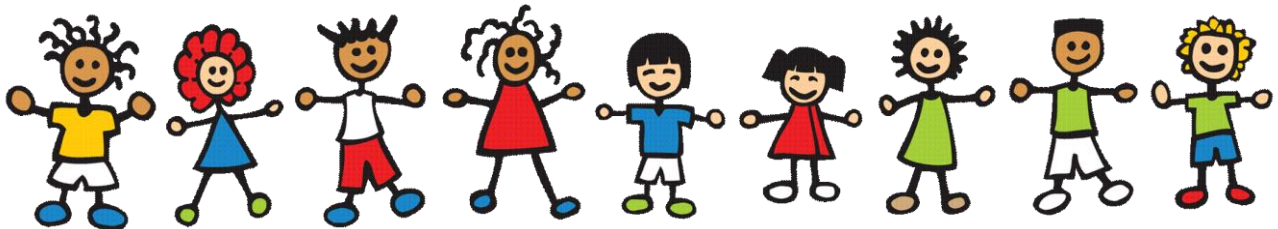


**ST. MARGARET CLITHEROW
CATHOLIC PRIMARY SCHOOL**
Cole Close,
Thamesmead,
SE28 8GB.

Telephone: 020 8310 1699
Fax: 020 8312 2177
Website: www.stmargaretclitherow.greenwich.sch.uk



Headteacher: Mrs. S Waterhouse



WELCOME TO ST MARGARET CLITHEROW PRIMARY SCHOOL

Thank you for showing an interest in St Margaret Clitherow Primary School. I hope that you find the information in this booklet a useful introduction to our school.

Our school is situated in the Parish of St Paul's, Thamesmead, but also takes children from the Parish of St John Fisher, as well as from Parishes in other parts of Greenwich.

While they are here, we aim to make your child's stay at St Margaret Clitherow a happy one, to provide an environment where they are educated and guided by Christian principles and where the beliefs and values of the Catholic faith are actively developed and nurtured. Our mission is to work with our children, parents and carers and the Parishes we serve, in order to build a community in which each person can develop in love and concern for each other.



**ST MARGARET CLITHEROW R.C PRIMARY
SCHOOL PROSPECTUS
2016- 2017**

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ST. MARGARET CLITHEROW RC PRIMARY SCHOOL SCHOOL AND PARISH INFORMATION

St Margaret Clitherow is a one-form entry Roman Catholic Voluntary Aided Primary School, for boys and girls aged 3 to 11 years. It was built in 1977 and is situated in the north of the Royal Borough of Greenwich. It is in the Diocese of Southwark and part of the Thamesmead Cluster of schools. All children are taught in single age classes across the school, with a Nursery class which accommodates 52 children on a part-time basis, either a morning or afternoon session.

School: St Margaret Clitherow RC Primary School
Address: Cole Close,
London,
SE28 8GB

Tel: 0208 310 1699

Fax: 0208 312 2177

Website: www.stmargaretclitherow.greenwich.sch.uk

Parish: St Paul's RC Church
Bentham Rd,
London
SE28 8LN

Parish Priest: Fr Richard Offong

Sunday Masses: Saturday Vigil Mass 6.00 pm
Sunday Morning 11.30 am

Sacrament of Reconciliation: Saturday 5.40pm

LA Address: Royal Borough of Greenwich
The Woolwich Centre
35 Wellington Street
London
SE18 6HQ

Tel. 0208 854 8888

OUR MISSION

In our school we recognise that everyone is unique and has something to offer.

We help them to give of their best so that each person feels valued, is enabled to develop a sense of wonder about themselves and the world they live in, and is ready to embrace the future, confidently as a member of God's loving family.

Working in partnership with children, their parents, our parish and the wider community, we seek to promote Christ's teaching as found in the Gospel so that all "may have life, life in all its fullness".

To achieve this, we aim to create a school where everyone is:

- welcomed, listened to, appreciated and encouraged to give of their best
- valued; their skills and talents are recognised, shared and celebrated for the good of all
- allowed to make mistakes, is encouraged to learn from them and is helped to face new challenges with confidence
- helped to experience the joy of learning and living with others
- respected for who they are and where they come from
- enabled to recognise that we are all equal and unique in God's eyes
- open and willing to learn about themselves, their place in the community and their responsibility towards others
- helped to understand more about God through prayer, liturgy and worship
- helped to experience Christ's Gospel messages of forgiveness, tolerance, justice, peace and love

We hope that within a framework of mutual support and understanding we can work closely with you, to provide a really worthwhile educational experience for your children. We want to have a good relationship with you, to let you know how your child is doing and to see you at a variety of events while your child is with us.



OUR COMMUNITY

The community of our school is a rich one because of the many cultural traditions shared by our families, the governors and the staff. Though we come, directly, or indirectly from many parts of the world, we are united by our faith in Jesus Christ.

At St Margaret Clitherow we fully agree with these fundamental beliefs and do our best to ensure that all children, regardless of gender, race, social class or ability have every opportunity to develop all aspects of their nature whether spiritual, academic, physical, social or emotional. Each child is encouraged to develop a positive self-image through the provision of a broad and balanced curriculum that seeks to foster an awareness and understanding of the social and cultural background of **all** children.



STAFF LIST 2016 - 2017

| | |
|-------------------|-----------------------|
| Mrs S. Waterhouse | Headteacher |
| Mrs K. Isaacs | Deputy Headteacher |
| Ms M. Rooney | Assistant Headteacher |

KS2

Ms M. Rooney
Mr B. Amankwah
Ms I. Collins
Miss E. Morris
Miss C. Mullen

KS1

Ms R. Walker
Ms A Cunningham

FOUNDATION STAGE

Ms D. Wildey
Mrs M. Bartlett

ADMINISTRATIVE STAFF

Mrs Nikki Sahota

SUPPORT STAFF

Ms N. Darvill
Mrs W. Oke
Mrs K. Gregorczyk
Mrs I. Onuoha
Mr K. Brennan
Miss M. Sullivan
Mrs K. Winzar
Mrs G. Dias
Mrs M. Achour
Mrs A. Czifra
Ms D. Hudson
Mrs M. Watkins
Mr J. Conroy
Mr N. Long

PREMISES STAFF

Mr M. David
Mrs D. Breach
Mrs L. Kirwan

THE GOVERNING BODY

Ms Anne Okoisor , Chair of Governors, Local Authority Governor

*Mrs Monica Manley, Foundation Governor
Mrs Chi Chi Offorji, Foundation Governor
Mrs Ivie Omigie, Foundation Governor
Mr John Husband, Foundation Governor*

*Mrs Zaynab Sholola, Parent Governor
Mr Ernest Anyadioha, Parent Governor*

*Mrs Sheila Waterhouse, Headteacher Governor
Mrs Kate Isaacs, Teacher Governor
Ms Ingrid Collins, Observer
Ms Mary Rooney, Observer*

Mrs Julie Scott, Clerk

THE GOVERNORS

The Governors have overall responsibility for the school and are representative of the community in which it is based. They are a dedicated group whose wisdom, guidance and hard work are given **voluntarily** throughout the year for the benefit of the children. Our Foundation governors are appointed by the trustees of the school who are the Diocese of Southwark; the Local Authority appoint their own representative and the remaining governors are elected by the teaching staff and parents. The Headteacher is also a governor.

Governors have a responsibility to uphold the Catholic ethos of the school, with additional responsibilities for the admission of pupils, the appointment of staff, the curriculum, the school premises and finance. They meet each term to discuss the business of the school and belong to a variety of committees. Minutes of the termly meetings are available on our school website.

