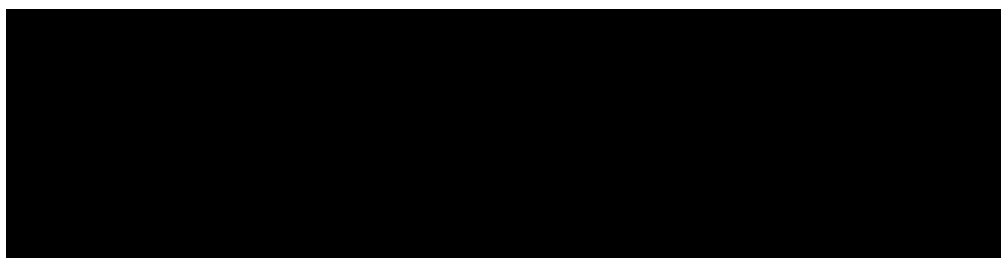


ST MARY'S CATHOLIC PRIMARY SCHOOL

Hastings Street, Loughborough.



ST. MARY'S CATHOLIC PRIMARY SCHOOL

Hastings Street, Loughborough, LE11 5AX.

Telephone: 01509 212621

Fax: 01509 239291

Email: office@stmarys-rc.leics.sch.uk

www.stmaryscatholic.schooljotter2.com

2017/2018



CHAIRMAN OF GOVERNORS:

Mr. L. Rollason

HEADTEACHER:

Miss Priscilla Jordan

CATHOLIC DIOCESE OF NOTTINGHAM



C · O · N · T · E · N · T · S

<u>St. Mary's School Governors</u>	<u>4</u>
<u>Mission Statement</u>	<u>5</u>
<u>Aims of the School</u>	<u>6,7</u>
<u>Curriculum</u>	<u>8</u>
<u>Religious Education</u>	<u>8</u>
<u>National Curriculum</u>	<u>9</u>
<u>Special Needs</u>	<u>10</u>
<u>Homework</u>	<u>11</u>
<u>Relationships and Sex Education</u>	<u>12</u>
<u>Arts Policy and Provision</u>	<u>13</u>
<u>Staff Qualifications</u>	<u>14-16</u>
<u>Sport</u>	<u>17,18</u>
<u>Extra Curricular Activities</u>	<u>19</u>
<u>Pastoral Care</u>	<u>20</u>
<u>Discipline</u>	<u>21</u>
<u>School Hours, Attendance and Punctuality</u>	<u>22</u>
<u>Absences from School</u>	<u>22</u>
<u>Lunch</u>	<u>23</u>
<u>Parental Involvement</u>	<u>24</u>
<u>Saint Mary's Friends</u>	<u>24</u>
<u>Home/School/Parish</u>	<u>25</u>
<u>Reports</u>	<u>25</u>
<u>Uniform</u>	<u>26</u>
<u>Charging for School Activities</u>	<u>27</u>
<u>Safety</u>	<u>27</u>
<u>Property</u>	<u>27</u>
<u>Documents</u>	<u>27</u>
<u>National Curriculum Assessment</u>	<u>28</u>
<u>School Liaison</u>	<u>28</u>
<u>Secondary School</u>	<u>28</u>
<u>Admission to De Lisle Catholic Science College</u>	<u>28</u>
<u>Starting School</u>	<u>29</u>
<u>Arrangements for Dealing with Complaints</u>	<u>30-33</u>

ST. MARY'S CATHOLIC SCHOOL

A Voluntary Aided Primary School for Boys and Girls aged 4 to 11

GOVERNORS OF THE SCHOOL

FOUNDATION GOVERNORS

Mr. L. Rollason (Chair)
Mr. A. Wade (Vice-Chair)
Rev. S. Giles
Mrs. E. Pimm
Mr. P. Hughes
Mr. I. Tristante

COMMUNITY GOVERNOR

Mrs. M. Hunt

ELECTED PARENTS

Mr. A. Wade
Mrs. J. Ntumba

ELECTED STAFF GOVERNOR

Mr. H. Mount

CLERK TO THE GOVERNORS

Mr. L Bates

HEADTEACHER

Miss P Jordan

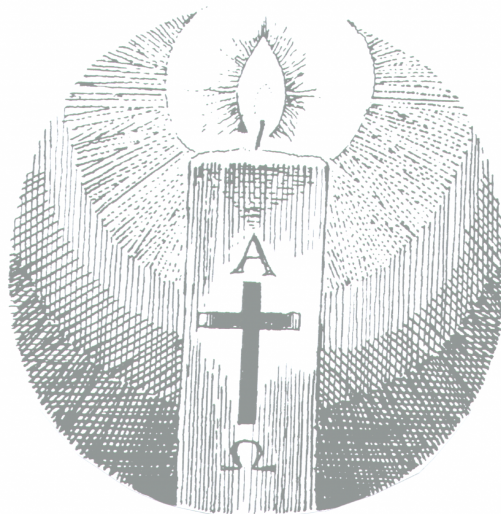
St. Mary's School: A Catholic Voluntary Academy is part of The Blessed Cyprian Tansi Catholic Academy Trust an exempt charity and a company limited by guarantee, registered in England with Company Number 8090890 and has a registered office at De Lisle College, Thorpe Hill, Loughborough, Leicestershire, LE11 4SQ.

