed annually by governors, for progressively and over time increasing access to the school for disabled pupils. These include physical improvements and changes to policies and practices where these are appropriate and possible. The persons responsible for co-coordinating the day to day provision of education for pupils with SEN are **Mrs Roddy and Mrs Collingwood** can be contacted at the school.

St. Mary's endeavours to ensure that all children in the school are fully included in school life. However, St Mary's School is a mainstream school and does not have specialist staff or resources to provide for pupils with complex needs that may require specialist facilities.

Any complaints about the provision of Special Educational Needs (SEN) will be addressed through the school's existing Complaints Procedure (copy available on request from the school) and should be directed in the first instance to the Headteacher.

**Homework**

St Mary's School seeks to use homework as another step in the all-round development and formation of our children. Homework is seen by the school as an opportunity to extend, develop and reinforce work undertaken at school. The arrangements for homework lies with the phase leaders.

We seek parental cooperation in ensuring that homework is returned to school promptly, signed and in good condition. Your help with these tasks cannot be underestimated and is greatly appreciated. The teachers are only too willing to give you guidance in how best to help your child at home.

**PHASES**

**Foundation Stage**

**Mrs M Jackson – Assistant Head/Phase Leader**

**Nursery Teacher** Mrs S Robson / Mrs Gregory

**Support Staff** Mrs L Hughes; Mrs P King

**Reception Teachers** Mrs M Jackson; Mrs C Harris

**Support Staff** Miss H Martin; Mrs S Hutchinson & Mr M Wilson

At St Mary's RC Primary School we follow the Early Years Foundation Stage Curriculum which enables our children to learn and develop skills, attitudes and understanding in these areas of learning:

**The prime areas:**

- Personal, Emotional and Social Development
- Communication and Language
- Physical development

### The specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

At St Mary's RC Primary School we seek to provide 'a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly' (Statutory Framework for the Early Years Foundation Stage (2014))



## Key Stage 1

In Key Stage 1 there are 4 classes:

- 2 Year 1 classes (5 – 6 years old)
- 2 Year 2 classes (6 – 7 years old)

### Staffing

**Mrs C Clinton – Phase Leader**

**Year 1 Teachers**

Miss J Deehan; Mrs S Burwood / Mrs L Paget

**Year 1 Support Staff**

Mrs R Bowley; Miss D English

**Year 2 Teachers**

Mrs C Clinton; Miss K Watt;

**Year 2 Support Staff**

Mrs L Morley; Mrs C Lagna

### Year 1

Children leave Foundation Stage with increasing independence and they have been used to making their own choices about their learning through play. In Year 1 the children still have access to continuous provision where they can make choices about how they will play and how they can learn independently.

Children in Year 1 are gradually introduced to lessons such as English, Mathematics and History in a very practical way. The children spend some time working with the teacher and sometime consolidating what they have learned in the continuous provision. As the children progress through the year their concentration span improves and they begin to work in the classroom with the teacher for a sustained period of time. In 2012 the Government introduced National Phonic Check, which takes place in June.

## Year 2

In Year 2 most children are ready take part in all National Curriculum subjects. The children in Year 2 are less likely to have access to continuous provision but lessons are still taught in a fun, practical way.

The children learn about topics such as Titanic, The Fire of London, puppets and holidays in the past. The children are expected to apply basic skills they have learned in Literacy and Mathematics and apply them in other curriculum areas.

At the end of Year 2 children will leave Key Stage 1 and begin Key Stage 2. In Year 2 the children are assessed against national expectations in tests known as SATs. (Standardised Assessment Tasks)

## Lower Key Stage 2

Entering Year 3 marks the transition from KS1 (Infants) to Key Stage 2 (Juniors) for the children. Lower Key Stage Two sees them becoming more independent learners as their concentration and attention span grows. The curriculum is more formalised and secure routines are established. It is vital that parents play their part in this by ensuring that their children are fully prepared for school: homework completed and returned as requested. The routines established in LKS2 set a pattern for the children's future academic life.