SCHOOL TERM AND HOLIDAY DATES 2016 - 2017

Autumn Term 2016

School Open from Tuesday 6th September to Thursday 20th October 2016
School Closed for Half Term: Monday 24th October to Friday 28th October 2016
School Open from Monday 31st October to Wednesday 21st December 2016

Spring Term 2017

School Open from Wednesday 4th January to Friday 10th February 2017
School Closed for Half Term: Monday 13th to Friday 17th February 2017
School Open from Monday 20th February to Friday 31st March 2017

Summer Term 2017

School Open from Wednesday 19th April to Friday 26th May 2017
School Closed for Half Term: Monday 29th May - 2nd June 2017
School Open from Monday 5th June to Thursday 20th July 2017

INSET Days - school closed to children

Monday 5th September 2016
Friday 21st October 2016
Tuesday 3rd January 2017
Tuesday 18th April 2017
Friday 21st July 2017

Bank Holiday

Monday 1st May 2017 - school closed

SCHOOL HOURS

NURSERY

Morning Session: 8.30 a.m. -11.30 a.m.

Afternoon Session: 12.00 p.m. - 3.00 p.m.

KS1

Morning Session: 8.50 a.m. to 12 noon

Afternoon Session: 1.10 p.m. to 3.00 p.m.

KS2

Morning Session: 8.50 a.m. to 12.20 p.m.

Afternoon Session: 1.10 p.m. to 3.00 p.m.

There is no supervision before 8.40 a.m. and after 3.10 p.m. Therefore, the school takes **no** responsibility for the safety of children who are on the premises before or after these hours.

Please be punctual when bringing and collecting your children each day. If for any reason you are late please telephone the school office. Children who are not collected on time may be referred to social services and taken to a place of safety. We do not allow any child to be collected by an adult unknown to us.

EXTRA ACTIVITIES

Before & After School Care

A Breakfast club for all children and After school clubs for Years 1 - 6 are available. Booking forms are available from the school office.

ADMISSIONS POLICY

St. Margaret Clitherow is a Voluntary Aided Catholic Primary School in the Diocese of Southwark in which Religious Education is at the heart of the curriculum. It is in the trusteeship of the Diocese. 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 Jesus Christ.

As a Catholic School, Catholic doctrine and practice underpins everything we do and it is essential that the Catholic character be fully supported by all families in the school.

Although the school exists primarily to serve the Catholic community and Catholic children always have priority of admission, the Governing Body welcomes applications, (subject to availability of places), from those of other denominations and faiths who support its religious ethos.

Responsibility for admission rests with the Governors who are the admitting authority. Having consulted with the Local Authority and other admission authorities the Governors intend to admit

30 pupils, at one point of entry, to the Reception Class in the school year which begins in September 2016.

The admissions criteria are the same for both nursery and the main school, however separate applications are required.

Nursery

Children will be admitted to the Nursery at the beginning of the academic year in which their fourth birthday occurs. The number of intended admissions each year beginning September 1st is 52 part time places.

Admission to the nursery does not guarantee a place at the school.

Reception

Children will be admitted for full-time schooling in September of the academic year in which they become of statutory school age (that is the September following the child's 4th birthday).

Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year; parents may also request that their child attends part-time until the child reaches compulsory school age. If entry is deferred, the place will be reserved and not offered to another child. With regard to requests for children to be educated outside the chronological year group, the school follows the Royal Greenwich's procedures as stated in the booklet "Primary Schools in Royal Greenwich" www.royalgreenwich.gov.uk/admissions

How places will be allocated

The number of intended admissions each year beginning the 1st September is thirty (30). Pupils will be admitted without reference to ability or aptitude. Where there are more applications for places than the number of places available, places will be offered as follows:

First priority will go to children with a statement of special educational needs (SEN) or an education health and care plan (EHCP) naming the school. Remaining places will be given the following priority:

1. Catholic children/children in the care of Catholic families who are either looked after, have been adopted and were previously in care or have left care under a special guardianship or residence order.
2. Baptised Catholic children from practising* Catholic families - this includes children of parents who are adherents to any of the Oriental Rite Churches* in union with Rome who are baptised and practising. Evidence of Baptism and practice will be required.
3. Children enrolled in the catechumenate*. Evidence of enrolment in the catechumenate will be required.
4. Other children who are either looked after, have been adopted and were previously in care or have left care under a special guardianship or residence order.

5. Children who are members of Eastern Orthodox Churches. Evidence of Baptism will be required.
6. Children of families* who are members of other Christian denominations that are part of Churches Together in England. Evidence of Baptism (or dedication) provided by a priest or minister of a designated place of worship will be required.
7. Children who are members of other faiths. Evidence of membership of the faith provided by a priest, minister or religious leader of a designated place of worship will be required.
8. Any other children.

If more applications have been received in any of the above categories than the school/nursery has places available, the following criteria will be applied in the order of priority set out below in order to decide between applications:

A. For category 2 above - The strength of evidence of commitment to the faith as demonstrated by the family's Mass attendance on Sundays. (The frequency of Mass attendance as confirmed by the Parish Priest will be used to rank applicants, i.e. children whose families attend weekly Mass will be given priority over those who attend fortnightly; those who attend fortnightly priority over those who attend monthly, those who attend monthly priority over those who attend occasionally etc; in the order specified on the Confirmation of Religious Practice Form). This evidence must be provided by the parents/carers and be endorsed by a priest at the church/es where the family normally worship.

B. The presence of a brother or sister on the school roll at the time of admission. Evidence of relationship will be required.

C. Those with social or medical needs which make the school particularly suitable for the child in question. Strong and relevant evidence must be provided by an appropriate professional authority (e.g. qualified medical practitioner, education welfare officer, social worker or priest). The Governing Body will require written evidence in such cases from any relevant professional at the time of the application. This evidence must set out the particular reasons why St. Margaret Clitherow is the most suitable school and the difficulties that would be caused if the child had to attend another school.

D. Proximity to the school from the candidate's home* address, the distance measured by the shortest straight line measurement from a single fixed point in the centre of the home address to the centre of the school in Cole Close (this will be confirmed using the Greenwich Geographical Information System). Evidence of residence may be required. Where the last remaining place is to be allocated and two or more children are deemed to live at the same distance from the school, the place will be decided by the drawing of lots.

ADMISSIONS TO ST MARGARET CLITHEROW PRIMARY SCHOOL 2017-2018

These definitions explain some of the terms used in our Admissions Policy. Please read them carefully.

"looked after children" has the same meaning as in Section 22 of the Children's Act 1989, and means any child in the care of a public authority and are in public care. Applications made under this criteria must be accompanied by details of circumstance and professionally supported evidence (e.g. from an appropriate social worker). Please note that children in private fostering arrangements are not considered looked after children.

"practising Catholic families" is defined by frequency of Mass Attendance in the order shown on the Supplementary Form, thus applications will be ranked: Weekly, Fortnightly, Monthly, Occasionally etc.

"siblings" (brother or sister) means children who live as brother and sister, including natural brothers or sisters, half and step brothers or sisters. It does not include other relatives, e.g. cousins or unrelated children who live at the same address and does not include siblings attending the school's nursery.

"twins" where twins or children from other multiple births qualify for the last school places to be allocated, the governors will admit the qualifying siblings in breach of the legislation relating to infant class size as they will be considered as excepted pupils.

"families" is defined as being the child's natural or adoptive parents, or officially designated carers. It does not include grandparents or other relatives unless they are officially designated carer.

"Catholic" means a member of a Church in full communion with the See of Rome. This will normally be evidenced by a certificate of baptism in a Roman Catholic Church or a certificate of reception into full communion of the Roman Catholic Church. For the purposes of this policy it includes a looked after child who is part of a Catholic family where the Priest's reference demonstrates that the child would have been baptised or received into the church if it were not for their status as a looked after child, (e.g. a looked after child in the process of adoption by a Catholic family).

"home" refers to the principle home address at which the child lives for the majority of his/her time. If your child resides equally between both parents, we consider the principal home address as being the address at which your child is registered whilst attending early years provision, with a GP and, if applicable, the address of the parent who is in receipt of Child Benefit or Child Tax Credits for your child.

"catechumen" - member of the catechumenate of the Catholic Church (someone undergoing instruction prior to being baptised into the Catholic Church). This must be evidenced by either a letter from the Parish Priest to confirm this or a certificate of reception into the order of catechumens.

Churches in union with Rome

Personal Ordinariate.

Baptised children of parents who are members of the Ordinariate established under the Apostolic Constitution *Anglicanorum Coetibus* of November 4th 2009 are to be given equal preference to that offered to children baptised in a Catholic church. It is important to note that these children may have been baptised in the Church of England.