FROM THE TEACHING STAFF AND GOVERNORS:

ST. MARY'S CATHOLIC SCHOOL

MISSION STATEMENT

St. Mary's School is a community wherein Christ is present amongst all its members. Supported by the parents and parish community the children live out their Christian and Catholic faith in their relationships with others. A full and enriched education is offered to all children meeting their needs, enabling them to embrace future challenges and responsibilities and encouraging them to play a full part in society.



With Jesus as our guide we promise

***to care for one another
to work hard and
to build a community in Christ's love.***

AIMS OF THE SCHOOL

As a Roman Catholic school we aim to educate the whole person based on Christian principles. The Christian atmosphere at the school is fostered by all the various adults in the school in their relationships with the children and each other. The children are able to see the working out of Gospel values within the school community. The whole staff work as a team as an example to the children of our dependence on each other for the good of all.

We aim to teach the children to live their faith in Jesus Christ. Our faith should always be present in the whole life of the school community.

Every child should feel that their contribution to the school is valuable and worthwhile and that their special gifts or special needs are always important and cared for.

A sense of responsibility and respect is fostered both for others, the school and the world in which we live. We aim to develop this responsibility by making the children aware of being one family in Christ each dependent on one another. A caring attitude is nurtured by ensuring that as a school we regularly help our brothers and sisters throughout the world as well as in our local community both materially and spiritually.

Praise and encouragement are used to develop each child to his/her full potential.

Mutual respect is fostered and a tolerance of other people. We must be sensitive to the needs of all children.

Co-operation and a joint effort between parents and the school is all important and to this end staff are always available to parents whenever the need is there. We aim to have regular evenings for parents to discuss their children with staff to ensure there is a close relationship with home.

Staff are always sensitive to the difficulties and problems some children encounter and aim to build relationships in which children feel happy, confident and trusting.

Each child should follow a broad balanced and relevant curriculum catering for their spiritual, moral, intellectual, physical and aesthetic well being but based above all else on the Gospel.

Children are encouraged to make visitors very welcome to the school and show them our love of others irrespective of race or creed.

As a Catholic school we ask Our Lady for protection and guidance and develop in our children a great love for her as our mother.

Prayer is central to our ethos with children being encouraged to make their whole life a prayer and to this end we have prayerful daily assemblies within which children are always given time to offer their own private thoughts to God.

The Mass, Rosary and prayers are central to the life of the school. To develop and enhance our links with the parish we invite parishioners and parents to join us for Mass and we participate in the preparation of the liturgy for Masses in church on special feast days and some Sundays. We aim to have as many children as possible taking an active part in the liturgy over each year. All this helps the children to a growing awareness of their life within the parish, home and school.

A stimulating environment is necessary for children to develop and explore their learning experiences and we strive to provide this.

Before children leave us we aim to have them confident, independent, eager to learn and ready to meet the challenge of the next stage of their education.

WORK FOR THE LORD!



CURRICULUM

In St. Mary's we aim to develop the whole person. We seek to make the curriculum broad balanced and relevant, catering for the needs of all.

We recognise individual needs and abilities and strive to support the development of intellectual and social qualities in all.

RELIGIOUS EDUCATION

As a Roman Catholic School we aim to educate the whole person, based on Christian principles.

The Christian atmosphere at the school is fostered by all the various adults in the school in their relationships with the children and each other. The children are able to see the working out of Gospel values in the attitudes of their teachers who create a loving, caring atmosphere within the school community. The whole staff work as a team as an example to the children of our dependence on each other for the good of all.

We aim to lead the children to a living faith through prayer, the mass, the R.E. programme, school assemblies and the liturgical life of the church.

The current R.E. Scheme of Work 'Here I Am' is used in the school, supplemented by staff as necessary.

The children are encouraged to think of others and every year several charities and the parish are supported, often at the suggestion of the children themselves.

The parish is also supported by the children with help for the annual Bazaar and Carol Service.



NATIONAL CURRICULUM

The requirements of the National Curriculum are met in all classes with all year groups covering the following subjects:-

R.E.
English
Mathematics
Science
Music
Information Technology

Design and Technology
History
Geography
Art
P.E.
French (Key Stage 2)

As far as possible children are taught in mixed ability classes, arranged according to their ages. Teachers co-operate and combine groups where it is deemed desirable and beneficial.

Arrangements are made as appropriate for children with statements of SEN and for more able pupils, as follows:

- Class assistant working alongside pupil in the classroom.
- Child/group of children taught separately from the class.
- Differentiated work within the classroom.
- Extended work appropriate to the more able to develop higher order thinking skills.
- Numeracy skills taught in ability groups within the Maths lesson.

All teaching staff apply a range of teaching methods within the classroom according to the school's Teaching and Learning Policy. The aim is to utilise fully the effectiveness of teaching skills with individual pupils in the classroom. Class assistants help the teacher in the following ways:

- Supervising part of the class when the teacher is working with more able pupils.
- Teaching numeracy skills to a group of children.
- Working with an individual or a group of children on literacy skills e.g. reading/the National Literacy Strategy.
- Working with children who are on the Special Needs register.

Teachers plan half termly for each class from the guidelines set out in the Schemes of Work for all National Curriculum Subjects. Within this planning they cater for children of all abilities matching work according to their needs. The children in the classes are grouped according to ability in Numeracy, Reading and Spelling. For all other subjects the work is differentiated within the organisation of the class situation according to the Teaching and Learning Policy.

