



2021 – 2022

Prospectus

# INTRODUCTION

## **School Address and Contact**

Mr M. Clephane - Headteacher  
St Mary's Roman Catholic VA Primary School  
Meadowside  
Sunderland  
SR2 7QN  
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Email: [info@smrc.school](mailto:info@smrc.school)  
Website: [www.smrc.school](http://www.smrc.school)

## **Chair of Governors**

Mr S Armstrong  
C/O St Mary's Roman Catholic Primary School  
Meadowside  
Sunderland  
SR2 7QN

## **Head Teacher**

Mr M. Clephane

## **Local Authority**

Sunderland City Council

## **Chief Executive Sunderland City Council**

Patrick Melia

## **Director of Children's Services & Chief Executive of Together for Children**

Jill Colbert  
Civic Centre  
Burdon Road  
Sunderland  
SR2 7DN  
Tel: 0191 5611356

## **Diocesan Schools' Commission Director**

Mrs Deborah Fox  
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 May 2019, relates to the 2019 - 2020 school year commencing in September 2019. 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 multi-purpose hall, 3 sensory rooms, meeting room, a number of breakout areas around school, locker areas for boys and girls in Key Stage 2 provide more hygienic and accessible surroundings.

The school has extensive school grounds. Which includes 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 are now developing our 'Forest School'.

The headteacher's, deputy headteacher, business manager and school offices are now all positioned at the main entrance to the school.

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 caretaker's house 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.



Mr M. Clephane

Headteacher

## THE GOVERNING BODY

### Governor Membership 2020/21

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)
Mr Stephen Armstrong	Foundation / Chair	13.03.2025	D	Chair FGB,	PM(review), HSFP, PR
Mrs Teresa Lumsdon	Foundation/Vice Chair	09.03.2025	D		HSFP,A, CP
Mr Paul Baker	Foundation	18.07/2023	D		A
Mr Ken Devlin	Foundation	06.02.2022	D		P, HSFP
Mrs Clare Dodd	Foundation	24.03.2025	D		P,PM,PR
Mrs Rachael Cameron	Foundation	18.07.2023	D		HSFP
Fr Christopher Hancock	Foundation	07.03.2025	D		
Mrs Marc Briggs	Parent	19.07.2023	P		
Mrs Lucy Teasdale	Parent	10.12.2023	P		
Mr Martin Clephane	Headteacher		EO		HSFP,A,CP,P
Mrs Sarah Jane Duffy	Staff	15.03.2025	S		PR
Vacancy	LA		LA		
	<b>Notes</b> Head Teacher (HT) Staff (S) Parent (P) Co-opted © 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> Health Safety, Finance, Premises (HSFP) Curriculum & Pupils (CP) Pupil Discipline (PD) Appeals & Complaints (AC) = all governors not involved in original decision making process Admissions (A) Head Teacher Appraisal (HTA) Personnel (P) Performance Mgmt (PM) Complaints © 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 2021**

<b>Teaching Staff</b>
Mr M. Clephane - Headteacher
Mrs C Clinton - Deputy Headteacher
Mrs K Bravo
Mr A Carson
Mrs A Collingwood
Mrs C Cummings
Mrs S Duffy
Mrs A Gregory
Mrs C Harris
Miss S Hatton
Mrs M Jackson
Miss W March
Ms J McQuillin
Mrs L Paget
Mrs G Robinson
Mrs S. Robson
Mrs A Roddy
Miss N Simpson
Mrs G Smith
Miss K Watt

<b>Classroom Support Staff</b>
Mrs R Bowley
Mrs J Donkin
Miss D English
Mrs D Finlayson
Mrs L Hughes
Mrs C Lagna
Miss A Littler
Mrs B Little
Mrs M Maddison
Miss H Martin
Mrs L Morley
Miss K Robertson
Miss S Wilson

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.

<b>Administration Staff</b>	
<b>Office Manager</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 (part time)

### **Support Staff**

<b>Premises Staff</b>	
<b>Site Manager</b>	Mr Louis Fowler
<b>Cleaner in Charge</b>	Mrs S Cooney
<b>Cleaner</b>	Mrs C Clark
<b>Cleaner</b>	Mrs J Carter
<b>Cleaner</b>	Mr R Webb

## **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 Whole School 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.

# CURRICULUM

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

## Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

## Values

At St Mary's RC Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in Modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Please see British Values Statement for more information about this.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at St Mary's to have a spacious outdoor learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At St Mary's our values permeate all areas of school life and are reflected by the schools ethos statement:  
**'Growing, loving and learning in the arms of Mary'**

## Aims

At St Mary's, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

There is more information regarding the curriculum on our school website ([www.smrc.school](http://www.smrc.school)).