"Oriental Rite Churches" -in union with Rome

Alexandria: Coptic, Ethiopian (includes Eritrean Catholic Church)

Antioch: Malankrese (Sri Lanka), Maronite, Syrian

Armenian: Armenian

Chaldean (Syro-Oriental): Chaldean, Malabar

Constantinople (Byzantine): Albanian, Byelorussian, Bulgarian, Georgian, Greek (Hellenic), Greek Melakite, Italo-Albanian, Church of the Byzantines of the Diocese of Krizevci, Macedonian, Romanian (Greek), Russian, Ruthenian, Slovakian, Ukrainian, Hungarian.

Other Christian Denominations refers to denominations that are members of Churches Together in England, which include the following:

Antiochian Orthodox Church, Baptist Union of Great Britain, Cherubim and Seraphim Council of Churches, Church of England, Church of God of Prophecy, Church of Scotland (in England), Congregational Federation, Coptic Orthodox Church, Council of African and Caribbean Churches UK, Council of Oriental Orthodox Churches, Icthus Christian Fellowship, Independent Methodist Church, International Ministerial Council of Great Britain, Joint Council for Anglo-Caribbean Churches, Lutheran Council of Great Britain, Mar Thoma, Methodist Church, Moravian Church, New Testament Assembly, New Testament Church of God, Ecumenical Patriarchate, Redeemed Christian Church of God, Religious Society of Friends, Roman Catholic Church, Russian Orthodox Church, Salvation Army, Transatlantic Pacific Alliance of Churches, United Reformed Church, Wesleyan Holiness Church.

(Please note the onus is on parents to provide up-to-date information to support the application at the time of consideration.)

Admission Procedures

The Governing Body has set the number of intended admissions to the Reception year at 30.

Applications for places at St Margaret Clitherow are made by way of an online or paper **Common Application Form (CAF)** supplied by the home local authority and the **Supplementary Information Form (SIF)**, available from the school.

The CAF should be returned to the home local authority. The SIF returned to the school.

Any special information regarding social or medical need should be submitted with the application form.

The SIF should be completed and sent to the Clerk to the Governors at the school, no later than the closing date published by Royal Greenwich, the maintaining local authority. The form must be endorsed by the parent/s' or guardian/s' Parish Priest (or another priest who celebrates Mass at the church they normally attend), confirming Catholicity and must be accompanied by a copy of the child's baptismal certificate. Where a family has recently moved to the area, the form may be completed by a priest of their former parish and must be accompanied by a copy of the child's Baptismal Certificate. Where a family has recently moved to the area, the form may be completed by a priest of their former parish. If the SIF is not completed, the applicant will be considered under criterion 8.

Offers of places will be sent to parents by the Local Authority on the common offer date as notified.

Appeals Procedures

Parents of children who are not offered a place have the right to appeal to an Independent Appeal Committee under the 1998 School Standards and framework Act. Appeals must be made in writing and must set out the reasons on which the appeal is made. Parents wishing to appeal should obtain an appeal form from the school office. The form should be sent to the Clerk of the Appeal Committee, c/o the school, within 20 days of the notification of the decision.

Infant classes are restricted to 30 children. Parents should be aware that an appeal against refusal of a place in an infant class may only succeed if it can be demonstrated that:

- a) the admission of additional children would not breach the infant class size limit; or
- b) the admission arrangements did not comply with admissions law or had not been correctly and impartially applied and the child would have been offered a place if the arrangements had complied or had been correctly and impartially applied; or
- c) the panel decides that the decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.

Parents/carers have the right to make oral representations to the Appeal Panel.

Waiting List

If an application for a place in the school is unsuccessful, parents may ask for their child's name to be placed on a waiting list. The waiting list is operated using the same admission criteria as those used originally, although the inclusion on the waiting list does not guarantee that a place in the school will become available at any time in the future. Placement on the waiting list does not prevent parents from exercising their right to appeal against the decision, nor can it in any way affect the outcome of such an appeal. Waiting lists are maintained until the end of the academic year.

Late applications

In the event of there being any available places, late applications will be considered by the Governors' Admissions Committee, using the above criteria. If all places have been filled, parents

will be offered the opportunity of placing their child's name on the waiting list. This does not prevent parents from exercising their right to appeal against the decision not to offer a place.

In-Year Admissions

The school manages its own in-year applications for admission to primary school. Application forms for in-year admissions are available from the school office. Forms should be completed and returned to the school office along with copies of the baptismal certificate (if available) Families will be contacted directly by the school to arrange for the child to visit the school. The school participates in the Local Authority's Fair Access Protocol. Children admitted via the Fair Access Protocol take priority over those children on the school's waiting list and those pending appeal.

This admissions procedure, although primarily relevant to children for whom a place is sought at the normal age of entry to primary education (Year Reception), will also apply to succeeding years and be subject to the availability of places.

CURRICULUM POLICY STATEMENT

At St Margaret Clitherow Primary School we place emphasis on helping each child to develop his or her full potential in a caring and happy environment supported by a positive, shared relationship between home and school. Exceptions to full involvement with the National Curriculum in the case of children with special needs, will be made on an individual basis and only after consultation with parents.

The aim of the curriculum is to develop the whole child and enable him/her to achieve his/her full potential intellectually, spiritually, physically and socially. It provides a framework within which all pupils have access to a curriculum of similar breadth and balance, irrespective of their level of ability or social circumstance.

- it offers children the opportunity to acquire skills and knowledge and to increase their experience of the world and imaginative understanding
- it helps them to develop socially as members of their school community, learning to work and play together and to accept responsibility
- it encourages appreciation of the rich cultural diversity of our community
- it enables children to begin to develop attitudes and values which will lead them to becoming happy and responsible adults
- it helps pupils to develop qualities of perseverance and self-discipline
- it encourages the ability to be sensitive to the needs of others in order to develop good personal relationships
- it leads the development of a code of social and moral values
- it develops a strong spiritual awareness and a trust in God
- it assists in the development of a prayer life
- it teaches the Gospel and the doctrines, traditions and culture of the Roman Catholic Church

The objectives of the curriculum are to develop children as autonomous learners

- literate and numerate with the knowledge and skills required to retrieve and record the information they may require
- able to question, predict and apply fair tests
- able to use a range of practical skills, tools and equipment including ICT, to assist learning and recording
- the ability to appreciate art and music
- the knowledge and skills to enjoy physical activity and development and good health
- a knowledge of other times and places
- an appreciation of other people and cultures
- the ability to question and discriminate
- a capacity to make informed, responsible and realistic decisions
- a flexibility of attitude and approach to situations and experiences

The Governing Body will liaise with other schools and professional bodies in keeping the curriculum policy under review.

Our Website www.stmargaretclitherow.greenwich.sch.uk contains a number of our policy documents and these will be added to over time.

TALKING TO US

Parents interested in sending their children to our school and wishing to visit in order to look at the opportunities provided, should contact our Senior Administrative Officer. We believe that it is vital to your child's education and well-being that you involve yourselves in whatever they are doing at school.

The school keeps in touch with parents in a variety of ways: weekly newsletters, letters from the Headteacher, curriculum letters from staff, via our website and through meetings on specific issues. There are curriculum meetings each term to which all parents are invited, providing an opportunity for sharing information and discussion.

Each term there are consultation evenings so that you can discuss your child's progress with their class teacher. In the Autumn term, targets are agreed with you so that you are clear as to the things we **both** need to be doing to help your child make good progress. In the Spring term, we invite you to look at your child's work and discuss it with their teacher. At the end of the Summer term, you are invited to review and comment on your child's progress, as well as taking home a written report. We also send home a questionnaire every year asking parents about how well we are doing, the results of which are shared.

Parents of children due to transfer to Secondary school are invited to a meeting at the beginning of the Autumn Term during which, information regarding Secondary Transfer is given and assistance in completing the on-line application.

All parents have the right to ask for an interview with the Head and/or class teacher to discuss the progress of their child, and any difficulties or problems which they may be experiencing. It helps if such visits are preceded by a telephone call to arrange an appointment because time can then be set aside for a meaningful discussion. The Headteacher will always deal with any urgent matter and should be contacted if there is any serious problem or concern either at school or at home.