More able pupils are identified for Literacy and Numeracy according to the guidelines set out by the Local Education Authority.

SPECIAL NEEDS

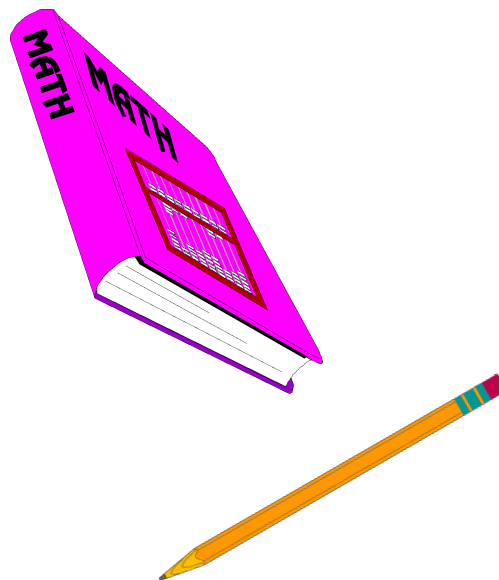
The school is committed to offering each pupil a full and enriched curriculum to which the pupil is entitled and in which the school's Catholic ethos and 'raison d'être' is encompassed. Each child's needs are considered sensitively and according to the parameters of the budget. An assessment of a child's physical, intellectual and emotional needs is taken within the first few months of a child arriving at school. From then on those needs are monitored and parents are informed if the school decides that their child needs extra help. At any time of a child's duration at St. Mary's however a child may need extra support and parents are informed appropriately. Equally a parent also may approach the school with concerns about his/her child.



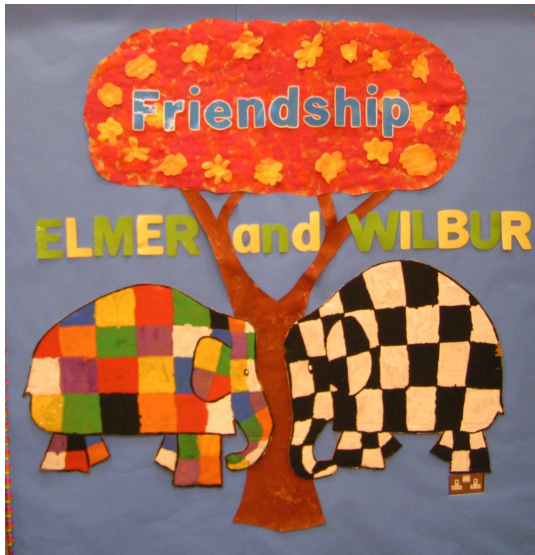
HOMEWORK

All children should be encouraged to read at home and to learn spellings and tables as required by their teacher. We have a system of homework for the Junior classes and details of nights and subjects set are sent to parents at the beginning of the school year.

The Infants are given work to do as and when the teacher feels it necessary. The younger Infants take books home to enjoy with their families and all children are encouraged to read as often as possible in the evenings from their own or school books. A system of Home Readers operated in the Infants. When children take books home from school, parents are asked to ensure that they are returned promptly in good condition.



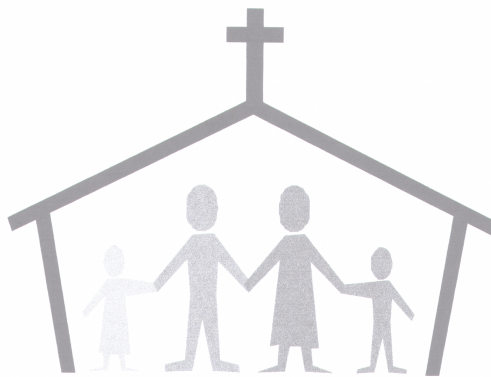
RELATIONSHIPS AND SEX EDUCATION



The children are taught to love and respect one another, themselves and all life.

Sex Education is a gradual process concerned with the development of the whole personality leading to an understanding of God's gift of life and how we share in his work of creation.

Our Religious gradual appreciation of others and



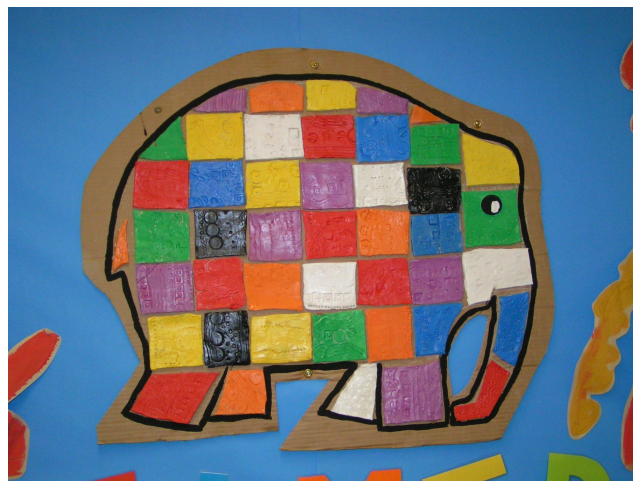
Education programme promotes a understanding and healthy self, of growth of relationships with family life.

