St Mary of the Angels'
School Prospectus 2020



Proverbs 22:6 "Train up a child in the way he should go; even when he is old he will not depart from it."



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MISSION STATEMENT

Recognising and celebrating the presence of Christ in one another.

At St. Mary of the Angels:

- *we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;*
- *we all work as a big team to encourage everyone to be the best that they can be, at work and at play;*
- *we create a safe, positive, fair environment where all feel respected and valued.*

Aims of the School

Our School aims through the values of the Gospel to provide the highest standard of education by:

- Living the Mission Statement and providing equality of opportunity.
- Providing a Catholic Christian setting in which children can grow in understanding, acquisition of skills, attitudes and values.
- Fostering a growth of commitment to the love and service of Christ through the teaching and practices of the Catholic Church.
- Promoting respect and understanding of other cultures and religions.
- Recognising that parents are the prime educators and encouraging a close partnership between home and school.
- Educating the whole child to become happy, confident, caring responsible future citizens.
- Providing a broad balanced National Curriculum underpinned by the Catholic Ethos.
- Encouraging high standards of behaviour and all-round achievement for each child.
- Setting targets to enhance the quality of teaching and learning.
- Working in partnership with the Parish, local community and industry to develop an understanding of the wider world.

Our Mission Statement and Aims underpin every aspect of day-to-day life in our school community. To help achieve these aims our school offers a happy, safe and welcoming atmosphere.

Children are encouraged to learn through first-hand experience in a stimulating environment. Staff development is a priority, and the school boasts a highly professional team with considerable expertise.

Governors commit themselves to supporting the development of our school.

Our Mission Statement and aims are reviewed annually by staff and governors. Parents and pupils' views are sought and form part of the review process.

Head teacher's Welcome Letter

Recognising and celebrating the presence of Christ in one another.

March 2020

Dear Parents,

Welcome to St Mary of the Angels Catholic Primary School. We hope this prospectus will provide a flavour of what we stand for. We are really proud of our community and we hope you will see why as you read on.

At St Mary's we know the value of parents and school working closely together. Our most recent Ofsted Report in June 2017 recognised the partnership between school and home as a huge strength:

- *Parents, pupils and the local authority talk very highly of the school and its friendly and inclusive approach. (Ofsted Jn 17)*
- *All parents said that their children are happy at school and that communication is good. (Ofsted Jn 17)*
- *Leaders recognise the need for pupils to develop resilience and independence in order to be successful and persevere with their learning. (Ofsted Jn 17)*

It also confirmed that the school offers a good level of education in all areas inspected including: Leadership and Management, Behaviour and Pupil Welfare, Teaching and Learning and Standards Achieved.

- *The leadership team has maintained the good quality of education in the school since the last inspection. .(Ofsted Jn 17)*
- *Many strengths were identified in the previous inspection and these remain as strengths of the school. Internal assessment information shows that pupils continue to make good progress across the school, particularly in reading and mathematics. This is because pupils receive good teaching. (Ofsted Jn 17)*
- *Leaders have an accurate understanding of the school's strengths and development needs. (Ofsted Jn 17)*
- *Leaders and governors have sustained a very clear vision for learning, and have high expectations of staff and pupils. .(Ofsted Jn 17)*

At St Mary's we are equally proud of our Catholic Mission. Our most recent Section 48, R.E Ofsted in February 2018, rated the school to be Outstanding.
Comments included the following points: -

- *Pupils fully appreciate and play an active role in the Catholic Life and mission of the school. They feel that St Mary of the Angels is a very special school because it helps them to recognise their duty to others in the world and to treat them as Jesus would want them to.*
- *Behaviour throughout the school is always excellent. Pupils show a deep respect for themselves and others. They collaborate exceptionally well during lesson times, each giving others time to speak and share their opinions.*
- *Pupils love their school. They are very proud to be members of St Mary of the Angels school and express pride in their own identities and beliefs.*
- *Almost all pupils make good progress and many pupils make outstanding progress in each key stage.*
- *The majority of teaching is outstanding because teachers' planning takes into account the pupils' current knowledge and builds upon this. Assessment is used well to build upon prior learning in order to consolidate and extend pupils' knowledge. Teaching is never less than consistently good and often outstanding.*

As you can see, we aim high and usually succeed here at St Mary's as indicated by our results in recent years, which you can view on our website and further on in this prospectus. We ensure that children receive the best education we can provide.

We also offer many opportunities for children to be actively involved in their learning. This is reflected in the high levels of collaboration and pupil talk within and across lessons. We foster and promote self-esteem and resilience overtime, as we feel these are true requisites to success in the real world.

We pride ourselves on our multi-sensory approach and develop art, music, languages and debate, using these to hook children's interests and to make learning fun too. We develop a variety of sports and encourage children to try new things for themselves, too, through sporting opportunities such as tennis, basketball, dance, netball, cricket, football and many more.

Finally, we expect the best. In keeping with our mission statement, we see all children and adults as Christ like. For that reason, we challenge ourselves and our pupils to always give their best efforts in all areas of learning, playing, praying and socialising with each other. As a result, children are happy, successful, confident and proud of themselves, their school and their achievements.

We aim to maintain these standards and build on the skills children have, to create numerate, literate, curious children with a zest for learning and a strong moral compass, based on the teachings of Christ, to help them on their way. We don't claim to be perfect, but we do claim to strive towards it and to recognise the huge and tiny efforts our children make, on their life journey towards adulthood. We are really proud of our little people and know that you will see and feel our sense of pride and achievement when you walk through our doors.

I look forward to meeting you and hope that your association with St. Mary of the Angels' Catholic Primary School will be filled with many happy memories.

Yours sincerely

C.M. O'Hara
Head teacher

An Introduction to St. Mary of the Angels' School



St. Mary of the Angels' School was opened in January 1964. It is a Voluntary Aided Catholic Primary School predominantly for Catholic girls and boys aged from 3-11 years. The school is sited on a housing estate which is in close proximity to the Catholic Church and St. Francis of Assisi Catholic Technology College. There are eight good sized classrooms with interactive whiteboards, three additional small, group-teaching rooms, a purpose built food technology room, a large multi-purpose hall, a library and a computer suite. There is a large playground, reflective prayer garden, sizeable playing field and lawned areas. In addition to this, Nursery and Reception have their own outdoor play area, for use during lesson time.

The school has a Roman Catholic foundation which is part of the community of the Catholic Church of St. Mary of the Angels, with which there are close and valued links. The Governors of the school appoint the staff and are responsible for the repair and maintenance of the school building.

The teaching staff are experienced and committed to the school. They employ a range of styles to enable children to achieve the highest levels in all subjects. We believe that education extends beyond the academic to the development of the whole child in preparation for life, not only as a secondary pupil but also as an adult.

As St. Mary of the Angels is a church school, staff are concerned that the children should grow up as faithful and practising Christians. We wish our school to be a place where Catholic attitudes to life, are both taught and lived, in a way that produces a strong based community spirit, within the school and beyond. These Catholic attitudes strongly parallel and support British values, supporting and embedding children with appropriate understanding and principles to live in our multi-cultural British society.