For some matters there are statutory procedures which must be followed. These include:

- admission and exclusion from school
- assessment of special educational needs
- schools re-organization
- complaints against staff which are subject to disciplinary procedures

TEACHING ORGANISATION

THE FOUNDATION STAGE

Children are admitted to the nursery class as part-time pupils at the beginning of the term following their third birthday. Admission to the Reception class is in September, in the academic year in which the child has their fifth birthday. The academic year is from September to July each year.

To help the children to settle in more quickly, our nursery staff visit you and your child at home before they start. During the term preceding admission to mainstream school a programme is in place to ensure the smooth transition to the Reception class.

Our Foundation Stage is very much concerned with the all-round development of the children. It presents them with a variety of experiences to stimulate physical, social, emotional, spiritual and intellectual growth. The curriculum offered is based on that outlined in the Early Years Foundation Stage Handbook and covers personal and social education, communication, language and literacy, mathematical understanding, knowledge and understanding of the world and physical and creative development.

Activities are presented in a secure environment in which it is hoped the children will flourish, gaining confidence and independence.



THE SCHOOL

In the school children are taught in year groups and move up each year with their peer group. We name each year group in accordance with the National system.

| Phase | Age | Class | Phase | Age | Class | Phase | Age | Class |
|-------|-----|-----------|-------|-----|--------|-------|-------|--------|
| FS1 | 3-4 | Nursery | KS1 | 5-6 | Year 1 | KS2 | 7-8 | Year 3 |
| FS2 | 4-5 | Reception | KS1 | 6-7 | Year 2 | KS2 | 8-9 | Year 4 |
| | | | | | | KS2 | 9-10 | Year 5 |
| | | | | | | KS2 | 10-11 | Year 6 |

The teacher for each class is responsible for the children's work although they may, at times be working with other teachers and learning support assistants in other parts of the school. The school employs a specialist teacher for children with specific learning difficulties, a part time speech and language therapist, a learning mentor as well as a music specialist and a sport's coach.

Parent teacher consultation is encouraged and teachers advise you on how to help your child at home, thus ensuring that you and they work together for the benefit of the children.

Each year you will be sent an updated list of teaching staff for your information.

THE CURRICULUM

Our school strives to encourage the development of the individual child. We seek to strengthen those human and Christian values that you will have taught them during their early years and believe that in order for children to become successful learners, they must all be given equal access to a broad and balanced curriculum which draws on their own experience of the world and develops and extends their understanding of it.

Learning experiences provided by the teacher seek to build on children's existing knowledge and conceptual understanding and aim to be both meaningful and challenging. Skills already acquired are reinforced through a wide range of activities.

Children are encouraged to see themselves as active participants in their own learning. We want them to develop a positive attitude towards themselves and their work and towards others. Learning is facilitated through sensitive intervention on the part of the teacher who actively seeks to promote co-operation, independence and self discipline so that each child feels confident and secure within the learning environment.

Gospel values influence everything that goes on in the classroom and throughout the school.

The curriculum we offer includes Religious Education and the Core and Foundation Curriculum subjects.

CURRICULUM CORE SUBJECTS

Maths
Science
English

FOUNDATION SUBJECTS

History
Geography
Design Technology
Information & Communication Technology
Art
PE
Music

The topics chosen allow for coverage of the core and foundation subjects and are usually delivered on a termly basis. We keep records of the children's individual progress. These are based on observations and teacher assessments as well as on formal assessment of progress in all years.

At the end of their Reception year your child will be assessed against the Early Learning Goals that shows their progress and learning needs. The assessment is built up using observations and assessments made by the class teacher of the children's progress in developing personal and social skills, communication and literacy, mathematical understanding, their knowledge and understanding of the world and their physical and creative development.

At the end of Key Stage 1 the children will be assessed by their class teacher who will formally assess their speaking and listening skills and their ability in reading, writing and spelling. They will also give them an overall assessment for Maths through a mixture of teacher assessment and testing.

In Yrs 3-6 the children are assessed in Maths and English using standardised tests which are similar in format to the tests they will be sitting at the end of Yr 6 and their progress in Science is assessed by the teacher.

The tests taken by Year 5 are used to compare children's results over a wide area and place children into the banding groups which appear on the child's transfer document for secondary school. These banding groups enable secondary schools to ensure that they have an appropriate number of children from each ability group.

At the end of KS2 the children sit formal tests known as SATs that are sent away to be marked by external examiners.

You will be sent a copy of the SATs results for Key Stage I and Key Stage 2 at the end of the academic year.



ENGLISH

We aim to develop:

- the children's ability to speak with confidence and fluency in a variety of situations and for a variety of audiences;
- the children's capacity to listen with attention and understanding and for a variety of purposes;
- reading ability, teaching appropriate skills and encouraging reading for pleasure, information and interest through the provision of stimulating resources;
- successful and efficient written communication by providing opportunities and activities designed to develop the child's skills in handwriting, spelling and the written word.



Before your son or daughter starts the Reception class at St Margaret Clitherow you will be invited to a meeting to explain our philosophy. We will tell you about reading at the school, ask for your support through encouraging you to help your children see themselves as readers, share their school books with them and encourage them through praise and enjoyment.

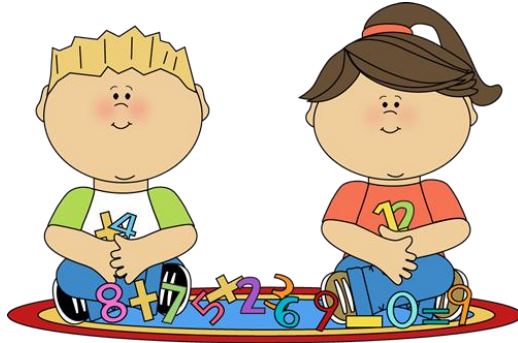
Teaching of Phonics

An awareness of letters and sounds is taught from the earliest age through all areas of learning. We use Letters and Sounds to ensure phonics is taught systematically.

Guided Reading

As part of our Reading policy we teach progressive reading skills to small groups of children set according to their ability in reading. This is planned using shared texts and identified learning objectives.

MATHS



Maths is taught through topics and as a subject in its own right. It is usually taught through daily Maths lessons, using a mixture of direct teaching and interactive oral work as well as problem solving or investigative work and participation in practical activities.

Our aims for the teaching of mathematics are as follows:

- to promote a positive attitude towards the enjoyment and appreciation of mathematics;
- to develop the motivation and perseverance required to see through to completion of a problem;
- to develop the knowledge, skills, understanding and use of number; algebra; measures; shape; space and data handling;
- to enable the children to use and apply these areas in practical tasks and real life problems;
- to provide opportunities for children to investigate mathematical concepts.

SCIENCE

Science is a way of understanding the physical and biological world. We try to develop each child's natural curiosity and the topics we choose usually encompass an aspect of Science. We help the children to look closely, to ask questions, put forward suggestions and ideas, to test these fairly and to record and interpret the results of their enquiries. The skills we seek in our science curriculum include:

- Observing
- Predicting
- Forming and answering questions
- Collecting information using all the senses
- Experimenting and testing
- Interpreting and evaluating
- Recording and communicating
- Organising
- Applying knowledge

DESIGN TECHNOLOGY

In Design Technology, children are encouraged to look at how things work, to learn about the nature of materials and how they are used. They are also provided with opportunities to combine their knowledge and understanding in order to design and make all manner of things. In this way they become prepared to seek solutions and use their skills to overcome problems.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

We recognise that we live in an increasingly technological world and that ICT will have a tremendous impact on the lives of our children. The school has a wide range of computer equipment as well as a purpose built ICT Suite. The children use these resources to communicate information, handle data, simulate real life experiences and control movement. They have the opportunity to use the Internet under supervision and guidance from the teacher. Our comprehensive E-Safety policy is linked to our Child Protection Policy and all children are taught age-appropriate safety skills. Wherever possible, teachers use interactive whiteboards in their teaching and children are encouraged to develop an awareness of the use of ICT across all subjects.