We hold the National Healthy School Award, International School Award, Activemark, Artsmark, Eco Schools Green Flag and PE Kite Mark, Unicef Rights Respecting award.

The teaching of modern foreign languages is also undertaken in Key Stage 1 and 2. Italian and French are taught and we are supported by our secondary school partners in delivering these programmes.

Music tuition is provided through a variety of sources in Violin, Cello, 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 (Phonics Test).

**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 (Tables Test).

**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. Feedback to pupils— 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 person responsible for co-ordinating the day to day provision of education for pupils with SEN is **Mrs Roddy** who 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 lie 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

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)

#### 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 Literacy, 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 Italian. During Summer Term, Year 6 children have the opportunity to visit their chosen secondary school to receive further information about Year 7.

## **EXTENDED SCHOOLS**

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 4.30pm. 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.

- ✓ Dance
- ✓ School Council
- ✓ Football (Girls and Boys)
- ✓ Lunchtime Club (Special Educational Needs)
- ✓ Music (Violin, Recorder, Woodwind, Brass, Drums, Keyboard)
- ✓ Netball
- ✓ Tag Rugby
- ✓ Year 2 and Year 6 Booster Groups
- ✓ School Action Group
- ✓ Drama
- ✓ Science Club
- ✓ Art Club
- ✓ Choir

## PASTORAL CARE AND PUPIL WELFARE

The school operates a pastoral system whereby all children from Reception Class 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.

Nine members of staff, Mrs Armstrong, Mrs Atkinson, Mrs Bowley, Miss English, Mrs Finlayson, Mrs Hughes, Mrs Little, Mrs Macrae, Mrs Maddison and Mrs Morley, Miss Robertson 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.

### 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** - Mr Martin Clephane (Head Teacher)

**Deputy Safeguarding Officers** - Mrs Clinton (Deputy Headteacher)

**Governors' Safeguarding Officer** - Mr K Devlin

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.

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'.

<b>Senior Lunchtime Supervisor</b>	Mrs H Macrae / Mr J Thornton		
<b>Lunchtime Supervisors</b>	Mrs A Armstrong	Mrs D Henrys	Mrs N Jarvis
Mrs S Revely	Mrs W Watt		

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

Application for Free School Meals should be made by parent/carer using the Family Portal at:

[www.togetherforchildren.org.uk/families/free-school-meals](http://www.togetherforchildren.org.uk/families/free-school-meals) The website has a user guide to support the application and parents/carers can also contact School Meals on 0191 5611417 for additional support.

Dinner money should be paid each Monday morning (first school day of the week). Parents can pay in advance, all payments must be paid via OurSchoolsApp icon or on line via the [www.sunderland.gov.uk](http://www.sunderland.gov.uk) website. School will provide written instructions if requested.

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.

## 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**) - Medical concerns
- Change of address/telephone/Emergency Contacts - 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**, **OurSchoolsApp**, **School Website** ([www.smrc.school](http://www.smrc.school)) and **School Twitter feed (@StMarysSchoolRC)**. These contain general items and dates for whole school consumption. An up to date copy of the newsletter is e-mailed each week and is displayed in the noticeboard at the main entrance. 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.

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, 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**

### **Nursery and Reception**

Winter - Royal blue sweatshirt, white polo shirt, royal blue school jogging bottoms

Summer – As above with royal blue shorts

Footwear – Black or white velcro fastening trainers.

### **Year1 to Year 6 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:

- Grey trousers, pinafore/skirt, royal blue sweatshirt, white polo shirt, black shoes
- In summer a blue checked or striped dress may be worn.
- 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 High Street West Sunderland** or ordered on line at [www.theschooloutfit.co.uk](http://www.theschooloutfit.co.uk)

### **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 **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.**

### **PERSONAL POSSESSIONS**

Please note personal possessions of pupils, staff, visitors etc are not covered by our school's insurance policy.

Personal possessions do not belong to school and are not our resource or property and school is not therefore liable for any damage or removal of such items. Please therefore ensure that if you choose to or voluntarily bring personal items into school, in particular valuable items such as iPhones/smart phones, iPads, designer trainers & coats, musical instruments etc.; that your home insurance covers such items when in school. You may also want to ensure that your home contents insurance states/ covers 'items temporarily removed from home'.