ARTS POLICY AND PROVISION

The school has a commitment to arts in the curriculum and arrangements have been made as follows:



- annual subscription to the British Federation of Youth Choirs which involves a tutor who visits the school on a regular basis to teach singing.
- commitment to the Loughborough Development Group's subscription to a Performance Arts Co-ordinator whose skills are utilised in school.
- commitment to the Loughborough Schools' Music + Drama Spring Concerts.
- provision via the Leicestershire Arts organisation for pupils to learn keyboard.
- incorporation of Drama within the percentage of time allocated to English, acknowledging the importance of Personal and Social Education and Speaking and Listening for boys and girls within the overall curriculum.
- arranging for visits from individuals and performing groups in drama, music and poetry which enrich all curriculum areas.
- opportunities for the children to attend performances of local musicians and artists.
- Opportunities for children to learn new songs of worship according to their age and to encourage the participation of parents to this end.
- opportunities for children to listen to a range of songs of worship within assembly.
- to encourage sensory involvement of pupils within the curriculum and through display around the school.
- Extra curricular opportunities for children to participate in music and drama activities.
- Opportunities for performance in drama and music to audiences of other pupils, adults, parents, parish community.



STAFF QUALIFICATIONS/EXPERTISE

Art and Design

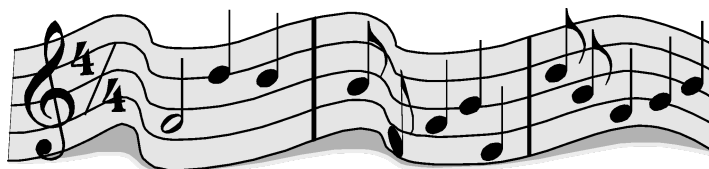
Mrs. K. Richardson:	Art Specialism – Degree level.
Mrs. J. Devine:	Art and Display.

ICT

Mrs. K. Richardson	NOF Certificate of Competence in using ICT for Teaching and Learning.
Mrs. J. Devine	NOF Certificate of Competence in using ICT for Teaching and Learning.
Mr. H. Mount	Computing Subject Leader.
Mrs. R. Petty	ICT expertise
Miss E. Hargrove	ICT expertise

Music

Mrs. J. Devine:	<u>Associated Board of Royal School of Music.</u> Clarinet Grades I – VI (Theory and Practical). Teacher of Recorder. Piano Grade VIII Practical/Grade III Theory.
------------------------	--



Mrs. E. Abell
teacher (dyslexia/literary)

Specialist

French.

SUPPORT STAFF QUALIFICATIONS/EXPERTISE

Mrs. B. Adamek: **ASA Newly**
Qualified Teaching Assistants Course.

Makaton Foundation Workshop Certificate.
Associated Board of Royal School of Music.

Grade III Piano Practical and Theory.

07/06: Local Authority H.L.T.A.

02/13: Food Safety in Catering – Level 2.

04/15: Paediatric First Aid.

2016: Child Protection.

Mrs. D. Blitz: **ASA Newly**
Qualified Teaching Assistants Course.

07/08: NVQ Level 3 Teaching Assistant. Assistant.

10/09: Food Safety in Catering – Level 2.

2015: Child Protection.

2016: Paediatric First Aid.

Mrs. B. Cavanagh:
Finance.

SIMS Modules: FMS6

Assessment Manager.

Star.

Personnel.

Census.



Attendance.

Data Manager.

Key Stage Manager.

Child Protection

Mrs. A. Chiavetta:
in Child Care (equivalent to NNEB).

NVQ Level 3

02/08: Food Safety in Catering – Level 2.

2016: Child Protection.

2015: Paediatric First Aid.

Mrs. M. D'Arcy:
Aid (Paediatric).

2015: First

NVQ Level 2 Teaching Assistant.

Child Protection.

SEN Teaching Assistant Level 3

**ASA Newly Qualified Teaching Assistant Training.
Exploring practice to maximise effect on pupil
outcomes.**

Miss A. Delli-Santi:

Child Protection.

Mrs. L. O'Connell:

**07/09: CACHE certificate Teaching Assistant – Level 2.
Level 3.**

02/08: Food Safety in Catering – Level 2.

05/15: Paediatric First Aid.

Childhood and Youth Studies degree.

Child Protection.

Mrs. A. Guyatt:
Qualified Teaching Assistants Course.

ASA Newly

Child Protection.

2015: Emergency First Aid.

Mrs. D. Heald:
Qualified Teaching Assistants Course.

ASA Newly

06/15: Emergency First Aid.

10/11: Food Safety in Catering – Level 2.

Child Protection.

Mr. B. Neale:
National Diploma in Sports and Exercise

**HND +
Science.**

Control Of Hazardous Substances.

Basic Health & Safety.

2011: Fire Risk Assessment (COP12).

2015: Fire Awareness & Extinguishers.

Mrs. K. Buccheri:

**NVQ III Early Years Childcare and Education.
(Equivalent to NNEB).
Food Safety in Catering (Level 2).
Child Protection.
2015: Emergency First Aid.**

Mrs. L. White:
Protection.

Child

Mrs. M. Wilson:

**05/09: NVQ Level 3 Teaching Assistant.
2016 Paediatric First Aid.
Child Protection.**

Mrs. R. Moore:

**CACHE Level 3 Certificate in Supporting Teaching and
Learning in Schools (QCF)
03/15: Paediatric First Aid.**



SPORT

For each child the school seeks to encourage full participation in different sporting activities from the age of four to eleven years of age. Throughout the curriculum team games and associated skills are covered through a variety of activities, e.g. netball, football, unihoc, rounders, kwik cricket, basketball. Ten percent of the school's curriculum timetable is given to Physical Education, which amounts to over two hours per week. Approximately half of that allocated time is devoted to Sport.