HUMANITIES

These subjects are taught through topics which meet the requirements of the National Curriculum.

In History we want the children to experience the past in an interesting and exciting way. Children are encouraged initially to reflect on their immediate past and, through a carefully planned framework, cover a range of historical studies going back further e.g. Greeks, Victorians etc.

In Geography we begin with children's local knowledge progressing to places and people far away. We try to help them to develop an understanding of the world and themselves as part of it, to challenge stereotypes and encourage empathy, increase understanding and stimulate curiosity.



PHYSICAL EDUCATION (P.E.)

This includes gymnastics, games, dance, athletics, outdoor activities and, in Yr 3, swimming. We aim to have a balance of individual and team activities which will encourage co-operation and competition and help children appreciate that exercise strengthens their bodies and improves their health. Children have PE each week with a P.E. specialist and the school provides opportunities for competing in local tournaments and friendly matches against other schools.

Football

Boys and girls are taught football skills from an early age. We arrange friendly matches with local schools and take part in a number of tournaments.

Cricket

Children in Year 6 are given cricket tuition. We have a mixed team of boys and girls who play Kwik Cricket.

Swimming

Swimming instruction takes place in Yr3 when children visit the Thamesmead Leisure Centre every week. We encourage the children to swim unaided for at least 25 metres by the end of the year.

Sports Day

In the summer term we welcome family and friends to our annual Sports Day. Children take part in a variety of races and points are awarded for each winner's House. A trophy is presented to the House Captains of the winning House.

ART

At St Margaret Clitherow, art is taught in its own right and as part of topic work. The children are taught a variety of skills and techniques and are given the opportunity to explore a range of materials. They also study the work of different artists and cultures and are encouraged to apply this knowledge to their own work.



MUSIC

The music curriculum gives children the opportunity to explore and enjoy music in a variety of ways. They have access to a range of tuned and un-tuned instruments and use them as a means of creative self-expression. They learn how instruments work and about composers and their lives. We have a specialist teacher who teaches music and music making; all children in KS2 are given the opportunity to learn to play the recorder. There is also the opportunity for children who express an interest to attend the Greenwich Music Hub. These will be identified by our music specialists.

MODERN FOREIGN LANGUAGES (MFL)

Children in Key Stages 1 & 2 learn French.

PERSONAL, HEALTH AND SAFETY EDUCATION (PHSE) & CITIZENSHIP

The framework for PSHE and Citizenship has four components:

- developing confidence and responsibility and supporting children in making the most of their abilities;
- playing an active role as citizens;
- developing a healthier, safer lifestyle;
- developing good relationships, and respecting the differences between people.

PSHE and Citizenship is taught mainly through topic work incorporating learning about healthy lifestyles, sex and drug education. The school nurse, members of the fire service, the local community and the schools liaison officer support us in this work as do theatre groups. Issues such as bullying, racism, bereavement, etc. are also tackled in assemblies and through circle time activities.

Health education is seen as part of the preparation for personal, social and family responsibilities. The school aims to give pupils the knowledge and understanding of health matters as they affect themselves and others so they are better able to make informed choices.

We have been awarded the Healthy Schools charter mark in recognition of our work to promote healthy lifestyles.



EDUCATION IN PERSONAL RELATIONSHIPS

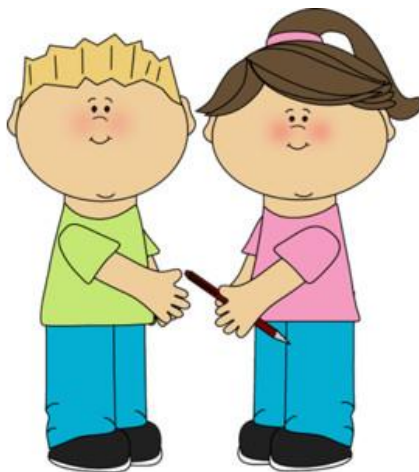
This area of the curriculum is taught progressively from FS1 to Yr6 and is part of a variety of curriculum areas which includes Religious Education, Science and PSHE.

Sex education is seen as part of this broad approach to health, moral and Christian education.

As a Catholic school we acknowledge the primary role of parents in instructing their children on such matters and are aware of the sensitive nature of this subject. In school our children are taught, by means of films and discussion, how babies are conceived and born and provision is made for all children in Yrs 5 & 6 to receive information of the changes in their physical development at puberty. Parents are invited to see all films and literature used before they are shown to the children and are entitled to withdraw their child from all or part of the sex education provided.

Any questions put to us by children are answered honestly and in a manner suitable to their age and understanding. Should we consider that any child's curiosity might lead to fuller discussion of sexual matters, we make a point of approaching you as parents.

Your co-operation and participation in this sphere of your child's development is most important.



HOMEWORK

The staff at St Margaret Clitherow school accept that parents are the first educators of their children.

Homework can be a means of establishing good home school links through:

- involving parents in their children's education;
- consolidating what is learnt at school;
- developing confidence and pride in achievement;
- providing enjoyment in work shared with the family;
- responding to parents' expectations;
- preparing children gradually for the demands of homework at Secondary school.

All children are encouraged to read at home. From Year 1 onwards children take home a weekly list of spellings to learn. Other homework is set daily. Children are asked to learn their multiplication tables and practice them at home and are encouraged to involve their families in the class topic.

Details of what and when homework is set is decided at the beginning of the academic year and is included on the class pages on our website: www.stmargaretclitherow.greenwich.sch.uk

SPECIAL EDUCATIONAL NEEDS

The school is committed to the full integration of pupils with special educational needs and is determined that all pupils should be assured full access to the curriculum. Each child is treated as an individual and, as such, their specific needs are catered for.

All members of staff have collective responsibility for meeting Special Educational Needs (SEN). The headteacher and the special educational needs co-ordinator (SENCO) have particular roles to ensure that this policy is implemented. The Governing Body is kept informed of relevant matters. One governor takes a particular interest in Special Needs.

Identification of need takes place as early as possible in the child's career at school. As soon as we think that a child may have special needs, parents are informed and encouraged to support us in helping their child.

Where the parent, the class teacher, the special educational needs co-ordinator and the headteacher agree that the child is experiencing significant difficulties, then the child's name is placed on the school's SEN Register. This ensures that when there is a change of staff, all work done with a pupil and all records gathered are brought to the attention of the child's new class teacher and/or any new member of staff who works with that child.

Some pupils need support for short periods of time or at specific stages of their school life. For others, the need for support is more long term. To ensure that all children receive the help they need, when they need it, the school allocates a specific teacher to be responsible for co-

ordinating special educational needs throughout the school. This teacher is responsible to the headteacher for:

- advising and liaising with class teachers on ways of helping pupils with difficulties;
- drawing up specific programmes for individual pupils in conjunction with other staff;
- ensuring appropriate additional support is provided to individuals and small groups of pupils on a withdrawal basis where this is best suited to meet their needs ;
- co-ordinating the school's involvement with outside agencies who come to assess or work with pupils.

We employ a part-time speech and language therapist as well as a learning mentor. This enables us to make quick and easy referrals where it is considered appropriate.

We also work closely with outside agencies to help to clarify the learning needs of pupils or to access specific resources or expertise for individual children.

Educational psychologists from the Royal Borough of Greenwich visit the school regularly to advise on individual programmes and other related matters, or to assess pupils whom the school considers should have a Statement of Special Educational Need.

Pupils with disabilities are admitted to the school using the same criteria as all other pupils but with the added clause that special consideration will be given to them on medical grounds.

Provision is made for such pupils according to individual need in order to ensure equal access to the curriculum, to activities and resources and to ensure they are treated in every way as favourably as other pupils.

As a single storey building the school is designed to give access to the disabled and wheelchair users. Ramps have been provided for ease of access.

We are delighted to have been awarded the Charter Mark for Inclusion which recognises our achievement in providing an inclusive school.