## Upper Key Stage 2

This phase of the school comprises years 5 and 6. In this phase we aim to consolidate and build upon previous learning whilst encouraging children to become more independent learners. The skills the children acquire during their time in years 5 and 6 and the experiences they enjoy, allow them to grow in maturity, enabling them to move forward with confidence to their next phase of education in Key Stage 3.

Part of this process of transition to secondary education begins in Year 5 where children experience visits to St Anthony's to undertake Design and Technology projects. In year 6 children visit St Aidan's to experience lessons in Mathematics, Science, Geography and French. During Summer Term, Year 6 children have the opportunity to visit their chosen secondary school to receive further information about Year 7.

Year 5 enjoy a Mathematics lesson



Year 6 learn how to create Rangoli art.

## EXTENDED SCHOOLS

**Mrs Harrison (Extended Schools Coordinator)** coordinates activities and communicates arrangements.

St Mary's Roman Catholic Primary School has a strong commitment to developing the extended schools' programme. We have been recognised for our commitment in this area by achieving the QISS Mark (Quality in School Support)

School runs a successful Breakfast Club each day 8.00am – 9.00am catering for up to 30 children from Y1-Y6.

Activities take place before school, at lunchtime and after school usually finishing at 4.30 pm. Clubs are usually offered in a block provision, are seasonal or year round. Provision is currently made for children from Reception to Y6 in a wide range of activities catering for all interests and include.

- ✓ Indoor Athletics
- ✓ Dance
- ✓ Design and Technology
- ✓ School Council
- ✓ Football (Girls and Boys)
- ✓ ICT Club
  
- ✓ Year 2 and Year 6 Booster Groups
- ✓ School Action Group
- ✓ Highland Dancing/Tap Dancing
- ✓ Drama
- ✓ Cricket
- ✓ Science Club
- ✓ Library
- ✓ Art Club
- ✓ Choir
- ✓ Karate
  
- ✓ Lunchtime Club (Special Educational Needs)
- ✓ Gymnastics
- ✓ Music (Violin, Recorder, Woodwind, Brass, Drums, Keyboard)
- ✓ Netball
- ✓ Tag Rugby

These activities are open to all children irrespective of ability, girls and boys work together. Activities are led by teaching and teaching support Staff, parents and specialist providers. Please note that many activities are targeted to particular age groups and some incur costs.

## PASTORAL CARE AND PUPIL WELFARE

The school operates a pastoral system whereby all children from Y1 to Y6 meet regularly to develop a range of personal and social skills. The school council operates through the pastoral care system with Y6 elected members who report back to the Pastoral Group.

### Accidents/Medical Concerns/Sickness

Accidents occasionally occur. Teachers and lunchtime assistants will deal with minor injuries and a record is made of any accident and the parent informed if necessary. If a child has a bump to the head, they will be reassessed at 2pm by a first aider and a slip will be sent home for parent's information.

If an injury appears to be of a more serious nature we will contact parents immediately and if deemed necessary summon an ambulance. It is vital that up to date medical information is held by the school.

Eight members of staff, Mrs Atkinson, Mrs Bowley, Miss English, Mrs Finlayson, Mrs Hughes, Mrs King, Mrs Little, Mrs Macrae, Mrs Morley and Mrs Roper are trained in first aid.

The school has no facility for staffing or caring for sick children. Should your child be unwell prior to coming to school – it is advisable to keep them at home. If your child becomes unwell during the day we will contact you if we feel your child should return home. We operate a 48 hour absence for children who have been sick or have had diarrhoea. This is an absolute necessity to stop the spread of sickness bugs.

The school has a Medication Policy and further advice and information can be given by contacting **Mrs Atkinson through the School Office.**

### Attendance

Good attendance is paramount to the success of the child and school. Parents are asked to make attendance a priority for their child at school. A telephone call is expected by 9.15 am on the first day of absence and a follow up letter is required on return.

The school does not have the authority to grant permission to parents for holidays taken in term time. The school works in partnership with the Sunderland LA and operates a strict policy in relation to holidays taken during term time. Parents will need to consult the school's Attendance Policy for clarification and ask the School Office for a Request for Leave of Absence in Exceptional Circumstances form.