The school has access to four P.E. areas for teaching sport: the school playground, the school hall, a County Council owned playing field and the swimming pool at Charnwood Leisure Centre.

In teaching Sport the school calls upon the expertise of all members of staff. The following staff hold P.E. and coaching qualifications:

All teaching staff	TOP's Sport Coaching Award
Mrs. J. Devine -	(P.E. Co-ordinator) A.S.A. Teachers Swimming Certificate S.T.A. Teachers Certificate Leics. C.C. Life Saving Award. A.E.N.A. Coaching Award A.E.N.A. Umpires Course
Mr. H. Mount	Level 1 Rugby Coach Level 1 Cricket Coach.
Mrs. B. Adamek	Basic Swimming Certificate
Mrs. D. Blitz	Basic Swimming Certificate
Mrs. D. Heald	Basic Swimming Certificate STA Teacher's Certificate
Mrs. A. Guyatt	Basic Swimming Certificate
Mrs. L. O'Connell	Basic Swimming Certificate.



The school has links with Loughborough University and encourages P.E. students to coach small groups in sports lessons. Many interested parents also offer help with coaching refereeing and umpiring.

Part of the school's policy is to encourage children's involvement with local sports clubs, for example Charnwood Athletics Association and Loughborough Town Swimming Club. This year, links have also been set up with Charnwood Community College.

Sports Competition + Awards

The school involves itself fully in the participation in and organising of local competitions throughout the year as outlined below:

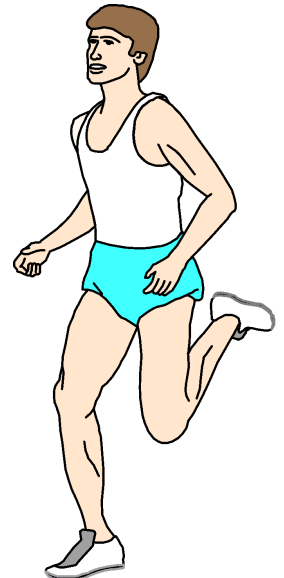
Netball: friendly league with other local schools
Loughborough Primary Schools Netball Tournament

Football: friendly league with other local schools
local football tournaments
Leicestershire Catholic Schools Tournament

Cross-country: North Leicestershire Cross
Country Championships
Loughborough and District Inter-School events

Athletics: Loughborough Schools Athletics Championships
Country Schools' Championships

Swimming: Loughborough Schools Swimming Gala
De Lisle Family of Schools R.C. Swimming Gala



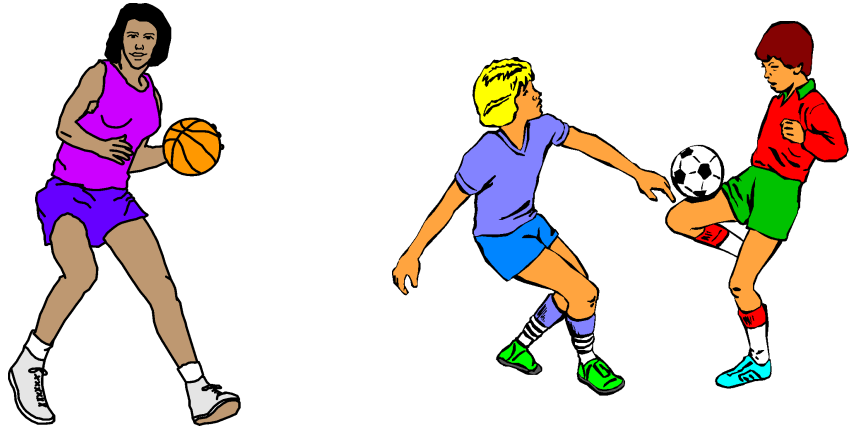
In-school competitions The school also operates a house system and organises inter-house netball, football, swimming and relay competitions. House cups are awarded for these events. At the end of the year, children who have shown commitment to the various Sport Squads or who have shown great achievement in a particular area, are also awarded certificates.

In the Junior classes the children follow the AAA 5 Star Award scheme during the summer months. Other Award Schemes incorporated into the curriculum include B.A.G.A. Awards/Leics. C.C. Swimming Grades and A.S.A. Awards. In working towards these we cover all of the National Curriculum requirements.



EXTRA CURRICULAR ACTIVITIES

As mentioned above school organises the football and netball teams with regular matches against local schools. They also take part in tournaments organised in the area. Practices take place during the lunch time break and after school.



We compete in the Academy Trust Gala every year and the athletics team competes in the Town Sports and Cross-country events. We also have our own inter-house matches.

A choir, ICT and Chess club meet at lunchtime. Lunchtime clubs are often organised by the older children which include Arts and Crafts, Indoor Games, Lego, Drawing and Brass Instruments.

After School Clubs include Football for KS1 and KS2, Multi-Sports, Gymnastics, Drama (all funded by the Sports Premium). Also, Cookery club and Astronomy clubs are organised by the staff and governors.

Children are taken to visit places of interest at various stages of their education and parents are notified of these trips.

Year Six have a residential week in Crich in the Spring and visit many places of interest in that area.

School Drama productions play a central part of school life at Christmas and at the end of the school year.