# APPENDIX 1

## ST MARY'S RC PRIMARY SCHOOL

### 2021-2022 School Calendar

September 2021						
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 2021						
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 2021						
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 2021						
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 2022						
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 2022						
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 2022						
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 2022						
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 2022						
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 2022						
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 2022						
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 2022						
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	1	2	3



SCHOOL CLOSED - HOLIDAYS



SCHOOL CLOSED - BANK HOLIDAY



SCHOOL CLOSED - INSET DAY

St Mary's Catholic Primary School was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government, and seeks at all times to be a witness to Our Lord Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

The admission policy criteria will be dealt with on an equal preference basis.

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

### **Parishes served by the school**

The school serves the parish of Our Lady of Mercy (formerly known as the parishes of St Mary's, St Cecilia and St Patrick), Sunderland.

### **Published Admission Number**

The governing body has set its published admission number (PAN) at 60 pupils to be admitted to the reception year in the school year which begins in September 2021.

### **Application Procedures and Timetable**

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

The parent will be advised of the outcome of the application on 16 April or the next working day, by the local authority. If the application is unsuccessful (unless the child gained a place at a school the parent ranked higher) the parent will be informed of the decision, related to the oversubscription criteria listed above, and has the right of appeal to an independent appeal panel.

If the parent is required to provide supplemental evidence to support the application (e.g. a baptismal certificate), this evidence should be provided at the time of application. If not provided, evidence may be sought by the governing body following the closing date for applications. This information must have been correct at the date of closing for applications.

All applications which are submitted on time will be considered at the same time. Governors will meet to consider all applications after the closing date which is 15 January 2021.

### **Pupils with an Education, Health and Care Plan (see note 1)**

The admission of pupils with an Education, Health and Care Plan is dealt with by a completely separate procedure. Children with an Education, Health and Care Plan that names the school must be admitted. Where this takes place before the allocation of places under these arrangements this will reduce the number of places available to other children.

### **Late Applications**

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

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

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

### **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.

Parents who want to make this request should make an application for their child's normal age group at the usual time. The application to the local authority should include this request and in addition it should be made in writing to the headteacher of the school. The local authority will liaise with the governing body that 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.

Parents will be informed of the outcome of the request before primary national offer day.

If the request is agreed by the governing body, the application for the normal age group may be withdrawn before a place is offered. If the request is refused, the parent must decide whether to accept the offer of a place for the normal age group, or to refuse it and make an in year application for admission to year one for the September following the child's fifth birthday.

Where a parent's request is agreed, they must make a new application as part of the main admissions round the following year.

One admission authority cannot be required to honour a decision made by another admission authority on admission out of the normal age group. Parents, therefore, should consider whether to request admission out of the normal year group at all their preference schools, rather than just their first preference schools.

### **Waiting Lists**

In addition to their right of appeal, applicants will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out below and not in the order in which applications are received or added to the list. Waiting lists for admission will operate throughout the school year. The waiting list will be held open until the last day of the summer term. Inclusion on the school's waiting list does not mean that a place will eventually become available.

### **Infant Class Size Regulations**

Infant classes may not, by law, contain more than 30 pupils with a single qualified teacher (subject to the provisions in the School Admissions Code for 'excepted children'). Parents do have a right of appeal in accordance with the infant class size regulations if the school is oversubscribed and their child is refused a place.

The governing body will, where logistically possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school's PAN.

### **In-Year Applications**

An application can be made for a place for a child at any time outside the admission round and the child will be admitted where there are available places. Applications should be made to the school by contacting the admissions officer at the school. Parents will be advised of the outcome of their application in writing.

Where there are places available but more applications than places, the published oversubscription criteria will be applied.

If there are no places available, a request can be made that the child is added to the waiting list (see above).

### **Right of Appeal**

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

### **Fair Access Protocol**

The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admission round the governing body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed by both the diocese and the governing body for the current school year. The governing body has this power, even when admitting the child would mean exceeding the published admission number (subject to the infant class size exceptions).

### **Nursery**

For children attending the school's nursery, application to the reception class of the school must be made in the normal way, to the home local authority. **Attendance at the school's nursery does not automatically guarantee that a place will be offered at the school.**

### **False evidence**

The governing body reserves the right to withdraw the offer of a place or, where a child is already attending the school, the place itself, where it is satisfied that the offer or place was obtained by deception.

### **Oversubscription Criteria**

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority.