As a Catholic School, priority is given to the admission of Catholic children living in St. Mary of the Angels Parish. Nevertheless, the parents of Non-Catholic and Catholic children living outside the Parish may request places for them. Such places will be offered if numbers allow. For September 2019, the Governors will be offering up to 26 Nursery places in total, and up to 30 Reception places. Throughout the school, we only have 5 vacant places.

Useful details about the school

St. Mary of the Angels Catholic Primary School, Weston Crescent, Aldridge, Walsall, WS9 0HA.

☎	01922 743411
Fax	01922 745935
e-mail	postbox@st-maryangel.walsall.sch.uk
website	www.st-maryangel.walsall.sch.uk
Point of contact	Mrs P. Ward (Office Manager)

School Hours



EYFS	9:05 a.m. - 12:05 p.m. (morning) 9:05 a.m. - 3:05 p.m. Full time
KS1	8:55 a.m. - 12:15 p.m. (morning) 1:15 p.m. - 3:15 p.m. (afternoon)
KS2	8:55 a.m. - 12:30 p.m. (morning) 1:30 p.m. - 3:15 p.m. (afternoon)

Children should not arrive at school before 8:45 a.m. At this time the doors to the hall, from the playground, are opened by Senior staff and the children are welcomed into school, upon arrival. Pupils are expected to walk sensibly to their classroom and prepare themselves for the school day. All school pupils are expected to be in their classroom by 8:55 a.m.

Nursery children are welcomed through their entrance door, adjacent to the main entrance of the school. Nursery children should be collected promptly at the end of the session from their designated entrance at the front of the school.

Children should be collected promptly from the school playground, by an adult known to staff, at 3:15 pm, unless they are involved in some pre-arranged after-school activity. If a child realises there is no one to meet them in the playground, they must remain with their class teacher, who will take them back into school; parents will then be contacted and children can be collected from the reception area.

If school is forced to close at short notice through, for example, bad weather or failure of the heating supply, all parents will be contacted via the school communications' messaging system and the website will be appropriately updated. No child will be sent home before normal closing time unless a parent or a person given responsibility for looking after the child has been contacted.

Unfortunately, the **school car park is for staff only.**

Before School Care:

The school runs a Breakfast Club from 7:30 – 8:45 a.m. each school day, during term time only, for pupils who attend St. Mary of the Angels. The club provides a wide variety of activities and provides working parents with an opportunity to leave their children, knowing that they are being cared for in a safe and secure environment. The club follows the same code of conduct as the school, and Governors are responsible for the appropriate behaviour of all children.



There are spaces for 30 children per session. For more detailed information and a copy of the Policy, please enquire at the school office, as Mrs. Ward and Mrs. Potter are the Before School Club Administrators.

After School Care:

The school runs an After School Club from 3:15 – 6:00 p.m. each school day during term time only for pupils who attend St. Mary of the Angels, except on Fridays, when the club will run to 5.15pm only. The club provides a wide variety of activities and provides working parents with an opportunity to collect their children later, knowing that they are being cared for in a safe and secure environment.



There are spaces for 40 children per session. For more detailed information and copy of the Policy, please enquire at the school office, Mrs. Ward and Mrs. Potter are the After School Club Administrators.

School Governors



Who are the Governors?

MEMBERSHIP OF THE GOVERNING BODY AS AT: March 2020

Name	***Status***	***Appointed /Elected by***
Mrs. S. Wilkinson	Foundation Governor	Trustee of the Diocese
Fr. C Davies	Foundation Governor	Trustee of the Diocese
Mrs M Anderson	Foundation Governor	Trustee of the Diocese
Mrs C Corbett	Foundation Governor	Trustee of the Diocese
Mr P Probert	Foundation Governor	Trustee of the Diocese
Mrs C Hopkinson	Foundation Governor	Trustee of the Diocese
Mr. G. Wintrip	Foundation Governor	Trustee of the Diocese
Mrs S Desorgher	Parent Governor	Parents
Mrs A Garcha	Parent governor	Parents
Mrs G Davin	LA Governor	Walsall LA
Mrs. P Ward	Staff Governor	Staff
Mrs. C. O'Hara	Staff Governor [Headteacher]	

Mrs. S. Wilkinson	Chairman of the Governing Body
Mr. G. Wintrip	Vice Chairman of the Governing Body
Mr O Nash (LA)	Clerk to the Governing Body

The Governors meet regularly, as a full body and in committees, to deal with particular aspects of the school's management. They are committed and involved in all areas of school life and share considerable professional and business expertise.



School Staff

Head teacher:	Mrs. C. O'Hara.	Assessment Co-ordinator, Maths Joint lead
Asst Head teachers	Mrs E Hayes	R.E, KS1 phase leader, Pastoral lead
	Mrs E Smith	Curriculum leader, EYFS phase leader, Pupil Voice
Inclusion and SEN	Mrs E Lewis	SENCO and Pupil premium/Parents Inclusion Manager
Foundation Stage		
Nursery	Miss A Wood	Nursery Class Teacher EYFS Lead teacher
Reception	Mrs E Smith	Reception Teacher, Science lead teacher
Key Stage 1		
Year 1	Miss S Steele	
Year 2	Mrs M Coleman	P.E Lead teacher
Key Stage 2		
Year 3	Mrs E Hayes	ICT lead teacher/ Sacramental preparation
Year 4	Mr T Marsh	
Year 5	Mr A Sutton	Maths Joint lead
Year 6	Mrs C Heenan	Reading lead teacher /Sacramental preparation for Confirmation
	Mrs S Polito	0.6 Writing lead teacher and KS2 Booster Support
	Mrs S Amann	0.5 support teacher MfL and Music
Support Staff	Mrs. C. Lee	Teaching Assistant/Cover Supervisor
	Mrs. A. Gallagher	Teaching Assistant/ Cover Supervisor
	Mrs. C. Kennedy	Teaching Assistant/ Cover Supervisor
	Mrs. R Evans	Teaching Assistant/Cover supervisor
	Mrs. J. Joyce	Teaching Assistant/Cover Supervisor/ First Aid lead
	Mrs. N Lucas	Teaching Assistant/Cover Supervisor/
	Miss J Harris	Teaching Assistant/Cover Supervisor
	Mr M Adamson	Integration Assistant
	Mrs H Malhi	Integration Assistant
	Mrs S Vinti	Integration Assistant
	Mrs C Jephcott	Integration Assistant
	Miss K Marsh	Integration Assistant
Clerical Staff	Mrs. P Ward	Office Manager, Before/After School Club Administrator
	Mrs. C. Potter	Senior Secretarial Assistant, Before/After School Club Administrator

Lunchtime Staff	Mrs. F. Murray	Principal Mid-day Supervisor
	Ms. S. Cleaver	Mid-day Supervisor
	Mrs G Hornblower	Mid-day Supervisor
	Mrs S Taylor	Mid-day Supervisor
After School Club	Mrs. C. Kennedy	After School Club/Breakfast Club Lead Assistant
	Mrs. F. Murray	After School Club /Breakfast Club Lead Assistant
	Mrs. C Logan	After School Club/Breakfast Club Assistant
	Mrs. H Malhi	Relief After School Club / Breakfast Club Assistant
	Mrs E Hand	After School Club/Breakfast Club Assistant
Cleaning Staff	Mr. A. Leek	Caretaker
	Mrs. S. Bass	Cleaner
	Mrs E Humpage	Cleaner

Starting School:



During the Autumn term, parents are invited to Induction talks and tours of St Mary's School, as part of the selection procedure needed to assist parents in making the right choice for their child/ren.