ACHIEVEMENT & STANDARDS

EARLY YEARS FOUNDATION STAGE

| EARLY YEARS FOUNDATION | 2014 | | | 2015 | | | 2016 | | |
|-----------------------------------|--------|-----|----------|--------|-----|----------|--------|-----|----------|
| | School | RBG | National | School | RBG | National | School | RBG | National |
| % exp. + Communication & Lang | 90% | 83% | 77% | 87% | 85% | 80% | 86% | 86% | 82% |
| % exp. + Physical Development | 97% | 89% | 86% | 94% | 89% | 87% | 97% | 89% | 88% |
| % exp. + PSED | 90% | 86% | 81% | 87% | 87% | 84% | 90% | 88% | 85% |
| % exp. + Literacy | 73% | 76% | 66% | 84% | 79% | 70% | 79% | 80% | 72% |
| % exp. + Maths | 83% | 81% | 72% | 84% | 82% | 76% | 83% | 83% | 77% |
| % exp. + Understanding the World | 87% | 86% | 80% | 87% | 86% | 82% | 93% | 86% | 83% |
| % exp. + Expressive Arts & Design | 90% | 88% | 83% | 87% | 88% | 85% | 93% | 89% | 86% |
| % exp. + Good Level of Dvpt | 73% | 73% | 60% | 81% | 77% | 66% | 76% | 79% | 69% |

PHONICS

| PHONICS | 2014 | | | 2015 | | | 2016 | | |
|----------------------------------|--------|-----|----------|--------|-----|----------|--------|-----|----------|
| | School | RBG | National | School | RBG | National | School | RBG | National |
| Year 1 % Working at req.std (WA) | 97% | 81% | 74% | 87% | 83% | 77% | 80% | 84% | 84% |
| Year 2 % WA retake | 100% | 69% | 66% | 75% | 63% | 66% | 100% | 61% | 67% |
| % WA by the end of Year 2 | 100% | 91% | 88% | 97% | 92% | 90% | 100% | 92% | TBC |

KEY STAGE 1

| KEY STAGE 1 | | 2014 | | | 2015 | | | 2016 | | |
|-----------------|--------------------|--------|-----|----------|--------|-----|----------|--------|-----|----------|
| | | School | RBG | National | School | RBG | National | School | RBG | National |
| Reading TA | % Level 2 + | 100% | 91% | 90% | 90% | 91% | 90% | | | |
| | % Level 2B + | 97% | 85% | 81% | 87% | 86% | 82% | | | |
| | % Level 3 | 38% | 36% | 31% | 43% | 40% | 32% | | | |
| | % At expd. Std + | | | | | | | 83% | 81% | 74% |
| | % Greater depth | | | | | | | 31% | 34% | 24% |
| Writing TA | % Level 2+ | 100% | 88% | 86% | 90% | 89% | 88% | | | |
| | % Level 2B + | 86% | 75% | 70% | 83% | 77% | 72% | | | |
| | % Level 3 | 28% | 24% | 16% | 33% | 26% | 18% | | | |
| | % At expd. Std + | | | | | | | 76% | 76% | 66% |
| | % Greater depth | | | | | | | 10% | 24% | 13% |
| Maths TA | % Level 2+ | 100% | 94% | 92% | 90% | 94% | 93% | | | |
| | % Level 2B + | 93% | 85% | 80% | 83% | 86% | 82% | | | |
| | % Level 3 | 48% | 32% | 24% | 43% | 36% | 26% | | | |
| | % At expd. Std + | | | | | | | 83% | 82% | 73% |
| | % Greater depth | | | | | | | 34% | 32% | 18% |
| RW&M TA | % Level 2 + | 100% | 87% | | 90% | 88% | | | | |
| | % "Good" Level 2 + | 93% | 79% | | 80% | 81% | | | | |
| | % Level 2B + | 86% | 72% | | 80% | 75% | | | | |
| | % Level 3 | 24% | 19% | | 30% | 22% | | | | |
| | % At expd. Std + | | | | | | | 76% | 72% | 60% |
| % Greater depth | | | | | | | 10% | 18% | 9% | |
| Science TA | % Level 2+ | 100% | 92% | 91% | 90% | 92% | 91% | | | |
| | % At expd.std | | | | | | | 90% | 86% | 82% |

KEY STAGE 2

| KEY STAGE 2 | | 2014 | | | 2015 | | | 2016 | | |
|--------------|-----------------------|--------|-----|----------|--------|-----|----------|--------|--------|----------|
| | | School | RBG | National | School | RBG | National | School | RBG | National |
| Reading Test | % Level 4+ | 93% | 93% | 89% | 90% | 93% | 89% | | | |
| | % Level 4B+ | 78% | 85% | 78% | 83% | 87% | 80% | | | |
| | % Level 5+ | 63% | 56% | 50% | 57% | 57% | 49% | | | |
| | % At expd. Std (100+) | | | | | | | 75% | 73% | 66% |
| | % Higher standard | | | | | | | 18% | 22% | 19% |
| | Av. Scaled score | | | | | | | 104 | 104.00 | 103 |
| Writing TA | % Level 4+ | 93% | 90% | 85% | 93% | 91% | 87% | | | |
| | % Level 5+ | 56% | 44% | 33% | 53% | 49% | 36% | | | |
| | % Level 6 | 7% | 6% | 2% | 7% | 7% | 2% | | | |
| | % At expd. Std + | | | | | | | 93% | 83% | 74% |
| | % Greater depth | | | | | | | 14% | 26% | 15% |

| | | | | | | | | | | |
|-------------|-----------------------|-------|-------|-----|-------|-------|-----|------|-----|-----|
| Maths Test | % Level 4+ | 93% | 91% | 86% | 93% | 92% | 87% | | | |
| | % Level 4B+ | 85% | 82% | 76% | 90% | 85% | 77% | | | |
| | % Level 5+ | 56% | 48% | 42% | 60% | 53% | 42% | | | |
| | % Level 6 | 26% | 13 | 9% | 23% | 14% | 9% | | | |
| | % At expd. Std (100+) | | | | | | | 93% | 78% | 70% |
| | % Higher standard | | | | | | | 29% | 23% | 17% |
| | Av. Scaled score | | | | | | | 108 | 105 | 103 |
| RW&M | % Level 4+ | 89% | 86% | 79% | 87% | 87% | 80% | | | |
| | % "Good" Level 4+ | 74% | 75% | 67% | 77% | 79% | 69% | | | |
| | % Level 5+ | 48% | 31% | 24% | 40% | 35% | 24% | | | |
| | % At expd. Std (100+) | | | | | | | 75% | 63% | 53% |
| | % Higher standard | | | | | | | 7% | 10% | 5% |
| GP&S Test | % Level 4+ | 78% | 83% | 76% | 100% | 86% | 80% | | | |
| | % Level 4B+ | 70% | 76% | 68% | 87% | 81% | 73% | | | |
| | % Level 5+ | 59% | 60% | 52% | 73% | 65% | 56% | | | |
| | % Level 6 | 0% | 6% | 4% | 7% | 6% | 4% | | | |
| | % At expd. Std (100+) | | | | | | | 89% | 78% | 72% |
| | % Higher standard | | | | | | | 54% | 28% | 23% |
| | Av. Scaled score | | | | | | | 109 | 105 | 104 |
| Science TA | % Level 4+ | 93% | 92% | 88% | 97% | 93% | 89% | | | |
| | % Level 5+ | 48% | 48% | 39% | 63% | 53% | 40% | | | |
| | % At expd. Std + | | | | | | | 93% | 88% | 81% |
| Value Added | Overall (RW&M) | 100.9 | 101.1 | 100 | 100.2 | 101.2 | 100 | | | |
| | Progress reading (VA) | | | | | | | -0.7 | 1.3 | 0 |
| | Progress writing (VA) | | | | | | | 0.4 | 2.5 | 0 |
| | Progress maths (VA) | | | | | | | 2.7 | 1.4 | 0 |

EQUAL OPPORTUNITIES



As a Roman Catholic school which is committed to the Universal Church we are committed to follow the second great commandment that we should "love our neighbour as ourselves."