Each teacher accepts responsibility for his/her own class, under the guidance of the Headteacher, to whom all special cases or delicate circumstances are referred. The Headteacher works in close collaboration with the Parish Priest who as Chaplain and a Governor of the school is constantly available and visits the school on a regular basis.

Parents are always welcome to come into school should they have any concerns and we ask that we are notified by parents of circumstances that arise out of school that could affect their child to enable us to assist should problems occur.

Parents are also asked to notify us of any change of address or telephone number as soon as they occur and to ensure that we have accurate emergency telephone numbers.



DISCIPLINE

Discipline is used as a means to an end. Children need to be happy and secure in order to develop as well balanced individuals. To this end a firm but kindly discipline is maintained throughout the school. The Governors, notably the parish Priest, the teachers, parents, friends and helpers all co-operate to uphold the high standards that have been the tradition of the school since its original foundation in 1853.

A happy atmosphere with a gentle concern for all is fostered and maintained, so that the children may grow and develop in every way while learning to care for and share with others.

A house system operates across the school which helps to foster a family atmosphere and team spirit.

The Positive Discipline policy used in school ensures that children and parents know what is expected of them. School rules, (displayed in each class), rewards and consequences are known to all and new parents are made aware of how the system operates. Parents have an important part to play in implementing this policy by supporting and encouraging their child.

If problems do arise parents will be contacted in order that we can all work together.



SCHOOL HOURS ATTENDANCE AND PUNCTUALITY

Regular attendance and punctuality are an essential part of a child's training.

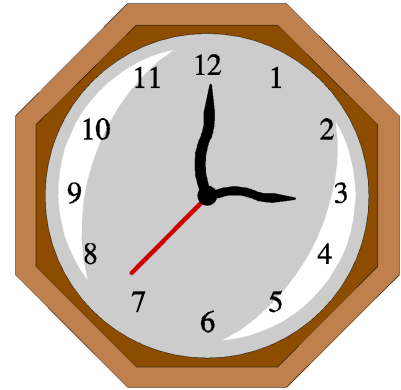
School gates are opened at 8.35 a.m. each morning.

Staff are on duty from 8.40 a.m. each morning.

School times are:-
8.50 a.m. - 12.20 p.m.
1.30 p.m. - 3.15 p.m.

The taught hours are:-

Reception, Year 1 + 2 = 22 hours
Years 3,4,5 +6 = 23 hours 30 mins



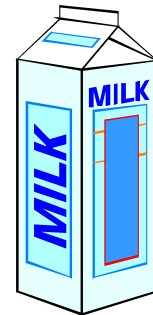
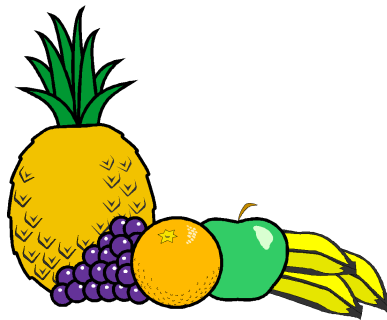
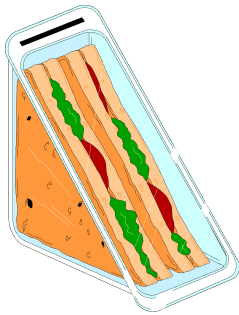
If a child's home time arrangements change, parents should in the interests of safety, let us know by letter. This also saves confusion and tears.

ABSENCES FROM SCHOOL

Parents are requested not to take their holidays during term time.

All absences from school and late arrivals must be explained by letter or telephone as these details have to be recorded in the register. The LA and Department for Education require information regarding absenteeism. Last year St. Mary's had very few unauthorised absences.

LUNCH



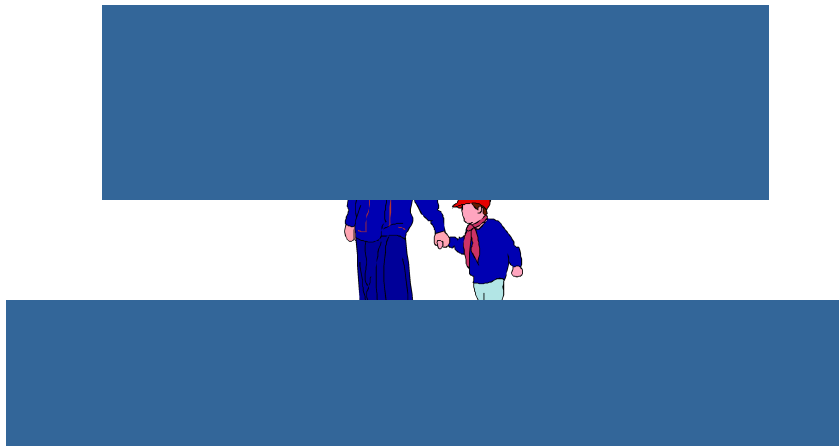
Universal Free School meals are available for all children from Reception class to Year 2.

School lunches are available and payment is made for the week on Monday morning. If parents prefer to pay in advance for a longer period then they are welcome to do so.

Alternatively children may bring a packed lunch. Changes from one to the other should only be done at the beginning of a term or half term and a request for a change should be made by letter well in advance.

All boxes, flasks, etc. should be clearly labelled with the child's name and bags should be as small as possible.





Parental co-operation is welcomed and encouraged. Parents, who can do so, give very valuable voluntary help in the school and more volunteers are always welcome.