In the Summer term, parents are invited to a welcome meeting, in school, to meet with the Head teacher, classroom staff and to revisit the setting. It is an opportunity to: understand what your child will learn throughout the day, to look at resources and to receive information to support the transition of your child into their new class.

Towards the end of the summer term, your child/ren will be invited to spend a session in class. They will meet their new class teachers and, we aim to offer a positive experience of the settings in the Foundation stage.

Staff are supportive and are fully aware that parents are the 'first educators' so positive relationships are essential for a smooth transition. We are sensitive to your feelings and want you to know that we share common aims; to provide the best possible start for your children in their school life. We also want you to know that we will be really honest with you; if we feel that you need to help a little more in any particular area, we will tell you. That way, your child receives the best possible start to their school journey.



Procedures for Admission:

The intention of this part of the prospectus is to give a clear understanding to parents of what is required before your child starts school. If you have not already visited the school as part of the Autumn Induction meetings the school offers, you may wish to make an appointment to see the Head teacher who can arrange to answer any questions you may have.

Once you have decided to request a place for your child at St. Mary of the Angels School, your details will be taken and placed on our list for the appropriate year of admission. During the Autumn, before your child is due to start, you will be issued with an admission booklet by Education Walsall and asked to complete an admission form indicating up to two preferences and return it to school. In line with the Admissions criteria published on the website, places will be offered to parents.

If your child is already of school age when you request a place, you need to fill in an application form and return it to Walsall LA and, if there is space in the appropriate age group, your child will be offered a place, following a Governors' Admission Meeting.

The school provides places for 210 pupils. The number of places to be offered in each age group is 30. The school also offers 26 part time Nursery places – with a facility to extend these to full time where appropriate (please refer to the Nursery Admissions Policy)

Governors' Admissions Policy:



If the number for admission exceeds 30, the governing body will allocate places using the published Admissions criteria available on the School Website.

NURSERY

Parents must apply on the ST Mary of the Angels school application form, for a place in Reception

Class. Attendance at a Nursery does not automatically guarantee that a place will be offered in main school.

APPEALS

Parents who wish to appeal against the decision of the Governors to refuse their child a place in the school may apply in writing to the Chair of Governors. Appeals will be heard by an independent panel.

REPEAT APPLICATIONS

Any parent can apply for a place for their child at any time outside the admissions round.

Parents do not have the right to a second appeal in respect of the same school for the same academic year unless, in exceptional circumstances, the admission authority has accepted a second application from the appellant because of a significant and material change in the circumstances of the parent, child or school but still refused admission.

LATE APPLICATIONS

Late applications will be dealt with according to the local authority coordinated scheme.

WAITING LISTS

Waiting lists for admission will remain open until the end of December 2020 and will then be discarded. Parents may apply for their child's name to be reinstated until the end of the academic year when the list will be discarded. The waiting list will be kept by the governing body in admission criteria order. This means that a child's position on the waiting list could go up or down.

Inclusion of a child's name on the waiting list does not mean that a place will eventually become available.

Children who are the subject of a direction by a local authority to admit or who are allocated to a school in accordance with a Fair Access Protocol take precedence over those on a waiting list.

APPLICATIONS OTHER THAN THE NORMAL INTAKE TO RECEPTION

CLASS (In-year applications)

An application should be made to the School Governors who will liaise appropriately with the LA as the Admissions Officers for St Mary of the Angels.

IN YEAR FAIR ACCESS POLICY

The governing body have adopted the LA fair access policy for admission of previously excluded or hard to place children. There is no charge or cost related to the admission of a child to this school.

Our Aims for Your Children:

We aim to achieve the school's Mission by working towards the following goals for all the children in our care. (Not in order of priority)

1. To encourage them in the achievement of the highest standards in all curriculum areas.
2. To promote their spiritual, moral, cultural, intellectual and physical development.
3. To develop lively enquiring minds leading to an understanding of the world and the interdependence of individuals, groups and nations.
4. To provide skills that will enable them to continue learning throughout their lives.
5. To inculcate within them a love of learning.
6. To develop within them a sense of self-respect, the capacity to live as independent, self-motivated individuals and the ability to function as contributing members of co-operating groups.
7. To develop their self-discipline, resilience and their ability to accept responsibility for their own actions and the realisation that orderly behaviour is essential for effective learning.
8. To help them differentiate between right and wrong thereby developing the character to resist wrong doing and injustice.
9. To ensure they are aware of and feel responsibility for their environment.
10. To establish the Catholic Faith as a firm basis upon which their spiritual, moral and social relationships can develop.
11. To actively promote and instil the teaching of British values in school, in line with our mission statement.

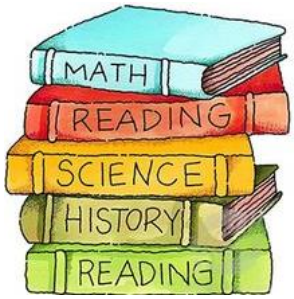


The Work of Our School

Organisation:

The school is a Primary School and accepts children from the September following their fourth birthday, until the age of eleven. Most of the learning is under the control of the class teacher who is with the children every day. We have additional support staff, who work with each class and with small groups, giving children opportunities for additional individual teacher attention. The classes are numbered according to the National Curriculum year group.

Foundation Stage		**Key Stage I**		**Key Stage 2**	
Nursery	3 - 4 Years	Year 1	5 - 6 Years	Year 3	7 - 8 Years
Reception	4 - 5 Years	Year 2	6 – 7 Years	Year 4	8 - 9 Years
				Year 5	9 - 10 Years
				Year 6	10- 11 Years



The Curriculum:

Our delivery of English, Maths, R.E and largely Science too, has been fine tuned to sequence knowledge, through engaging skills; to challenge outcomes through excellent delivery, and to assess and identify gaps in learning, over time, in order to produce spiritual, numerate, literate, fulfilled, pupils of the 21st Century. As part of the *Cultural Capital* provision here at St Mary of the Angels; we encourage children to embrace our Jesuit Gospel Virtues and the British Values implicit within them, through positive opportunities provided to aim high and succeed

Our methods are inclusive; children, at an age appropriate level, are empowered to know what they are learning and why. They are taught, over time, to know what is good about their work and to seek support for areas that they are unsure of. They are also encouraged to improve and refine mistakes and areas that challenge them, with good guidance. In an ideal world, we would expect most mistakes to be addressed, however, as experienced teachers, we prioritise important improvements above others; we avoid overloading changes and edits as this can be detrimental to children's self-esteem.