The school will supply work only to children whose absence **through illness** exceeds five school days. **The school will not supply work to children going on holiday during term time.**

The school monitors attendance, holidays, lateness and absence thoroughly on a half termly basis and parents notified of concerns. However persistent unauthorised absences, lateness and generally very poor attendance will be referred to Sunderland LA. In **2015/2016** attendance was **97.1%**.

### Punctuality

Parents are asked to ensure that their children are on time for school. The school day starts at 9.00 am, the school gates are open from 8.45am and children are encouraged to arrive early and settle into their classrooms where 'Early Bird Activities' are prepared for children to complete before the 9.00am bell and registration takes place. Latecomers cause disruption for pupils and teachers, and learning time is lost. Children arriving at school after the register has been taken are recorded in the late book. Children arriving after 9.30am without prior notice are marked as unauthorised absence.

If your child is unwell, parents are asked to notify the school on the first day of absence by 9.15am. A telephone call is expected by 9.15am on the first day of absence and a follow up letter is required on return. The school follows up all un-notified absences by 9.30am. Where school has not been notified and is unable to contact parents further action including home visits are made.

### Changed or Special Circumstances

Please notify the headteacher or, if you prefer, other teachers, in confidence, of any medical or home circumstances affecting your child, which may require special consideration. All information will be treated in the strictest confidence and sensitivity. N.B. School will not allow any child to leave premises during school time for appointments or for any other reason without either prior permission from the Headteacher or the production of appointment letter or card to School Office Staff.

### Child Protection/Safeguarding

All school staff have undertaken training in Child Protection. Senior Staff take full responsibility for safeguarding and are identified below.

#### Designated Safeguarding Officer

- Mrs Lucie Stephenson (Head Teacher)

#### Deputy Safeguarding Officer

- Mrs Carton (Deputy Head Teacher)

## Governors' Safeguarding Officer

- Mrs C Dodd

As a school we work closely with the Sunderland City Council Safeguarding Team. Parents should be aware that the school would take any reasonable action to ensure the safety of its pupils.

In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff will follow LSCB (Local Safeguarding Board Procedures) Child Protection Procedures and inform Children's Services Social Care Team of their concern.

We are constantly updating our safeguarding procedures in making our school a safe and secure environment for all. All staff and fellow workers are systematically DBS (Disclosure and Barring Service) checked before they can work in school. All staff wear photographic identification and visitors clearly identified by their identification tags. All staff and visitors to school must sign in and out before entering or leaving premises.

### Establishing Good Behaviour and Anti-bullying

Establishing and Maintaining Good behaviour is necessary for the safety and wellbeing of all our pupils. We expect the children to be well behaved and so bring credit upon themselves, their parents and the school. Our older children in particular are asked to support the younger children and the school but also to act as excellent role models for the younger children.

Our overall aim is positive praising, rewarding and supporting good well-mannered caring behaviour. We operate a 'Good to be Green' system in school, which is structured around 6 rules. We reward good behaviour on a weekly basis within the classroom by the teachers and at the weekly Star of the Week Assemblies.

On occasion bad behaviour occurs and sanctions are required through the issue of a yellow or red card. These usually take the form of a loss of privileges. In accordance with the school's Behaviour Policy and the LA regulations, there is no corporal punishment. Further sanctions including exclusion will be used if necessary in exceptional circumstances.

Parents are informed of both good, exemplary behaviour and serious or persistent bad behaviour.

It is essential for both school and home to work together in partnership; we aim purely to encourage and develop self-discipline in every child, to enable each one to become a responsible member of our school community.

St Mary's School is very proud of the way its children behave both in and out of school. We have very few behaviour concerns and feel that parental support is excellent in maintaining this position.

### No Smoking Policy

St Mary's School operates a complete 'No Smoking Policy' and we ask parents, visitors and employees to abide by this policy and to make our school a smoke free environment.