*First priority in each category will be given to children who will have an older sibling attending the school in September 2021.*

*Second priority in each category will be given to children of a member of staff who has been employed at the school for two years or more, at the time at which the application for admission to the school is made (see note 11).*

1. Catholic looked after and previously looked after children. (see notes 2&3)
2. Catholic children who are resident in the parish of Our Lady of Mercy (formerly known as the parishes of St Mary's, St Cecilia and St Patrick), Sunderland.  
(see note 3)
3. Other Catholic children. (see note 3)
4. Other looked after and previously looked after children. (see note 2)
5. Catechumens and members of an Eastern Christian Church. (see notes 4&5)
6. Children of other Christian denominations whose membership is evidenced by a minister or faith leader. (see note 6)
7. Children of other faiths whose membership is evidenced by a minister or faith leader. (see note 7)
8. Any other children

### **Tie Breaker**

Where there are places available for some, but not all applicants within a particular criterion priority will be given to children living closest to the school determined by the shortest distance. Distance from home to school when measured by the shortest walking route will be the deciding factor. Measurements will be calculated using the Local Authority's Geographical Information System, (GIS.)

In the event of distances being the same for two or more children where this would determine the last place to be allocated, random allocation will be carried out in a public place and supervised by a person independent of the school.

### **Notes and definitions**

1. **An Education, Health and Care Plan** is a plan made by the local authority under section 37 of the Children and Families Act 2014, specifying the special educational provision required for a child.
2. A **looked after child** has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of a local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making application to the school.

A **previously looked after child** is a child who was looked after, but ceased to be so because he or she was adopted, or became subject to a child arrangements order or special guardianship order.

3. **Catholic** means a member of a Church in full communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certificate of baptism in a Catholic Church or a certificate of reception into the full communion of the Catholic Church. For the purposes of this policy, it includes a looked after child living with a family where at least one of the parents is Catholic.

For a child to be treated as Catholic, evidence of Catholic baptism or reception into the Church will be required. Those who have difficulty obtaining written evidence of baptism should contact their parish priest who, after consulting with the diocese, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

4. **Catechumen** means a member of the catechumenate of a Catholic Church. For the purposes of admissions this refers to the child on whose behalf the application is being made. This will normally be evidenced by a certificate of reception into the order of catechumens.
5. **Eastern Christian Church** includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church. Those who have difficulty obtaining written evidence of baptism or reception should contact the Diocese who will decide how the question of baptism or reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church.
6. **Children of other Christian denominations** means children who belong to other churches and ecclesial communities which, acknowledge God's revelation in Christ, confess the Lord Jesus Christ as God and Saviour according to the Scriptures, and, in obedience to God's will and in the power of the Holy Spirit commit themselves: to seek a deepening of their communion with Christ and with one another in the Church, which is his body; and to fulfil their mission to proclaim the Gospel by common witness and service in the world to the glory of the one God, Father, Son and Holy Spirit. An ecclesial community which on principle has no credal statements in its tradition, is included if it manifests faith in Christ as witnessed to in the Scriptures and is committed to working in the spirit of the above.

All members of Churches Together in England and CYTŪN are deemed to be included in the above definition, as are all other churches and ecclesial communities that are in membership of any local Churches Together Group (by whatever title) on the above basis.

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

7. **Children of other faiths** means children who are members of a religious community that does not fall within the definition of 'other Christian denominations' at 6 above and which falls within the definition of a religion for the purposes of charity law. The Charities Act 2011 defines religion to include:
- A religion which involves belief in more than one God, and
  - A religion which does not involve belief in a God.

Case law has identified certain characteristics which describe the meaning of religion for the purposes of charity law, which are characterised by a belief in a supreme being and an expression of belief in that supreme being through worship.

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

8. A child's "**Home address**" refers to the address where the child usually lives with a parent or carer, and will be the address provided in the Common Application Form ("CAF"). Where parents have shared responsibility for a child, and the child lives for part of the week with each parent, the home address will be the address given in the CAF, provided that the child resides at that address for any part of the school week.
9. **Sibling** includes:
- (i) all natural brothers or sisters, half brothers or sisters, adopted brothers or sisters, stepbrothers or sisters, foster brothers or sisters, whether or not they are living at the same address; and
  - (ii) the child of a parent's partner where that child lives for at least part of the week in the same family unit at the same home address as the child who is the subject of the application.
10. A **parent** means all natural parents, any person who is not a parent but has parental responsibility for a child, and any person who has care of a child (having care of a child means that the child lives with and is looked after by that person).

11. A member of staff includes all school staff who are under the direct employment of the governing body of the school.

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