Our teaching styles are varied. As a body of staff, who know St Mary's children well, we recognise how able our children are verbally and how they communicate effectively orally. We balance that skill with opportunities: to collaborate and to reason; to consider the other view point and to challenge our thinking as a result. We probe and question effectively and expect children to listen attentively when needed. Our ambition is always to stretch and further develop our pupils' minds and always to provide a learning journey for them. Our assessment processes and teaching styles support an understanding of this learning journey through good consolidation, revisiting and making links.

Our learning styles, too are varied. We use music and song to support: calm transitions; reinforce facts and embed learning effectively. We use collaboration and discussion to support: inclusion, revision of knowledge and to enhance engagement. We use quizzes and testing informally and formally to identify a cumulative understanding of what our pupils know and what they remember. We expect high quality written work across the curriculum and there are times when children will need to work independently, developing pace and ability to sustain their learning effectively.

Finally, we aim to ensure that all children at St. Mary of the Angels enjoy their time at school and take a great pride in their attainment and progress, whilst learning to respect the disciplines and standards necessary for life in Modern Britain. We are proud of our school.

Parents are encouraged to take an active role in their child's education, through engaging in parents' evenings, events and workshops. Our feedback is almost always really positive. Team work, in the large majority of cases is excellent.

The National Curriculum:

All National Curriculum subjects are taught; We continually review our provision to ensure we are meeting national requirements and also the specific needs of the children in our care.

The Foundation Stage Curriculum:

What Your Child will Learn at Nursery and in Reception



As part of a Catholic community, we involve the children in a variety of religious and cultural events as appropriate to their age and development.
The Foundation Curriculum is based on three prime areas of learning, which will follow your child's development through from babyhood to Nursery, and four specific areas of learning which your child will develop more and more as they progress through their schooling years.
Prime areas are as follows: -

Physical Development	In this area your child will learn how to be: • Confident and self-assured • Manage their feelings and behaviour • Make friends • Share and turn take
Personal Social and Emotional Development:	In this area your child will learn about: • Movement and using gross motor skills • Using fine motor skills • Learn about healthy living • Manage self-care independently
Communication and Language	In this area your child will learn about: • Listening and paying attention • Understanding what is being said • Communicating with others • Using vocabulary and speech

The four specific areas of learning are as follows:

Literacy	This area is about how your child: • Enjoys books • Likes to "mark make" • Learns to write • Explores early phonics through letters and sounds
Maths	This area is about how your child: • Learns about numbers and counting • Recognises the passing of time • Explores measure through play
Understanding the world	This area is about how your child: • Finds out about nature and the world around them • Talks about people and the local community including similarities and differences • Learns to use ICT equipment confidently
Art and Design	This area is about how your child: • Enjoys being creative • Sings dances and makes music • Plays imaginatively • Uses colour to express themselves

These areas ensure that children are constantly challenged and encouraged to develop and succeed.

What Children Learn:

As a voluntary aided Catholic School, our Catholic Life Curriculum is strong; children and staff are proud to evidence this in their year books. The children's faith is enriched through excellent role modelling from all staff and from pupils too. Children are supported to understand their world and their lives in the light of their faith journey, whatever it's starting point. They are encouraged to be resilient, persevere and to be rightfully proud of all that they do in school and at home.

Religious Education:



Our R.E lessons aim to developing an awareness of God's World through prayer, exploring the gospel values and through celebrating and recognising the presence of Christ in one another. We encourage children to know their rights but also to embrace their responsibilities as good citizens. We use our Mission statement, our Behaviour Policy and Equality Policy, supported by UNICEF Rights and responsibilities posters, and a variety of additional multi-sensory learning activities, to teach children how to use their faith to be a happy, successful school community with a clear moral compass. As a school, we celebrate Mass at special times.

The Religious Education we provide is in accordance with the teachings of the Roman Catholic faith. We teach the ***"Learning and Growing as the People of God"*** programme. This scheme is the curriculum strategy for Religious Education in Catholic Primary Schools in the Archdiocese of Birmingham, approved and commended by the Archbishop of Birmingham. This strategy is also supplemented by other resources. It complements the catechesis which takes place in the home and parish. During 2019, we also embrace the Catholic Virtues currently promoted and explored in the Catholic Church nationally and at Archdiocese level. We promote gospel values and embrace attitudes which link to our mission statement and our responsibility to develop thinking, numerate, literate, moral, spiritual children in today's Britain.

Collective Worship:

There is a daily act of worship for all children, suited to their age and stage of personal, social and religious development. Children really look forward to taking a very active role in these opportunities and parents tell us that they enjoy participating in such special times of reflection, prayer and spiritual growth, more and more.



The parish priest (Fr Craig Davies- affectionately called Fr Craig) helps children to appreciate and participate in the liturgy of the Church. He is a welcome visitor and responds really well to children, on all levels. During the school term, the children take part in the celebration of the Mass either in church or the school hall. The major Christian festivals are celebrated with special services in which pupils participate. Parents are very welcome to join us on these occasions. Awareness of major festivals in other cultures is also explored over time, providing children with a sense of themselves in the wider world. In Year 3, pupils prepare for the sacraments of Reconciliation and First Holy Communion. In Year 6, the children prepare for the Sacrament of Confirmation. Throughout sacramental preparation, we aim to deepen the faith of the whole family and look forward to the support of parents.

Parents have a statutory right to withdraw their children from Religious Education and worship. It is not expected that parents seeking a place in a Catholic School would wish to exercise this option. Any parents considering withdrawing their children from this area of the curriculum are very strongly urged to discuss the matter with the Head teacher in advance of any such decision.

English:



We place great emphasis on acquiring good language skills and will encourage your child to develop and embed fluency and understanding in reading. Phonics is

taught very effectively, in all Early Years and KS1 classes, in line with statutory requirements. Pupils learn to read using various approaches to word recognition. They are taught the sounds of spoken language in order to develop phonic skills. We use a wide range of resources to engage and reinforce work covered both in school and supported at home. As abilities improve, children are given opportunities to read a broader range of books for pleasure, vocabulary and interest. Parents are encouraged to help with reading both at home and in school. Children borrow books and reading material regularly from our wide selection of books.

Each class has daily sessions, including regular reading sessions, in which the children concentrate on developing their reading, writing and listening skills, in line with National Curriculum 2014 requirements. We use good quality reading material as excellent examples of quality writing. We place good emphasis on Spelling, Grammar and Punctuation. We also teach children how to improve their writing through careful editing from its starting points and to be proud of their improvements, just like "real writers" We use a variety of relevant up to date resources, which we are constantly evaluating and improving; these include: Letters and Sounds Phonics approaches; Phase 1 -5 reading material, free readers, guided reading materials; Project X and real novels; helicopter stories; Big Write missions, Real text discussions for purposeful writing.

Mathematics:



Equally, we appreciate the value of Mathematics. Competence, confidence, accuracy, speed, fluency and analysis in number are vital skills we develop to ensure that key knowledge in basic Mathematics is secure, including times tables, number bonds and the four operations. These are then used to support a logical approach to reasoning and problem solving; pre requisites of successful children in our 21st century society. We hope in doing this we can also impart a feeling of enjoyment in the subject, a pleasure in the recognition of patterns and in the resolution of a problem.

