

Roman Catholic Diocese of
Middlesbrough



**St Mary's R C Primary
School**

Prospectus

2009/2010



St Mary's R C Primary School
Highfield Road
Malton
North Yorkshire
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St Mary's is a Roman Catholic co-educational Voluntary Aided Primary School catering for an age range of pre-five to eleven years. It is housed in a modern building with extensive playing fields and outdoor facilities, which it shares with Malton Community Primary School. The present school building was opened officially in the autumn of 1965. An extension to the school was completed and opened in the autumn of 2001. A further extension to provide a library and increase the size of the hall opened in Easter 2009. The history of Catholic education in Malton goes back much further - the first school for the parish being established in 1837 in Wells Lane, Malton.

Head Teacher: Mr David Harrison

Chair of Governors: Dr Mary Connor

Clerk to the Governors: Mrs Shirley-Anne Casey

The Headteacher, Chair and Clerk can all be contacted at the school address.

The school's Mission Statement is:

We welcome everyone.
We work together.
We follow Christ's example
in all we do.
We try to make our school
a happy place
where we can all do our best.
We learn.
We grow in faith.

Our parents, teachers and other adults in school all help us.

Arranging to Visit St Mary's

Any prospective parent wishing to know more about St Mary's should telephone the Headteacher to make an appointment to visit the school.



ADMISSIONS

St Mary's R C Primary School was founded by the Catholic Church to provide education for children of Catholic families. 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. The Governors wish to maintain the Catholic ethos of the school. Preference will be given to those expressing Christian commitment and a wish for a Catholic education for their children. Parents of non-Catholic children will be asked in their application to indicate in writing their reasons for seeking admission.

Whenever there are more applications than places available, priority will always be given to Catholic applicants in accordance with the over subscription criteria listed below. It is desirable that all applicants declare their positive support for the aims and ethos of the school.

The Governing Body has responsibility for admissions to this school and intends to admit up to 14 pupils to the Reception class in each academic year. This number is based on the school's capacity assessment.

Over subscription Criteria

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

1. children in public care
2. children living within the parish of St Leonard's and St Mary's, Malton
3. children considered by the Governing Body to have special medical or social needs as demonstrated in supporting evidence from their GP
4. siblings of pupils who will continue to attend at the time of admission

Where the offer of places to all the applicants in any of the categories listed above would lead to over subscription the following provisions will be applied:

The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category.

The Governing Body may increase the priority of an application within a category where evidence is provided **at the time of application** of an exceptional social, medical or pastoral need of the child which can be most appropriately be met at this school.

Tie-break: were the offer of places to all the applicants in any sub categories listed above would still lead to over subscription, places up to the admission number will be offered to those living nearest the school. Straight-line measurements will be used.

Application Procedures and Timetable

Application forms and explanatory notes for admission may be obtained from the Headteacher. Details about closing dates for return of application forms can be found in the Guide for Parents document available from the local authority. The decision to admit children in the coming school year will be made by the Governors. The LA will then communicate their decision to parents as soon as possible. Unsuccessful applicants will be given reasons related to the over subscription criteria listed above and advised of their right of appeal to an independent appeal panel.

Interviews will not be permitted as part of the admissions process.

St Mary's does not keep a 'waiting list' of applications for admissions. Parents may complete application forms any time after a child is born and these will be held by the school but each September intake is considered in the previous spring. No priority is given to parents based on the date order in which applications were received. Late applications for September admission may be considered if places have not been fully allocated.

Pupils with a Statement of Special Educational Needs

The admission of children with Special Educational Needs is subject to the same criteria as described in the Admissions Policy and these children are counted within the published Admission Number.



ADMITTANCE TO ST MARY'S

Children are admitted at the beginning of the year in which they are five. All children are invited to start full time from the beginning of the Autumn Term. Those younger children who find full time attendance too tiring or challenging in the autumn may attend part-time with the agreement of the school and parents.

In the summer term prior to admittance at St Mary's our Reception Class teacher and support assistant will visit the various Nursery Settings, in and around Malton, to talk to teachers and prospective pupils to ensure there is a smooth transition to our school.

Preparations for First Admittance

Pre-school preparation by parents plays a vital part in the smooth and settled transition between home and school. To this end parents are advised to discuss with the class teacher or the Headteacher what they can do to help their child in the months prior to starting.

Some of this is obvious: general tidiness, self-reliance in dressing, shoelace tying, ability to cope with toilet needs, ability to use cutlery at meal times. It is important that all clothing and footwear should be marked clearly with the child's name.

There is an opportunity for new starters to visit the school one morning in the summer term and stay for a school lunch. This usually takes place in July. The Headteacher and Reception Class Teacher meet the parents of new starters in the Summer Term and answer any questions they may have.