To do this effectively we:

- welcome the presence of the many cultural and ethnic groups which make up our school community, and enjoy the historical and cultural diversity they bring. We see our task as educators to enable all children to share each other's heritage and individuality as well as our common humanity, and to delight in it. We are aware that racial prejudice and discrimination do exist and therefore recognise our obligation to strive for equality and justice for all, and affirm that any form of racism is unacceptable;
- appreciate the skills and talents of each individual and their potential for growth and development. We offer equal opportunities to develop fully as an individual. We seek to foster a positive attitude to sexual equality and anti-sexist behaviour in all aspects of school life;
- acknowledge the range of individual abilities and recognise that some have greater needs than others. We aim to enable all children to fulfill their potential and, by informed teaching, develop positive attitudes towards people with disabilities which allow independence, equal opportunities and choice to all.



OUR SPIRITUAL DIMENSION

Our Parish Priest, Father Richard Offong, supports us in our work by celebrating school Masses for us in the school and at St Paul's church.

You are always welcome to join us on these occasions, to share in our liturgical celebrations and to help the children understand better the idea that they, their parents, teachers and visitors all belong to God's wider family.

Gospel values are central to all aspects of school life- we begin and end each term by taking the children to Mass at St Paul's, we pray with the children every day, have a religious assembly each day and children also participate in special liturgies throughout the school year, at Advent and Christmas, during Lent and at Easter.

Religious Education is at the heart of our curriculum. We follow the "Come and See" scheme as recommended by Southwark Diocese.

At St Margaret Clitherow we do our best to work together with you and our Parish Community. Home-School-Parish links are vital in encouraging your child in understanding their place as part of a Christian community.

When your child reaches Year 3 they will be invited to join in a programme of preparation for the first Sacraments **in their own Parish**. This involves your making a formal commitment to ensure your child completes work in preparation for the First Sacraments.

We encourage our children not merely to see themselves as belonging to St Margaret Clitherow but as having a responsibility towards others less fortunate than themselves. For this reason, the children are encouraged to raise money for charity. We collect food each year for the Greenwich Foodbank, raise money through singing carols at Christmas, collect for the Cabrini Appeal and every Summer our Yr 6 children plan a Charity week with money collected being given to CAFOD and other charities.

PASTORAL CARE

The school has an agreed code of conduct which the school community follows. This is based on mutual respect and consideration for others.

The values, standards and attitudes of the school community are made clear to the children by example and discussion. Rules exist to support positive behaviour within the school and are designed to promote a safe and secure environment for all.

Class teachers are responsible for the care of children in his or her class, building on the good standards set in the home. Each year the children discuss and agree their own class rules which are displayed in the classroom.

We are naturally concerned with the general well-being of all our children. Everyone working at St Margaret Clitherow is encouraged to see themselves as part of the community. Effort is made to care for each individual child by all members of that community.

Once at school, children are not allowed to leave the premises unless special permission has been given. No child will be allowed out of school during the school day unless accompanied by a parent.

ANTI-BULLYING

We know that bullying sometimes exists and do our best to ensure that when it occurs it is dealt with immediately. Children are encouraged to discuss issues around anti-bullying in assemblies and through our PSHE curriculum. If they complain or start to display a reluctance to come to school, this should be discussed with them and then brought to the attention of the Headteacher.

LEARNING MENTOR

Our Learning Mentor provides support for vulnerable children or those experiencing difficulties forming positive relationships with others.

HOUSE SYSTEM

A House system operates in our school and each child is a member of one of four houses: Goldworthy (green), Hockney (yellow), Monet (blue) and Turner (red). Class and House points are awarded for any activity particularly well done, for effort and for the display of qualities such as thoughtfulness, courtesy, caring and helpfulness.

CHILD PROTECTION

The school has a duty to safeguard and promote the welfare of its children. This responsibility necessitates a Safeguarding policy and procedures. We have the children's welfare at the heart of all our actions and should a member of staff have cause to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff will inform the Designated Person within the school and established Safeguarding Procedures will be followed.

Usually concerns will be discussed with parents before other services are involved. However, this will not happen if it is considered that by doing so will place the child at risk of considerable harm. The Governing Body has established stringent and far reaching safeguarding procedures when recruiting and appointing staff. All new members of staff and regular volunteers are subject to Enhanced Disclosure and Barring procedures.

The school site benefits from an internal security fence and all gates are locked from 9 a.m. until 3 p.m. All visitors must report to the school office.

PUNCTUALITY & ATTENDANCE

It is important that your child comes to school, on time and attends school regularly in order to build on the learning that has gone on before. The DFE requires schools to publish information on school attendance.

A child arriving late in school disrupts the whole of his or her class, misses the vital early morning learning. The time of arrival of latecomers is recorded in the register and frequency of lateness is recorded on pupils' records. Persistent lateness may result in a formal referral to the Attendance Advisory Service.

Absences are divided into authorised and unauthorised categories.

Authorised absences are those for which the Headteacher can give permission (i.e. illness or treatment, education off site, exclusion, and other special circumstances). If appropriate these should always be agreed in advance (a form requesting such permission is available from the school office). Parents do not have a right to take children on holiday during term time and all holidays will be unauthorised, in line with Government legislation. **Extended holidays in term time are not permitted and your child may lose their place in the school**

Unauthorised absences are those for which no explanation has been given (e.g. day trips or visits, shopping, absence without reason, late arrival beyond registration time).

Let the school know promptly, by telephone and a note to the class teacher, if your child is absent through illness or for any other reason. Verbal messages from children regarding absences are not accepted. If we have not heard from you, we will attempt to contact you by telephone when the registers close at 9.00 a.m. Poor attendance is always a cause for concern and may result in a formal referral to the Attendance Advisory Service.

PARENTAL INVOLVEMENT

St Margaret Clitherow actively promotes the partnership between home and school. Parents are made welcome to our school at all times and we use their help in a number of ways. Parents and friends of the school are invited to contribute to school life by:

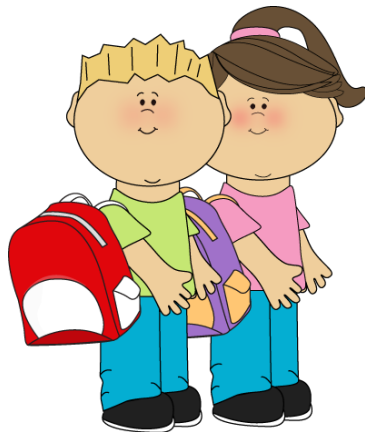
- talking to children about specific interests;
- demonstrating particular talents;
- accompanying classes on educational visits;
- sharing skills and talents;
- talking to children about their jobs;
- listening to children read;
- helping at children's discos.

A variety of meetings are held throughout the year. You will be given plenty of advanced notice in Newsletters which will come to you by pupil post (often found at the bottom of school bags!)

These are some examples of meetings held:

- meetings explaining teaching at the school (Phonics, Maths, R.E., Assessment);
- discussion meetings for parents of children starting at the school;
- meetings explaining school visits that involve overnight stays, e.g. Year 6 residential educational visit;
- regular class assemblies, Masses and services in school when you are welcome to join us.

If you have any concerns, please contact the class teacher to make an appointment.



FRIENDS OF ST MARGARET CLITHEROW

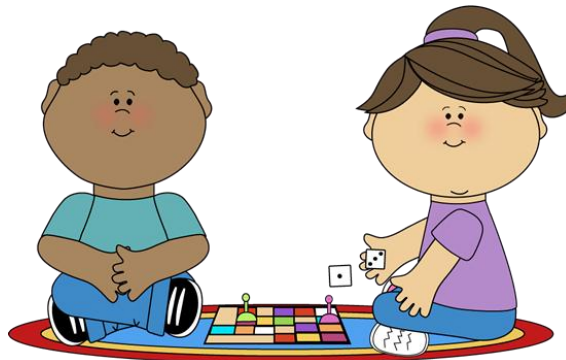
We have a Friends Group who support us in many ways; making costumes, organising school discos and other events and they also help us to raise money. In recent years the group has provided the school with funding to provide:

- playtime activity resources;
- books for our library;
- theatre groups who come to school to perform to the children;
- extra treats for the children at Easter and Christmas.