Each class has daily lessons. The school follows the National Curriculum 2014 and regularly updates its resources and materials to support the development, planning and teaching of all aspects of numeracy. We recognise the importance of a more formal approach to the teaching of number bonds, tables and four rules of number. Children are taught to select appropriate strategies and resources for given tasks and ICT effectively supports and enhances their learning experiences. We use Big maths and White Rose Maths to further resource and challenge children in class,

Science:



Science is taught throughout the school, exploring scientific enquiry through the concepts outlined in the National Curriculum (or the EYFS Curriculum in Nursery and Reception) Science is taught through topics and themes, carefully chosen to stimulate scientific discovery and build on prior knowledge. Children learn to observe, make fair tests, reason systematically and logically, communicate findings and apply learning.

Information Technology:



All pupils, from Nursery onwards, have regular access to computers, ipads and appropriate software. We use ICT to enhance opportunities and experiences across the curriculum. Application of computer skills are revised and directly taught, including coding and early programming opportunities, in Y3-6. Every classroom has relevant up to date technology, which allows children access to class screens, linked to a class hard drive. These are also connected to the internet. We have roamers and ibots available and we also have ipads for use in groups. As part of our Safeguarding, we address online safety, regularly, through our Induction Weeks and through planned opportunities throughout the year. Children respond well to these sessions.

Physical Education:

The National Curriculum defines our P.E teaching. At Key Stage 1 the children are taught Gymnastics, Dance and Games. At Key Stage 2 these activities are continued with Athletics. The school has a large, well equipped hall, a large playing field and hard surface area, all of which are used extensively by the children. We also are fortunate to have the specialist help of a range of external Sport Club providers, who support the delivery of the curriculum and extra-curricular events.
The children are made aware of: the relevance of P.E. to a healthy life-style; safety aspects of P.E; the importance of teamwork and co-operation and consideration for others and of fair play in all P.E. activities. We compete at inter school level in competition between the other primary schools in the Walsall area in sports ranging from: Football, Tennis, Rugby, Athletics, Netball, Cricket, Rounders, Dance and Gymnastics.

Geography:



Geography is taught throughout KS1 and KS2 using project work to engage and embed children's understanding. They are taught about physical and human features in real places and how to explain why features are as they are. They are taught to use maps, find relevant details from a range of reference materials, and to locate areas of importance, both big and small. then to record and discuss their observations. They are actively encouraged to recall relevant facts and make links with other areas of the curriculum.

History:



Throughout their time at St. Mary of the Angels, children are encouraged to develop an awareness of the past, the ways in which it is different from the present day and the influence it has had on the modern world. Children use a range of information sources to aid enquiry and interpretation. Their own recent past is contrasted with the ancient past. Children are encouraged to develop an informed and relevant perspective on history, which inspires their learning and promotes an enquiring mind. They are actively encouraged to recall relevant facts and make links with other areas of the curriculum.

Art:

Children are given opportunities to experience different approaches to art and craft, working individually, in groups and as a whole class; these are further developed through other topics and through our Art projects and Art Week, culminating in displays and explanations linking their work. The work may be related to a topic or may simply be an experience of working with a medium as an end in itself.

Music:

Singing and performing are a strength of the school. Children in YR- Y6 receive good opportunities in music to compose, perform and listen. Their skills are further developed in ks2 with weekly music lessons. Instrumental tuition is provided by our differing Music Specialists, at an additional cost to parents, to the individual pupil.

MFL (Modern Foreign Languages):

All children in KS2 have access to weekly language sessions. These explore language, cultural understanding and features of differing European countries in relation to our own language and culture. Children make very good progress in their learning across KS2 in this subject.

Design Technology:

Design technology is embraced through children being encouraged to improve and analyse their own efforts in their model making and designing activities. The areas covered include Food Technology, Textiles, Construction and the Engineering of moulded materials. Projects are often linked to other areas of the curriculum such as Science, History and Art.

Standards at the end of Key Stage 2:

The school achieves very good results and maintains high standards which are above National Averages, across all key stages; we are proud of them and of the children who work hard to achieve them. Our progress measures, from children's starting points, are also something we continue to be proud of as they are consistently good, when compared to national findings.
The following achievements are from Summer 2019:

EYFS Progress 2019 () are last year's results in all cases	Result
Achieving good level of development	79% (77%)

Phonics 2019	Pass Rate
Year 1	90% (97%)
Year 2 (Re-sits)	97% (93%)

KS1 results	Reaching Expected Standard*	Above Expected Standard
Reading	93% (83%)	33% (30%)
Writing	87% (77%)	20% (23%)
Mathematics	83% (83%)	27% (33%)

KS2 results 2019	Reaching Expected Standard*	Above Expected Standard	Average Scaled Score
Reading	90% (87%)	40% (27%)	109 (107)
Writing	83% (87%)	23% (13%)	n/a
Grammar, Punctuation and Spelling	87% (83%)	60% (47%)	112 (108)
Mathematics	90% (80%)	33% (30%)	108 (105)
Reading, Writing and Mathematics Combined	83% (77%)	10% (7%)	n/a

External testing and results above show EYFS, Y1, Y2 and Y6 attainment measures. Progress measures in 2019 were in line with or above national expectations; children from disadvantaged backgrounds making notably good progress to attain highly at KS1 and KS2 in all cases. SEN progress was good from low starting points as a result of excellent teaching and learning opportunities in 2019. EAL and children who were not from white British backgrounds, also made good progress to attain above National expectations in 2019. There are no gender trends. Staff have made good inroads into addressing the challenge for attaining HA writing with school results at KS2 being above NA in 2019, as a result of innovative staffing ratios and approaches. These will continue this year. Upward trends in reading and gradual improvement in Maths is beginning to accelerate, as predicted, now that pupils are embedded in process and delivery adaptations.

Progress in other year groups is good with staff aware of needs, both prime and specific, and senior leaders and middle leaders targeting individual and groups of learners effectively, to ensure quality teaching is evident consistently. There is a shared enthusiasm and team approach, with regard to expectation and outcomes; subject leaders and teachers work together to analyse and innovate teaching and delivery of teaching, under the jurisdiction of senior leaders. These are then monitored and shared with all

Special Educational Needs:

All children are entitled to receive an education that will develop them to their full potential. For some, this requires the provision of additional support in school. Children with learning and behaviour needs are supported in line with the requirements of the National Code of Practice for Special Educational Needs. Concerns expressed by parents or staff are addressed and appropriate action taken. Needs may be met using staff and resources available in school or, if needs demand, outside agencies such as the Inclusion Support Service, BASS, Occupational Therapy Service, CAMHS, Educational Psychology Service and Parental Partnership Service.

The SENCo, under the direction of the headteacher, works with the class teacher to identify and monitor the progress of children with special needs to ensure we are helping them successfully. In some cases, a member of staff works with small groups of children to provide intensive support. Where appropriate, a Personal profile is drawn up stating the targets and approaches to be adopted for each child. Progress against these planned targets is reviewed regularly.