INTERNAL ORGANISATION AND CURRICULUM

EYFS and KS1 currently work as a unit called the Safari Set operating a 'free-flow' system. Class 1 has overall responsibility for Reception pupils and Class 2 has overall responsibility for Year 2 pupils. There is shared responsibility for Year 1 pupils depending on the activities being taught and the needs of the individual child. Class 3 has years 3 and 4 pupils, and Class 4 has years 5 and 6 pupils. Children move through the classes at the appropriate time.

The school sets the highest expectations in all areas, academic, spiritual, personal and social, and assists every child to achieve their potential in a secure 'family' atmosphere.

Children starting school work towards the agreed Early Years Foundation Stage Assessment Scales, which encompass Language and Mathematics Development, Knowledge and Understanding, and Physical, Creative and Emotional Development. Children in Key Stages 1 (Y1-Y2) and 2 (Y3-Y6) work to the National Curriculum. The core curriculum consists of RE, English, Maths, Science and ICT.

Religious Education

St Mary's is a Roman Catholic School and the spiritual and moral growth of each child is of paramount importance.

Religious Education is an essential element of our school. The whole ethos of St Mary's is based in our Christian beliefs and in the extension of the children's knowledge and understanding of the Catholic faith. It is central to our work and play. RE is the underpinning element, our core, and we will continue to develop our knowledge and expertise in order to provide the best experiences for spiritual development of all pupils.

The school uses the ***Here I Am*** scheme of work as a basis for RE lessons. Mass is celebrated several times a term in either Church or school and Holy Days during term time are observed in the Parish Church with the children leading the liturgy. Whole school assemblies, class masses and prayers contribute to the religious life of the school.

English

The school works from the Primary Framework, but we regard a sound basis in all aspects of English as essential for our pupils. Therefore, when implementing the Primary Framework, we ensure adequate provision is made for Speaking and Listening, Spelling, Handwriting and Extended Writing. We already achieve excellent English results and intend to maintain these.

Mathematics

The school follows the Primary Framework and believes in forming sound mathematical concepts which are developed by a mix of whole class teaching and ability group teaching. We aim to develop essential mathematical skills as well as an interest and enthusiasm for maths and problem solving.



Science

Using a basis of scientific enquiry, a wide range of topics are covered in line with the National Curriculum. The topics are drawn from three areas: Life Processes and Living Things, Materials and their Properties, and Physical Processes.



Information and Communication Technology (ICT)

ICT offers pupils the opportunity to experience the electronic tools available for use in our society. Pupils gain a wide range of experience in using audio recorders, videos, digital cameras, interactive whiteboards and computers to support learning in all subject areas. Pupils also learn basic specific skills of word processing, data handling, spreadsheets and graphic presentation. The school works continually to improve and develop its ICT capability to ensure suitable access for all pupils.



Personal, Social, Health and Citizenship Education (PSHCE) including Education for Sustainability

The school follows the guidance from the Qualifications and Curriculum Authority (QCA) regarding PSHCE and draws on a variety of schemes and resources to ensure that our pupils develop a lively interest in their world and a sense of responsibility for their community.

Other curricular areas

In addition to the Core Curriculum we believe that every child has a right to access the other curriculum subjects (History, Geography, PE, Music, Art, Design and Technology, Drama). These are taught in line with National Curriculum, using key skills, in order to achieve a broad and balanced curriculum. An important aspect of our school curriculum is the opportunity for guest speakers to visit. These include Father Tim Bywater (Parish Priest), Musicians, Theatre Companies, Librarians, Fire Service, Police Service, NSPCC and NYBEP. Children also participate in workshops and go out on educational visits. This academic year classes have visited The Deep in Hull, The Culture Festival in Pickering, York Theatre, Ryedale Folk Museum, York Railway Museum, Scarborough Spa Theatre, Countryside Day in Harrogate and Beningbrough Hall in York. Additionally the pupils in Class 1, 2 and 3 are involved in swimming for 10 weeks in the summer term. Qualified swimming instructors teach the pupils. The school also provides the opportunity for older children to experience residential outdoor pursuits at Robinwood, Alston and Todmorden, where qualified instructors teach the pupils.



The school especially believes in the necessity of access to all areas of the Arts and Physical Education and a range of areas and experiences beyond the National Curriculum. We try to develop children's experiences further by inclusion of foreign language teaching. French is taught throughout KS2 with the emphasis on oral language and writing skills. Class 4 pupils are taught by a language specialist from All Saints High School, York.

Whenever possible staff use their particular areas of expertise and enthusiasm to extend children's experiences. Staff also use a complete range of teaching techniques and methods to achieve the most effective form of education for all pupils.

Peripatetic music teachers provide instruction in brass, woodwind and guitar on a weekly basis. The cost of extra music lessons is the responsibility of the parent. The school choir regularly perform to a variety of audiences. Weekly practises ensure pupils are able to develop their musical talents.