### Food and Healthy Living

We are a health promoting school. Children are asked to bring fruit if they feel it is necessary to eat at playtime. This operates from Monday – Friday. We are part of the National Fruit Scheme where pupils in Key Stage 1 are provided with a daily piece of fruit.

Meals are prepared on site, with a choice of menu and are of good quality. The school actively supports the taking of a daily hot meal. A choice of school meal or packed lunch can be made each term. Parents need to be aware that there is a limit on the number of children able to have a packed lunch and a waiting list is in operation due to limited space.

### Lunchtime staff

Each class in school has an assigned 'Lunchtime Supervisor'.

Senior Lunchtime Supervisor	Mrs H Macrae – Mr J Thornton		
Lunchtime Supervisors	Mrs A Armstrong	Mrs C Burke	Mrs J Donkin
Mrs L Dunn	Mrs S Dunn	Mrs S Farrell	Mrs W Fawell
Mrs N Jarvis	Miss C McNulty	Mrs V Reay	Mrs D Reed
Mrs J Richardson	Mrs J Scollen	Mrs I Winlow	

### All Reception Class children are required to have a school meal or go home for their lunch.

Application forms for Free School Meals can be obtained from the School Office. Dinner money should be brought to school each Monday morning (first school day of the week) in an envelope or a pot with the child's name, class and money enclosed clearly written.

Parents can pay in advance by cheque. These cheques must be made payable to the City of Sunderland and must have cheque guarantee number on reverse of cheque. If parents wish to pay on line this facility is available via the [www.sunderland.gov.uk](http://www.sunderland.gov.uk) website. School will provide written instructions should parents wish to make use of this service.

For children who have a packed lunch option we suggest that a healthy packed lunch should contain a variety of items that could include:

- Bread as part of a sandwich.
- Fresh fruit and/or vegetable.
- Yoghurt
- Dried fruit and raisins
- Plain biscuit or cake, crisps (low fat) as a treat
- Water/milk/fruit juice.

All food must be eaten in the designated area provided by the school. Glass bottles, cans and other containers that could be dangerous are not allowed. Children are also requested to take unfinished food and containers home so that parents can monitor what their child is eating.

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

Following consultation with parents, school uses the Diocesan programme 'Journey in Love.' The programme is taught within the broader programme of personal, social, moral and health education.

Our aim in developing a programme of SRE is to learn about oneself in order to value and have a greater respect for the human body. It helps pupils develop self-worth and a personal morality as well as loving, caring relationships with others.

## **GENERAL INFORMATION**

### **Communication between Home and School**

Communication between school and home is a two way process. It is very important that parents keep the school up to date and regularly informed about circumstances that affect their child.

In particular school needs to be informed about:

- Absences and planned holidays (**see Attendance Policy**)
- Change of address/telephone/Emergency Contacts
- Medical concerns
- Parental concerns

The School Office needs to see medical appointment cards so that the appropriate mark can be given on the register. Children will not be released early from school for appointments unless an appointment card has been seen.

The school will communicate with parents through the **School Newsletter and School Website**. These contain general items and dates for whole school consumption. An up to date copy of the newsletter is displayed in the noticeboard at the Infant entrance and both parishes receive copies of our newsletters. Spare copies are available from the School Office and on the School Website.

The school uses a text messaging service to remind parents of important events, changes to arrangements etc. Additional information can be accessed via our website.

Each September, school will contact parents to update records and gain consent for various activities. Other correspondence comes via letters to individual classes.

### **St Mary's Parent Teacher Association (PTA)**

The school has a Parents' Association, which aims to support the work of the school by organising and running events that would benefit the children and school. Parents are reminded that when their children start school parents automatically become members of the PTA. The PTA send out regular information through the School Newsletter and posts information on the school notice boards and website.

### **Parental Consultation**

In the academic year there will be two opportunities in the school year where parents are asked to meet with teachers to discuss progress. These will be held in October and March. One written report is sent to parents in July.

Each year usually around October, we consult with parents via a questionnaire about specific issues. Parents' opinion is valued and used to inform future decisions taken by the school. All consultations are reported back to parents via the newsletter.