Throughout this process parents are informed, consulted and involved as their input is valued. Parents are invited to discuss their child's progress and any matters of concern to them. Such discussion may take place formally or informally depending on the level of need. The school's Mission Statement and aims underpin our commitment to the learning support for children with Special Educational Needs. Pupils are involved in this process as actions taken need their commitment and directly affect them. We aim to enable pupils to make the greatest progress possible affording access to a broad and balanced curriculum, including the National Curriculum and Religious Education.

Cross-Curricular Themes:

The children enjoy whole school initiatives such as Science Extravaganzas, Art weeks, Literacy Book weeks and other initiatives linked to their learning. There are frequent school visits based on curricular topics and frequent opportunities to engage in mini projects throughout the year

Personal and Social Education:

The school recognises its responsibilities towards the children in this area of their development. A new Diocesan linked programme of Sex Education is in place which provides for pupils, as part of a wider study of personal, social, religious and health education. It will seek to answer questions honestly, when they occur, and in a manner appropriate to the child's age. From the child's early years, the sex and relationships programme aims to:

- Provide information that is relevant and appropriate to the age and developmental stage of the pupils.
- Foster self-esteem, positive self-image and confidence.
- Foster respect for others, and a growing appreciation of the dignity of all humans in the context of relationships.

The RSE (Relationships and Sex Education Programme) includes aspects of sex education which will help the pupils prepare for adolescence and puberty. Children are encouraged to discuss what they learn with their parents. Parents are invited to access the information themselves as part of the recognition of parents as partners, via a portal, which will be operational by Autumn 2020. Any parents wishing to have more information about the school's programme for sex education are encouraged to contact the school through either their child's teacher initially or the Head teacher.

Parents have the right to withdraw their children from aspects of the Sex Education programmes, which do not form part of the National Curriculum. Requests for withdrawal should be put in writing to the Head teacher but parents are strongly encouraged to discuss the matter before taking this step. The approach adopted to this subject places it largely within other topics with the result that difficulty may be experienced if this right was to be exercised.

Health Education:



The school seeks to support and promote attitudes, practices and understanding conducive to good health. The emphasis which the school gives to the general care and well-being of pupils in fostering social skills, self-esteem and a sense of responsibility is an essential context for the development of the more organised elements of health education. That is, the provision of the knowledge and skills that will enable pupils to understand their own bodies and how to keep them healthy, and to have regard for the health of the community. We aim to help children to understand how to make informed choices necessary to avoid life-styles that increase the risk of disease, disability and accident and encourage those which promote mental and physical health.

Safeguarding:

The school actively supports the development of positive attitudes towards safeguarding, with all staff aware of their collective responsibility to safeguard all in the building. This is achieved through the integration of appropriate themes and topics addressed via the curriculum and also via assemblies. We follow national safeguarding guidelines and give children knowledge so that they can make informed choices. With the support of outside agencies, we aim to promote an awareness of the strategies and precautions necessary to avoid accidents or harm in the home, on the streets and in or near water. In addition, we highlight national initiatives such as "The Power of One "initiative, which addresses bullying behaviours; "PANTS" initiative which reminds children of how to say no if someone is asking us to make wrong choices; Ten ten resources linking to "Spots and Stripes" which addresses diversity in our world. All of these safeguarding messages are expressed in the context of our Gospel values, which link to British Values.

Extra Curricular Activities:

The school seeks to provide as many opportunities as possible, particularly for the older children, to develop skills and interests which are either not pursued in depth, or cannot be provided for in the curriculum. Children are welcome to join in such activities as are arranged at lunch times and after school. There are many sporting activities arranged for both boys and girls from KS1 upwards. School teams are selected on merit from interested children who wish to represent the school.

- Choir
- Gardening club
- Football, rugby, tennis netball, rounders, athletics and cricket.
- Numerous educational visits throughout the year.
- Annual three days residential for Year 6 at Alton Castle, the Diocesan Retreat Centre in Staffordshire.
- The school takes part in inter-school sporting activities.
- Prayer/liturgy sessions.

Homework:



Children receive homework regularly, particularly focusing on reading, spelling and number skills, in the initial stages of their journey here at St Mary of the Angels. In KS2, this is augmented by regular Literacy and Maths homework, linking to areas that require consolidation and reinforcement. It can also be linked to R.E and Wider Learning Projects such as using our learned knowledge to create a particular building or design, in keeping with a given era. E.g in Y6 they are required to create a Mayan temple- the results are always a pleasure to be part of; children take great pride in their work.

Pupil Behaviour:



The highest standard of behaviour is expected of all children. Self-discipline and self-motivation are the eventual goals of the school in this area. Pupils are encouraged to develop a sense of respect for themselves, other people and the environment.

The children are expected to be obedient, polite and well-behaved inside the school building and on the grounds. We encourage and reward effort, good behaviour and work. Presentations are made in our Congratulations Assembly each week and behaviour awards are valued and sought after by all.

Children and parents are aware of the clearly defined procedures which exist in school for managing undesirable behaviour or unsatisfactory work. The main emphasis of the whole system is placed on encouraging and rewarding the positive. The children enjoy receiving their rewards and certificates and are motivated by this. When problems occur they are dealt with firmly yet sympathetically, in line with our Behaviour Policy, which is available on our school website. We expect parents to support the school on issues regarding behaviour and discipline as identified in our home school agreement.

Curriculum Assessment Arrangements:



All the children in our school are assessed by the teachers on a regular daily basis. The school follow national guidelines with regard to external testing.

Nursery and Reception:

Throughout Nursery and Reception children are assessed against the learning goals clearly set out by the Government and described earlier. For each child a profile is built up showing the skills acquired and the rate of progress. Currently, on admission to the Reception class, all children are assessed by a variety of National and local baseline assessment materials. This gives the class teacher a good indication of where each individual child begins their education at school. The process is very simple and carried out on a one to one basis with the class teacher.

National Curriculum Tests:

Statutory assessments (SATs) are carried out at the end of Key Stage 1 (age 7) and at the end of Key Stage 2 (age 11). In line with changes to the National Curriculum, all children from Y1-Y6 will be deemed to be working at or below ARE (Age related expectation) in all core areas. In Writing, there are also additional standards identifying children working above or well above ARE.
All children will be assessed regularly and attainment and progress tracked, using a variety of different resources. Children in Y2 and Y6 will take part in externally prepared tests to ascertain levels of attainment. Results of these tests are sent to parents with their child's report in the summer.
Progress at St Mary of the Angels is a measure of how well and how deep children can access skills and objectives for each year group and how independent this is. Again, such information is shared with parents via parent consultations and end of year reports.
Children in Y1 are also tested(screened) on their ability to decode specific graded words, phonetically. Results from these tests are also published nationally and reported individually to parents. Children in Y4 will also be testes on their ability to recall their times tables at speed. Results from these tests will also be published nationally and reported individually to parents.