During the year parents are invited to meet the teachers and share information and discuss their child's progress. The Headteacher and/or class teacher are available at other times should parents wish to make an appointment.

This association was formed in March 1997 and is very successful.



Parents meet to organise enjoyable occasions for the children of the school and to raise funds. All parents are members.

The FoSM committee is as follows:

Chair: Mrs. Kerry Crowe
Treasurer: Mr. Luke Rollason
Secretary: Ms. Lorraine Sanderson

Please feel free to contact via the school office, by sending us an e-mail at the following address: office@stmarys-rc.leics.sch.uk

HOME/SCHOOL/PARISH

The school organises the First Communion programme and the parents meetings are held in the Parish Hall led by the Parish Priest.

A stall is run by the school when the parish hold their fund-raising Bazaars and Fairs and the parishioners Senior Citizens group are entertained by the children annually.

Parents and parishioners are invited to join us for masses in school and church for our Nativity plays and our annual production.

For any event taking place in school such as our Book Fairs the invitation is open to all.

Last year a Youth Group started for the children of St. Mary's School and Parish which meets every second Sunday in the Parish Hall, ages 7-11 years. This is beginning to be very well supported by the children.

A Mothers and Toddlers Group meets once a week on a Tuesday afternoon in the Parish Hall for any parents with children under school age.

The children from the school and the parish lead a Children's Mass on one Sunday a month in the church, which is very popular with families. Also, there is a Children's Liturgy Service for all ages of children at each Sunday Mass.

Three opportunities per year are given for parents to meet with the class teacher(s) when your child's progress can be discussed.



REPORTS

Towards the end of the academic year parents receive a written report relating to their child's academic and personal achievements. Following this they are invited to come into school to

see staff and the children's work. At the end of Key Stages i.e. at 7 and 11 years, parents will also receive details of their child's level of attainment.

UNIFORM

School uniform is:-

Girls\|: Navy tunic, skirt or trousers.
Pale blue polo shirt
Navy sweatshirt or fleece

Boys: Navy trousers
Pale blue polo shirt
Navy sweatshirt or fleece



Coats should be plain, preferably Navy.
Shoes should be worn for school, not trainers.
All children should wear flat shoes.

P.E. *Girls & Boys* - White T-shirt
Shorts
Outdoor Trainers
(Juniors only)
Navy blue jogging trousers
(Optional)

All children except the Reception class require Swimming kit and the boys should have trunks, not shorts. Caps are required for these lessons.

All clothing, bags, P.E. kit etc. should be clearly marked with the child's name. We also ask that any bags are kept as small as possible.

We do not have room to store large bags during the day.

Paul Hughes (school governor) organises a school shop that opens on weekdays as follows:

FRIDAY: 2.45 P.M. ONWARDS

CHARGING FOR SCHOOL ACTIVITIES

Parents are requested to help the school with contributions for swimming, school trips and music tuition.

SAFETY



Jewellery is a hazard which cannot be allowed in school.
Earrings are a hazard in any physical activity and must be removed.

PROPERTY

Children are responsible for their personal property and for taking items home at the end of the day. We always do our best to ensure that clothing and other items are kept safe but we cannot accept responsibility for loss or damage.

All belongings should be marked with the child's name.

Children are expected to use school books and equipment with care.

DOCUMENTS

Documents from the DCFS and LA Schemes of Work and Policy statements are available in school should parents wish to see them.

NATIONAL CURRICULUM ASSESSMENT

**Please see the link below:
[education.gov.uk/schools/performance](https://www.education.gov.uk/schools/performance)**

SCHOOL LIAISON

The school enjoys good relations with all schools in the town and the other feeder schools to De Lisle. Regular meetings take place between staff from all these schools.

SECONDARY SCHOOL

Close co-operation exists between St. Mary's and De Lisle, the secondary school to which most of our children transfer at the age of 11.

A small proportion of children take the Convent, High School, Ratcliffe, Grace Dieu and Grammar School entrance exams.

ADMISSION TO DE LISLE

Most parents of children in the Catholic primary schools request admission to De Lisle School for their secondary education if they live within the appropriate catchment area.

Catholic applicants are offered places first, and if necessary parish priests will be asked to provide a recommendation. De Lisle School also very much welcomes children who are not Catholics, particularly if their families are practising members of other Churches, though it may not always be possible to accommodate them because of the pressure of numbers. The position can change from year to year and siblings of children already at De Lisle, both

Catholics and others, have to take precedence. It is not possible, therefore, for St. Mary's School to give any guarantee that pupils will be offered a secondary place at De Lisle, though the Head and Governors of De Lisle will try to take them if possible.

STARTING SCHOOL

Starting school can be quite an ordeal for some children, especially if they are the first in the family to do so. To make the transition from home to school as enjoyable as possible the school offers families a home visit by the 4+ class teacher prior to a child commencing school and the child is invited to join us for several afternoon sessions during the term before they start.

Parents can help in so many ways and the points set out below are intended to help both parents and children make starting school a happy and exciting new experience.

Parents should:-

1. Take advantage of the invitation to come into school and leave their child for several sessions the term before they are due to start.
2. Make sure their child can manage at the toilet.
3. Make sure their child can dress and undress for both outdoor and indoor wear (we always give help with ties and shoe laces) and please label ALL clothing and belongings.
4. Make sure their child can use a knife and fork properly and if he/she has sandwiches can cope with what he/she is given.
5. Help their child with language development through talking, stories, nursery rhymes etc.
6. Encourage short spells of sitting down quietly either to listen to a story or play a game, do a jigsaw, colouring etc., to help develop concentration.
7. Always be punctual in the morning and at home time. Inform the school if they are going to be late so we can tell their child. In this way tears can be avoided.