The school operates an 'Open Door' policy with parents. Please bear in mind that teachers are busy and will usually see you at the beginning or the end of the school day if required. If this is not possible then appointments will need to be made. The school will always see parents in an emergency situation and treat all information with the utmost confidentiality.

### **General School Complaints**

The Governing Body has adopted the General School Complaints procedure set out by the DfE. Copies of this procedure can be obtained from the school office.

The education of the pupils that attend our school is very important. We welcome suggestions for improvement and believe that the action of the individuals who work in our school will and should be open to comment, question and sometimes criticism.

Most matters to do with the management of the school are the responsibility of the Headteacher and the Governing Body. It is appropriate for these issues to be dealt with effectively in school and/or by the School Governing Body.

We aim to resolve concerns at an informal level wherever possible. In the first instance, discussion with the staff member is advised. If the matter remains unresolved then discussion with the Headteacher or other senior staff i.e. Deputy Head, Assistant Head or School Business Manager is required. If still unresolved then please contact the Chair of Governors in writing at the school address.

### **Secondary Education**

It is Diocesan Policy that our children should attend St Aidan's Academy or St Anthony's Academy. Both schools are regularly oversubscribed. Parents need to be aware that they need to apply by the dates set. Failure to do so will almost certainly mean that your opportunity for a place will be lost.

We have strong links with both St Aidan's and St Anthony's of an academic, pastoral and spiritual nature. They readily allow us to use their facilities and support our curriculum with subject expertise when required.

### **School Uniform and Standards in School**

The School Governors agreed a dress code standard for staff and for pupils. Children are expected to wear school uniform at all times unless otherwise informed.

- **Boys** - Grey Trousers, Royal Blue Sweat Shirt, White Polo Shirt, Black shoes
- **Girls** – Grey Pinafore/Skirt, Trousers, Royal Blue Sweat Shirt, White Polo Shirt, Black shoes

In summer a blue checked or striped dress may be worn. Girls may wear grey trousers. School would prefer that girls wear dresses/skirts in the summer term. Tracksuit bottoms, football shirts, jeans and trainers (except for P.E.) are not permitted.

Embroidered (with St Mary's School badge) polo shirts, sweatshirts and PE kits can be ordered from Little Gems.

### **PE Uniform**

We ask all parents to remember that their child has weekly PE activities and needs to be fully equipped. We prefer that your child comes to school on PE days in their PE kit – Royal blue tracksuit bottoms, royal blue shorts, training shoes (black or white) and t-shirt with school badge are all available from school. **No PE kit is required in Nursery or Reception.**

**Parents are asked to clearly mark all uniform with their child's name.**

Pupils **are not** allowed to wear the following in school:

All jewellery – except for watches

Tattoos – temporary or permanent

Nail Varnish

Stencilled haircuts

Trainers (except for P.E)

Flip Flops

Boots or other footwear that is not a black shoe (except in inclement weather)

### **LOST PROPERTY**

At the end of each half term parents are advised that all lost property is disposed of. Staff will make every effort to return items that are clearly marked with the child's name. School cannot be held responsible for any lost items.

### **PIERCED EARS**

Children who wish their ears to be pierced should wait until the beginning of the summer holidays, after which the earrings can be safely removed **before** coming into school.

# APPENDIX 1

## ST MARY'S R.C. PRIMARY SCHOOL

### 2016-2017 School Calendar

September 2016						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2017						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2017						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



Holidays - School Closed



INSET Day - School Closed



Bank Holiday - School Closed

The new school year will begin Monday 4<sup>th</sup> September 2017

## APPENDIX 2

### ADMISSION POLICY FOR ACADEMIC YEAR 2016-17

SCHOOL	PAN	Parish(es) Served
St. Mary's RC Primary School Meadowside Sunderland SR2 7QN Tel 0191 553 6087	60	St. Cecilia's and St Patricks, Sunderland  St. Mary's, Sunderland

This Admissions policy has been formally adopted by the Governing Bodies of the above Catholic Primary school in Sunderland. The Governing Body is the Admissions Authority and is responsible for determining the school's admissions policy

The Admissions Policy Criteria will be applied on an Equal Preference basis.