Reports:

In autumn, spring and summer terms, parent/staff consultations are held when progress and concerns may be discussed with the child's teacher. The autumn and early spring term interviews are regarded as

being crucial to a child's progress. The summer term interview is preceded by the annual school report which is sent to parents and takes the form of a more informal open evening. In addition to these formal occasions, it is recognised that there will be occasions when parents wish to speak to the class teachers about some element of their child's school life. This can be arranged, as the need arises, with the class teacher concerned.

If you wish at any time to talk with either the Headteacher or Assistant Headteacher, this can be arranged quickly by telephone or personal visit to see the School Secretary. For safeguarding reasons, parents are asked to make an appointment with staff via the school secretary.

Regular communication:

We send out weekly newsletters, on Thursday, with information about school events and dates for your diaries. Other letters are sent out as needed. All our letters are posted on the school web site [www.st-maryangel.walsall.sch.uk]. Some small reminders may be texted to you, via the school communications system. Please ask your child if they have been given any letters to bring home.

Jewellery in School:



For children's safety and to prevent the loss of valued items, jewellery is not allowed in school. The only exception to this rule is ear studs, which may be worn. Please note that only small plain gold, silver, brown or yellow studs are allowed, not dangling ear rings of any sort. The nature of children's play is such that nasty injuries can be caused to ear lobes by all ear rings but particularly those of a dangling nature. Watches can be worn, however, the school cannot be responsible if children lose them or they go missing. Parents are expected to be sensible when choosing a watch for children to wear in school It is advisable that all watches are labeled and not worn on days when children have P.E.

During Physical Education, **no earrings at all are allowed,** (please refer to the P.E Policy). Newly pierced ears require six weeks before sleepers can be removed. To avoid situations where children miss P.E. lessons, because they cannot remove their ear rings, parents should arrange for ears to be pierced at the start of the six-week summer holiday. Watches should not be worn on P.E., Games or Swimming days to reduce the possibility of them being lost. Make up is not permitted in school, e.g. nail varnish.

Money:

We are a cashless school so all monies are paid via the School Gateway, details will be shared with you when your child starts school.



Sickness:

If your child is ill and unable to attend school, please let us know as soon as possible on the first day of the illness. When your child returns to school please send a written note explaining the reason for absence. If a child is taken ill during the school day, parents will be contacted to make arrangements for their child to go home. Permission for a child to leave the school premises during the school day, (e.g. to attend hospital appointments etc.) where possible, must be requested in advance, with appointment cards presented.

First Aid:

Whenever children play, there is always a risk of bumps and grazes. We deal with these just as you would at home. Most members of staff have First Aid qualifications and we have many designated first

aiders. If your child bumps his/her head you will be sent a note. Parents will be contacted by telephone in cases of extreme sickness, or a nasty accident. The child will be cared for by school ancillary staff until their parents arrive to take them home.

If a serious injury is suspected, we will make every effort to contact you immediately so that you can take the child for medical treatment. If the injury requires immediate hospital treatment, we will take appropriate action and contact you as outlined above. It is very important that we have an emergency contact number for you at home or at work and, if possible, an additional emergency contact number e.g. grandparent, aunt, etc…

Medicine:



A general rule of thumb is that a child on medication is probably not fit to be in school. This is not always the case and occasionally a child may need medicine while in school. An administering medicines policy is available in the event of a child needing medication. Please speak with Mrs Joyce or the head teacher for further details. Children are not allowed to bring in or administer medication to themselves.

Please notify the school immediately if your child suffers from an ongoing specific medical problem. This will enable us to make appropriate arrangements for dealing with the condition which may include the administration of medication via a developed shared care plan. Children who suffer from asthma are expected to keep an inhaler labeled with their name in school. Parents complete relevant forms, annually giving details of their child's requirements. Children are encouraged to take responsibility for their inhalers and all aspects of their children's health.

School Health Service:

Health checks including height, weight, eye tests and hearing tests are carried out by staff from St. John's Medical Centre. They are also available to advise parents of any school aged children of the services available to them e.g. speech therapy or dental treatment etc.

Lunch and Drinks:



Each EYFS child may have school milk. This is available via an online ordering system. Please speak with the school office for further details. KS1 children can also order milk using the same system, should they wish to do so.

Drinking water is freely available in each classroom and the children are encouraged to bring personal water bottles each day. Milk shakes are also available, each morning, at a cost of 20 per cup. Key Stage 1 children are provided with a piece of fruit at the morning break, Key Stage 2 children may bring a piece of fruit or vegetable for their morning break. The school operates a healthy eating policy and offers toast, during the mid-morning break, to KS1 and KS2 children, for 20p.

Your child may either have a school dinner (hot meal cooked on site) or bring their own packed lunch. Currently, the cost of a school dinner is £2.10 for KS2 children and is provided through Government funding for KS1 children. If your child chooses to bring a packed lunch, please ensure that any drink is in a plastic container and sandwiches are not wrapped in a plastic bag. Cans and bottles of fizzy pop/drinks are not allowed in school on health and safety grounds.

School dinner money is payable weekly each Monday morning, via the School Gateway App. Please speak with the school office for further details.

Road Safety:



Your child is a very important person both to you and to our school. We want him/her to develop both physically and emotionally and together we can bring out the best in them. We want to prepare children for the opportunities, responsibilities and experiences of adult life. Your child's best road safety teacher is you - basic road safety needs to be taught in the street. When your child is out and about with you, it is your example he or she follows, good or bad. Therefore, for the safety of the children in our school, parents are not allowed to use the staff car park for collecting and dropping off children. To ease parking congestion, the church car park is available for use. Out of consideration parents are expected to leave the pavements and driveways clear and any yellow lines or zig-zags.

All pedestrians must use the pedestrian gates and footpaths, not the driveway to the car park.

Road Safety Education is taught within school but to reinforce this learning, your help is needed in setting safe examples on the road, for your child to follow.

Governors' Charging Policy:

The charging policy of the Governors is in accordance with the law as stated in the Education Reform Act 1988. Tuition provided by the school is free of charge. Instrumental tuition provided by Walsall Music Service and external providers, increases gradually each year. A contribution of £20-£25 per half term is paid by parents of the children who receive tuition. If an instrument needs to be repaired, these costs are paid by the parents of the child who has borrowed the instrument.

For additional items such as educational visits, provision of drinks or food, voluntary contributions are requested. These trips and events are usually heavily subsidised by school fund. No child is discriminated against or prevented from participating in such events if a contribution has not been made. However, visits will not be able to proceed if sufficient contributions are not received and in that case may be cancelled. Costs relating to accommodation are charged for residential visits. For extra-curricular activities charges may be made to cover the costs of materials or professional fees e.g. sports coaches; a voluntary donation of £1 per term is also requested.