ARRANGEMENTS FOR DEALING WITH COMPLAINTS

Stage One: Complaint Heard by Staff Member

It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate. To that end, if staff are made aware of the procedures, they know what to do when they receive a complaint.

It would assist the procedure if the school respected the views of a complainant who indicates that he/she would have difficulty discussing a complaint with a particular member of staff. In these cases, the complaints co-ordinator can refer the complainant to another staff member. Where the complaint concerns the headteacher, the complaints co-ordinator can refer the complainant to the chair of governors.

Similarly, if the member of staff directly involved feels too compromised to deal with a complaint, the complaints co-ordinator may consider referring the complainant to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the complaint objectively and impartially is crucial.

Where the first approach is made to a governor, the next step would be to refer the complainant to the appropriate person and advise them about the procedure. It would be useful if governors did not act unilaterally on an individual complaint outside the formal procedure or be involved at the early stages in case they are needed to sit on a panel at a later stage of the procedure.

Stage Two: Complaint Heard by Headteacher

The headteacher's influence will already have shaped the way complaints are handled in the school. At this point, the complainant may be dissatisfied with the way the complaint was handled at stage one as well as pursuing their initial complaint. The head may delegate the task of collating the information to another staff member but not the decision on the action to be taken.

Stage Three: Complaint Heard by Governing Bodies Complaints Appeal Panel

The complainant needs to write to the Chair of Governors giving details of the complaint. The Chair, or a nominated governor, will convene a GB complaints panel.

The governors' appeal hearing is the last school-based stage of the complaints process, and is not convened to merely rubber-stamp previous decisions.

Individual complaints would not be heard by the whole GB at any stage, as this could compromise the impartiality of any panel set up for a disciplinary hearing against a member of staff following a serious complaint.

The governing body may nominate a number of members with delegated powers to hear complaints at that stage, and set out its terms of reference. These can include:

- drawing up its procedures;
- hearing individual appeals;
- making recommendations on policy as a result of complaints.

The procedure adopted by the panel for hearing appeals would normally be part of the school's complaints procedure. The panel can be drawn from the nominated members and may consist of three or five people. The panel may choose their own chair.

The Remit of The Complaints Appeal Panel

The panel can:

- dismiss the complaint in whole or in part;
- uphold the complaint in whole or in part;
- decide on the appropriate action to be taken to resolve the complaint;
- recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

There are several points which any governor sitting on a complaints panel needs to remember:

- a. It is important that the appeal hearing is independent and impartial and that it is seen to be so. No governor may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it. In deciding the make-up of the panel, governors need to try and ensure that it is a cross-section of the categories of governor and sensitive to the issues of race, gender and religious affiliation.
- b. The aim of the hearing, which needs to be held in private, will always be to resolve the complaint and achieve reconciliation between the school and the complainant. However, it has to be recognised the complainant might not be satisfied with the outcome if the hearing does not find in their favour. It may only be possible to establish the facts and make recommendations which will satisfy the complainant that his or her complaint has been taken seriously.
- c. An effective panel will acknowledge that many complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. The panel chair will ensure that the proceedings are as welcoming as possible. The layout of the room will set the tone and care is needed to ensure the setting is informal and not

adversarial.

- d. Extra care needs to be taken when the complainant is a child. Careful consideration of the atmosphere and proceedings will ensure that the child does not feel intimidated. The panel needs to be aware of the views of the child and give them equal consideration to those of adults. Where the child's parent is the complainant, it would be helpful to give the parent the opportunity to say which parts of the hearing, if any, the child needs to attend.
- e. The governors sitting on the panel need to be aware of the complaints procedure.

Roles and Responsibilities

The Role of the Clerk

The Department strongly recommends that any panel or group of governors considering complaints be clerked. The clerk would be the contact point for the complainant and be required to:

- set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible;
- collate any written material and send it to the parties in advance of the hearing;
- meet and welcome the parties as they arrive at the hearing;
- record the proceedings;
- notify all parties of the panel's decision.

The Role of the Chair of the Governing Body or the Nominated Governor

The nominated governor role:

- check that the correct procedure has been followed;
- if a hearing is appropriate, notify the clerk to arrange the panel;

The Role of the Chair of the Panel

The Chair of the Panel has a key role, ensuring that:

1. the remit of the panel is explained to the parties and each party has the opportunity of putting their case without undue interruption;
2. the issues are addressed;
3. key findings of fact are made;
4. parents and others who may not be used to speaking at such a hearing are put at ease;

5. the hearing is conducted in an informal manner with each party treating the other with respect and courtesy;
6. the panel is open minded and acting independently;
no member of the panel has a vested interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure;

each side is given the opportunity to state their case and ask questions;

written material is seen by all parties. If a new issue arises it would be useful to give all parties the opportunity to consider and comment on it.

Notification of the Panel's Decision

The chair of the panel needs to ensure that the complainant is notified of the panel's decision, in writing, with the panel's response; this is usually within a set deadline which is publicised in the procedure. The letter needs to explain if there are any further rights of appeal and, if so, to whom they need to be addressed.