#### **How and When to apply**

Applications must be made on the Local Authority Common Application Form. Parents applying to a Voluntary Aided Catholic school should also complete the supplementary information form. All forms must be returned by the closing date set by the Local Authority.

#### **Late Applications**

Any applications received after the closing date will be accepted but considered only after those received by the closing date.

#### **Oversubscription Criteria**

Children who have an Education, Health and Care (EHC) plan or a statement of Special Educational Need where the school is named as the most appropriate educational setting for the child will be admitted.

Parents are asked to note that admission to the Nursery unit is no guarantee of entry into the main school.

Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order:

*(First priority in each category will be given to children who will have older siblings attending the school in September 2016)*

- 1. Looked after Catholic children in the care of a local authority or children that were looked after by the local authority and immediately after that became subject to an adoption, child arrangements or special guardianship order (see definitions).**
- 2. Catholic Children whose home address is within the parishes served by the school.**
- 3. Catholic Children whose home address is outside of the parishes served by the school.**
- 4. Looked after children in the care of a local authority or children that were looked after by a local authority and immediately after that became subject to an adoption, child arrangements or special guardianship order (see definitions).**
- 5. Children, who are baptised or dedicated members of other Christian Churches.**
- 6. Children of other Faith traditions.**
- 7. Other children.**

If applicants are seeking admission under criteria 5 & 6 above, they will be asked for a letter of support to confirm their church membership from their minister or Faith leader.

## **ADDITIONAL NOTES**

### **1. Definition of Catholic**

Children who have been baptised as Catholics or have been formally received into the Catholic Church. All applicants seeking admission under criteria 1, 2 or 3 will be asked to provide evidence that the child has been baptised as a Catholic or has been received into the Catholic Church. A baptismal certificate or a letter from their priest confirming their baptism or reception into the Catholic Church will suffice.

### **2. Definition of Children in the care of a Local Authority**

A looked after child is a child who is in the care of a Local Authority in accordance with Section 22 of the Children's Act 1989 at the time application for admission to the school is made and whom the Local Authority has confirmed will still be looked after at the date of admission.

An adoption order is an order made under section 46 of the Adoption and Children Act 2002.

A child arrangements order is an order outlining the arrangements as to the person with whom the child will live under section 8 of the Children Act 1989.

A special guardianship order is an order appointing one or more individuals to be a child's guardian or guardians' (Section 14A Children Act 1989).

### **3. Definition of Sibling**

Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

### **Tie-breaker**

**In Categories 1,2 and 3 where there are places available for some, but not all applicants, the length of time elapsing between the date of birth and date of Baptism will be the deciding factor. The shortest period between the birth of the child and the date of Baptism will receive the higher priority.**

In Categories 4, 5, 6 & 7 where there are places available for some, but not all applicants, distance from home address to the school entrance will be the deciding factor, Distance will be measured by the shortest walking route from the front door of the child's home address (including flats) to the main entrance of the school, [using the Local Authority's computerised measuring system], with those living closer to the school receiving the higher priority.

### **Right of Appeal**

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

### **Home Address**

It is the parental address which will be used in applying the admission criteria. This means that, when stating your choice of school, you should give the parental/guardian address at the time of application. The address of childminders or other family members who may share in the care of your child should not be quoted as the home address.

### **Waiting Lists**

If your child has been refused admission, you can request that your child's name be placed on the school's waiting list. If places become available, we will consider all relevant applications based on the waiting list which will be maintained for the full academic year.

### **Application Information**

It is very helpful to have an early indication of the number of children to be admitted to the Reception class in the following September. However, it must be stressed that formal written applications for admission must be made on the form provided by the Local Authority and returned to them by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place on 16<sup>th</sup> April 2016.

# Addendum

**Addendum to St Mary's RC Primary School Admission Policy 2016-17, as agreed by the Governing Body of the school on 24 November 2015, to include statutory changes to the Department for Education School Admissions Code which came in to force on 19 December 2014.**

## **Admission of Children below Compulsory School Age and Deferred Entry**

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

Any such request should be made in writing to the headteacher of the school. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher who has statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals.