Legal Matters

In all schools maintained by the Walsall Metropolitan Borough Council the following arrangements apply. The Council's liability covers the Council in respect of claims for compensation made by anyone suffering bodily injury or damage due to some act or error of Walsall Metropolitan Borough Council. Where an injury or damage to property arises due to some act or neglect of a Third Party (i.e. some person or organisation other than the Metropolitan Borough Council) any resultant claim would have to be directed towards the Third Party and not the Metropolitan Borough Council. If a person suffers a bodily injury where no-one is at fault there would be no legal grounds for pursuing a claim against either the Metropolitan Borough Council or a Third Party. However, this is a risk which can be covered by a personal accident policy. Parents could arrange such cover on a general "all risks" basis applicable throughout the year or specifically for a particular event (e.g. school visit, holiday etc.)

Child Protection / Safeguarding:



Where it appears to a member of the school staff that a child may have been abused, the school is required, as part of the Local Child Protection procedures, to report their concern to the Social Services Department immediately. One particular member of staff is charged with the responsibility of liaising with the various welfare agencies. At the present time this is Mrs. O'Hara.

Statement on Care and Control of Pupils:

At our school we have a policy on care and control of pupils, part of this policy is concerned with the use of reasonable force in school. If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this Care and Control Policy may do so on request; it is also available on the school website.

Statement on Bullying:

Within the Catholic ethos of our school, the whole issue of one person imposing themselves in any way on another is seen as negative. The school strongly opposes any form of bullying and seeks to eradicate it quickly, offering appropriate support and intervention and informing all children and parents, at all points in the process. Actions taken are in line with our Behaviour and our Anti Bullying Policy available via school or on our school website.

Parental Involvement:



We warmly welcome the involvement of parents in the life of the school. Parents are invited to attend all the school functions, Masses in school, special assemblies, sports days, plays, Christmas productions, carol services and any other seasonal school based activity. We welcome the help of those parents, grandparents, parishioners and friends of the school who offer invaluable assistance in supporting staff within the classroom in a whole range of activities. If you feel that you are able to offer help in any way, we will be glad to talk to you and make arrangements for you to start.

We have a lively, active and supportive P.T.A. who organise events throughout the year to raise funds for the good of the children in school. We hope that all parents will become involved in some way with the P.T.A. and enjoy meeting and working with others for the benefit of their children and the school.

Document Accessibility:

Statutory instruments, circulars and memoranda, together with curriculum documents, Governors published minutes and other information, are held in school and may be examined on request. Please allow fifteen days' notice for certain documents. All requests for information will be handled in line with current data Protection legislations (25/5/18)

Complaints Procedure:

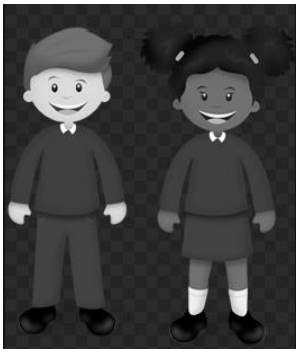


We, at St. Mary of the Angels Catholic Primary School, work very hard as a whole staff to get on well with parents. We welcome you into school and we try to keep you informed about the school's policies and your children's progress. There may be times, however, when you as a parent or guardian will have comments, suggestions or complaints to make. Please refer to the Complaints procedure on the school website or available in the school office.

General Disclaimer:

The Information in this document was correct on 31st March 2020. However, it should not be assumed that there will be no change affecting the relevant arrangements in some particular matter either before the start of, or during, the school year in question, or in relation to subsequent years.

School Uniform



The policy of the school is that pupils should wear school uniform. This is based on the belief that school uniform, among other things, provides a corporate sense of identity.

Children are expected to be well presented. For hygiene reasons long hair must be tied back. Artificially coloured hair, beaded braids and gelled styles are inappropriate. So, too are tram lines in hair.

Nursery Uniform

Children in Nursery need:
A red school sweatshirt with the school logo
A plain white school polo shirt, black
Joggers/trousers/leggings/skirt (to ease toileting-they need to be able to pull them up and down)
They need sensible school shoes with a Velcro fastening- no trainers or fashion shoes.
From the Spring term, P.E kit (see below) will be needed for all Nursery children also.

Winter

Long grey/black straight leg school trousers (short ones may be worn April - September)
Plain brown pinafore or skirt
Long sleeved white shirt/blouse
Brown V neck pullover/cardigan
Brown/Gold stripe tie
Grey/white socks or brown tights
Coat or anorak
Black or brown shoes (no trainers) Maximum heel height 1".
White, brown or yellow hair ribbons

Summer

White /yellow polo shirt
Brown V neck pullover/cardigan
Short grey trousers (optional)
Yellow and white gingham/checked dress
Grey/white socks
Black or brown shoes (no trainers) No open toed sandals
White, brown or yellow hair ribbons

P.E. Kit

Plain red T shirt
Plain black shorts
Plain red sweatshirt with school emblem
Plain black jogging bottoms
Black pumps
Trainers are optional for outside use only.
Football boots/shin pads (if participating in
Extra-curricular football)

All School uniform is available via our online school providers A and J Design
It is of great assistance if your child's name is in every article of clothing. This can avoid mix-ups and prevent children from becoming unnecessarily upset.

It is expected that the children will wear uniform at all times. If this causes a problem, please consult with the Head teacher.

Expected Code of Conduct at St. Mary of the Angels

"Love one another" - Everyone is expected to act at all times with courtesy and consideration.

In each class you make it as easy as possible for everyone to learn and for the teacher to teach. This means:

- at the beginning of each session arriving on time, having ready everything needed for the lesson.
- listening carefully
- following instructions
- helping each other when appropriate
- being quiet and sensible at all times

You move gently and quietly about the school. This means:

- never running, pushing or shouting
- being ready to help by opening doors
- standing back to let people pass
- keeping in line when walking with a class or group
- in crowded places please keep to the left

You always speak politely to everyone and use a low voice

You are silent whenever you are required to be

You keep the school building and grounds clean and tidy so that it is a welcoming place that we can all be proud of. This means:

- putting all litter in bins
- keeping walls and furniture clean and unmarked
- taking great care of the displays and other people's work
- you do not bring chewing gum to school.

Out of school, walking locally or with school groups, you always remember that the school's reputation depends on how you behave.

You take proper responsibility for your own clothing and belongings. This means:

- your uniform is always neat and tidy
- sports equipment is available when needed
- everything is marked with your name
- unnecessary money, toys or other personal belongings are not brought to school
- personal equipment (pencils, rulers, reading or library books) which are lost or damaged by you will need to be replaced or paid for

You do not leave school during the school day without permission.

At playtimes and dinner times you are to be in the right place at the right time and obey and show respect for supervisory staff. This means:

- you leave the classroom or cloakroom area as directed by your class teacher
- you go to the toilet and put on your coat before going out and do not come back in without permission
- when playing out you play games which will not lead to others being hurt or property damaged.
- in the dining hall you eat your food properly and quietly

At the end of the school day you leave school in an orderly way. This means:

- you leave the classroom or cloakroom area as directed by the class teacher
- you walk on the paths (not through the car park or across the field)
- you tell your teacher if you have any problems about getting home, for instance, you have not been met.

REMEMBER, YOU ARE A VALUED MEMBER OF OUR SCHOOL COMMUNITY -
THE WAY YOU BEHAVE AFFECTS US ALL

Signed _____

Date_____