EXTENDED SCHOOL PROVISION

We provide a wealth of extra-curricular activities which are possible because of the voluntary support of many members of staff.

- Football coaching
- Arts and Crafts club
- Cycling proficiency



HEALTH & WELFARE

SECURITY

We are very aware of the increasing need to ensure that the school is a safe and secure place for both people and property. We have increased security during the day by ensuring that the playground gates are locked at 9 a.m. and remain locked throughout the day until 2.45 p.m.

Admission to the nursery is via the gate at the back of the school. This is only open at the beginning and end of sessions. All other entry is via the front door, which is controlled. There is increased supervision during the times that the gates are open and during children's break times. All visitors are required to wear a visitor's pass and to sign in and out of the building.

We have written to our near neighbours asking them to report anything which they consider suspicious and a sensor security light has been erected at the front of the school.

The school is a member of the School Information Line scheme, which enables all schools to be aware of any security problems involving schools in Greenwich within minutes of a problem arising.

All items of value are permanently security marked, and the school is protected by an alarm system and security patrols.

KEEPING HEALTHY & SAFE

We have a comprehensive Health and Safety policy, which is regularly updated. The Health and Safety Committee of the Governing Body make routine inspections of the school and there is a system for reporting defects or potential hazards.

The fire alarm system is regularly serviced and tested and there is a fire drill every term. Reciprocal arrangements have been made with Windrush Primary School for us to use each other's buildings should it become necessary to leave our own school because of fire, bomb threats or other dangers.

Specialists check all PE and climbing equipment annually under contract and visual checks are made by staff.

WHEN YOUR CHILD IS UNWELL

As you know only too well, children fall ill from time to time. Children normally like to run about and play so if your child appears 'off colour', is unusually quiet or listless, there is probably something wrong.

When a child is obviously unwell, the best place to be is at home with an adult. Do not send a sick child to school; they will be very unhappy and unable to cope with school work. If the illness is

infectious, other children and the teacher may also become ill. Children prescribed antibiotics by their doctor should normally remain at home **until they have completed the course.**

Occasionally a doctor's prescription may make it necessary for medicine to be administered at mid-day. In these circumstances the medicine **must** be handed in to the school office and a form needs to be completed giving details and dosage of the drug and permission for the school to administer it. No unprescribed medicine will be administered. For reasons of safety, a verbal message from your child **cannot** be accepted; **neither will children be allowed to self-medicate.**

You should always inform us if your child has any medical condition which may affect them in school e.g. asthma, epilepsy, allergies, especially those that are food related, diabetes or sickle cell anaemia. If your child does suffer from asthma they **must** have their medication in school at all times and know how and when to use it.

Sometimes your child may contract a condition which is highly infectious e.g. conjunctivitis, impetigo, ringworm etc. On these occasions they are not allowed in school for obvious reasons and must remain at home until clear of infection. If your child has sickness & diarrhoea they must remain at home for **48 hours.**

WHEN YOUR CHILD IS HURT

When your child suffers a minor injury - a cut or a bruise - we administer simple first aid treatment. In the event of a more serious injury or the onset of any illness that might require medical attention beyond our scope and ability, we contact you to take him or her to your GP or to the casualty department of the hospital.

If, however, we suspect that an accident might have caused the fracture of a bone or some internal injury, we treat the case as an emergency and send for an ambulance to take the child to hospital. When this happens we contact parents immediately to give you full details of the accident and ask you go at once to the hospital to meet your child. It is therefore very important that you ensure we have an up to date telephone number at all times.

SCHOOL UNIFORM

To help our children take a pride in belonging to St. Margaret Clitherow, we encourage all of them to wear school uniform. A uniform fosters a pride in the school and a sense of belonging. This in turn helps to develop a greater awareness of personal appearance and self respect which is reflected in sound attitudes, both social and academic. There is an expectation that children have appropriate, simple hairstyles (no razor cuts) and wear sensible black or dark shoes (not trainers). Most of the uniform may be bought locally or the full range is available online at:

www.brigade.uk.com/parentsdirect

Please mark all uniform, including shoes, clearly with your child's name.

GIRLS

Winter

Navy gym-slip/skirt

White blouse/shirt

White/navy socks /navy tights

School tie

School cardigan/jumper

Black/brown sensible shoes

Summer

Dress, blue/white gingham

School cardigan/jumper

Black/brown sensible shoes

BOYS

Grey trousers, long/short

White shirt

School jumper

School tie

White/grey/navy socks

Black/brown sensible shoes

PHYSICAL EDUCATION

Royal blue shorts, White polo/T Shirt, black trainers

For safety reasons jewellery of any kind should not be worn. We allow children to wear stud earrings only (one in each lobe). Wrist watches may be worn at parents' risk. These must be removed for physical education. The school does not accept liability for the loss of clothing or other property left by any person on the premises

CONTACT

Let the school know the address and telephone number where you may be reached during school hours. We must be notified immediately of any change of address or telephone number and also require an emergency contact number in the event of our not being able to contact you.

PARKING ON SCHOOL GROUNDS

Parking facilities at the school are limited and may only be used by teachers and service vehicles. The car park to Birchmere Park is open in the morning from 8.40 a.m. until 9.00 a.m. and again in the afternoon from 2.40 p.m. until 3.00 p.m. to help with the congestion on the roads around the school.

SCHOOL COUNCIL

We have a very effective School Council with elected representatives from Yr 1 upwards who meet regularly to organise events and discuss all manner of issues raised by children.

The children also elect their own House Captains each year and the Headteacher and staff choose a Head Boy and a Head Girl from Year 6.

SCHOOL MEALS

School dinners are available at a standard charge which changes from time to time. There is a choice of main course, including a vegetarian option for those children registered as vegetarian. Children are allowed to take only the food they want and no child is forced to eat anything. However, all children are encouraged to eat some meat/fish and vegetables.

Arrangements are made to ensure that suitable meals are available for children needing special diets for health reasons. If your child needs a special diet you should put your request in writing to the Head.

Children may bring a packed lunches at their parents' request, provided this request is made on the first day of term and remains for the whole term (please note **not** the half term). As part of our commitment to being a Healthy School we ask that children bring a healthy packed lunch. We encourage them to eat fruit and vegetables as part of a balanced diet. Children bringing packed lunches must have a secure lunch box which is as small as practicable.

We do not allow sweets, chocolates or flavoured or fizzy drinks as part of a packed lunch.

Payment for school dinners should be made in advance, preferably on a Monday. This helps the office staff to order the correct number of meals. Please put the correct amount of money into a sealed envelope (available from the school office) with the child's name and class on the front. If you prefer, you can pay in advance by cheque on a half- termly/termly basis.

If a parent wishes to take a child home for lunch the Headteacher must be informed - children's supervision and safety to and from home at lunchtime is the parent's responsibility.

All children in Key Stage 1 are entitled to receive a free school meal. In addition to this, if your income falls below a certain limit, meals may be provided free. Application forms for free meals are available from the school office.

SCHOOL JOURNEY

Each year a School Journey is planned for our Year 6 children. The trip is a residential one with children being taken away from Monday to Friday by members of staff. The purpose of the trip is an educational one with children learning to get along with each other in an informal setting, participating in activities not available in school and having fun. All Yr 6 are encouraged to attend.

LOST PROPERTY

We would ask all parents to put children's names in all clothing so that lost items can be quickly returned to their owner. If your child loses an item the best place to look is in their classroom or in the lost property area in the KS1 cloakroom. Unclaimed items are disposed of at the end of each term.

CHARGING AND REMISSIONS POLICY

The Governors recognise the value that a wide range of additional activities including clubs, outings and residential experiences can make toward a child's personal and social development. They aim to promote such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional activities. If such activities are to take place, it is necessary to ask parents for voluntary contribution.

CONCERNS AND COMPLAINTS

If you have something which is concerning you please speak to the class teacher in the first instance. Teachers are always happy to discuss issues and an appointment can be made. If the issue cannot be resolved then the Headteacher will make a mutually convenient time to discuss your concerns.

If you feel that the problem has not been resolved, the Headteacher will explain the complaints procedure to you for making a formal complaint to the Governors of the school.