## **Admission of Children outside their Normal Age Group**

A request may be made for a child to be admitted outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health.

Any such request should be made in writing to the headteacher of the school. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher who has statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals.

## **Summer Born Children**

The parents of a summer born child, i.e. a child born between 1 April and 31 August, may request that the child be admitted out of their normal age group, to the reception class in the September following their fifth birthday and that that the child will remain in this cohort as they progress through school.

Any such request should be made in writing to the headteacher of the school. The governing body will make its decision about the request based on the circumstances of each case and in the best interests of the child. In addition to taking into account the views of the headteacher who has statutory responsibility for the internal organisation, management and control of the school, the governing body will take into account the views of the parents and of appropriate medical and education professionals.

**N.B. In all cases applications must be made in the admission round for which the child will be five years of aged. Each application will be considered individually and on its merits. If a decision is made to defer entry to the following year then the parent must re-apply using the common application form CAF, in the admission round for the following year, when a new admission policy will apply.**

### APPENDIX 3

## St Mary's RC Primary School

### Outcomes 2015

#### Attendance

Group analysis	Attendance	Authorised attendance	Unauthorised absence	Persistent absence		Lates
				20%	15%	
Whole school	96.2%	3.43%	0.34%	0.5	1.5	0.6%
Girls	96.3%	3.4%	0.4%	-	-	-
Boys	96.0%	3.6%	0.3%	-	-	-
Disadvantaged Pupils	95.07%	4.715	0.22%	-	-	0.02%

#### Foundation Stage – Good Level of Development

	% Achieved
National	66
St Mary's	77

#### Year 1 Phonic Check

	% Achieved	% Did not reach standard	% Absent / Disapplied
National	74	24	2
St Mary's	85	15	0

#### Year 2 Phonic Check

	% Achieved	% Did not reach standard	% Absent / Disapplied
National	88	10	2
St Mary's	85	15	0

#### Key Stage 1 SATs

	St Mary's	Na								
	L2+		L2B+		L2A+		L3+		APS	
Reading	92	90	82	81	58	57	20	31	16.3	16.5
Writing	85	86	68	70	40	39	10	16	15.0	15.1
Maths	92	92	82	80	67	53	20	24	16.4	16.2

Key Stage 2 SATs

	St Mary's	Na								
	L4+		L4B+		L5+		L6+		APS	
Reading	97	89	93	78	64	49	0	0	30.7	29.0
Writing	97	85	93	-	64	33	0	2	30.7	29.0
GPS	97	76	93	68	71	52	5	4	31.4	28.6
Maths	100	86	90	76	61	42	8	9	31.2	29.0
R/W/M	97	79	75	-	46	24	0	-	-	-

Group	Reading		Writing		Maths	
	St Mary's	National	St Mary's	National	St Mary's	National
Girls	16.7	17.0	15.8	15.9	16.9	16.3
Boys	16.1	15.9	14.6	14.4	16.3	16.2
Disadvantaged Pupils	15.0	15.0	13.5	13.7	15.8	15.0

	St Mary's	National	St Mary's	National	St Mary's	National
Girls	31.3	29.4	29.9	28.7	30.8	28.8
Boys	30.8	28.6	28.6	27.0	31.6	29.2
Disadvantaged Pupils	29.9	27.5	27.7	26.2	30.1	27.2

Progress Measures	Reading		Writing		Maths	
	St Mary's	National	St Mary's	National	St Mary's	National
2 Levels Progress	100%	91%	100%	93%	100%	89%
3 Levels Progress	51%	35%	53%	33%	51%	35%





*St Mary's RC Primary School*  
*'Growing, loving and learning in the arms of Mary'*

*Meadowside  
Sunderland  
SR2 7QN*

*Telephone 0191 5536087 Fax 01915536088  
Headteacher Mrs L Stephenson*

*[www.stmarysrcsunderland.co.uk](http://www.stmarysrcsunderland.co.uk)*