A House System is organised within the school. The three houses are named Byland, Kirkham and Rievaulx after three local abbeys. Siblings within families are put in the same house group. The house system provides an incentive for good work, effort and achievement as well as an alternative way of organising pupils for special activities.

Every week a child from each Year Group receives the Star Worker Award. This can be awarded for hard work, effort or achievement.



The school maintains close links with the various special services provided by the Local Authority – including the Library Service – and when necessary makes use of the remedial and welfare help and expertise available. Older children participate in programmes organised by Scarborough Hospital and by the emergency services to gain a good understanding of how to deal with accidents and emergencies.



Lunchtime and Out-of-School Activities

The school staff often give their time to organise group and club activities during lunchtime and after school. Depending on the season, and level of interest, these activities include musical groups, recorders and choir and sports clubs. Last year we had qualified instructors to coach KS1 and KS2 pupils in football, cricket, basketball, circuit training and dance.

Sporting Activities

The school takes part in a number of competitive sporting activities after school (football, netball, rugby, rounders, unihoc, bench-ball, cross country, athletics and cricket) organised by the Schools Sports Partnership. The school has recently had 'taster' sessions in tennis and tag rugby and is developing further links with the Malton Tennis Club and Malton & Norton Rugby Football Club.



Education for Personal Relationships (EPR)

Sex education is taught within the context of EPR as appropriate for the ages of our pupils. The school uses a scheme entitled ***In the Beginning*** which involves parents in much of the discussion with their own children. The units usually take approximately a term and are usually completed in the summer term. The school feels that this scheme provides an opportunity for parents to talk with children about families, individuals, responsibilities and the growth of new life within a secure context which is based on our faith.

Children's individual questions will be answered simply and honestly and the school would inform parents whenever it was felt to be advisable. Year 6 pupils also have an opportunity to watch a DVD about puberty. The school nurse comes in and talks about the DVD with the children. Parents will be informed and invited to school should they wish to attend.

The Education Welfare Officer

The Education Welfare Officer (EWO) provides a valuable link between home and school and can be a great source of help to parents on all matters of welfare – free meals, financial support, family, social and emotional problems affecting the child. The EWO can be contacted through the school or 01653 696443.

Special Educational Needs

The school is committed to social inclusion and equal opportunities for all children whatever their needs. All children have the right of access to all aspects of the curriculum and the school regards it as a duty to ensure all children achieve this.

We work closely with parents and children to achieve the maximum potential for every pupil. Children are assessed regularly and arrangements are made for support to be given as appropriate. This ranges from differentiated work, extra assistance in class, individual education plans, external support (if required) through to Statements of Special Educational Need.

The school believes that children with exceptional ability in certain areas should also be supported and developed as they too have an individual need. The school makes use of workshops for able and gifted pupils to assist in this.



The School Day

The school's working day begins at 8:50 am. It is essential that pupils arrive on time as lessons start promptly. The school day ends at 3:30 pm for all children.

The lunch-time break is from 12:00 noon to 1:10 pm. There is a short break in the morning for all children and another short break in the afternoon for children in Classes 1 and 2 and on some days for children in Classes 3 and 4. The actual teaching day is therefore five hours. It is requested that children do not arrive on the school premises before 8:40 am unless unavoidable and unless arranged with the Head Teacher.

Rules and Discipline

Normal sensible rules exist at St Mary's. These are made for the smooth running of the school and the well-being of the individual child. The children are encouraged to develop a sense of age-appropriate behaviour and self-control. Pupils are involved in producing class rules and rules for outdoor play so that they develop a sense of ownership. Parents are encouraged to discuss behavioural matters with the staff or the Headteacher. The school's Behaviour Policy is available for parents to read.

School Uniform

blue/white shirt/polo shirt
royal blue jumper/sweatshirt/cardigan
charcoal trousers/skirt/culottes
grey/white socks
blue and white checked dress for summer wear if wished
school shoes, indoor shoes/plimsoll, heavier trainers for outdoor games
plain white T-shirt and black/blue shorts for PE
additional royal blue/dark tracksuit for outdoor games in cold weather

Please note that uniform items can be purchased from the suppliers through the school office. The wearing of make up or jewellery is not permitted at St. Mary's School. Small ear studs are allowed but must be removed during PE.

Homework

The school favours a range of homework tasks including sharing books, playing maths-based games, looking for information or artefacts to support topic work and individual reading for older children. The weekly Home-School diary advises parents of the homework expectations for their children. The school's aim in offering homework is to reinforce skills and concepts taught in lessons and to provide an opportunity for parents to share and discuss their children's schoolwork.

Insurance

Parents should note that the Local Education Authority does not provide personal accident insurance cover for children at school and, except in the case of proven negligence, no claims for compensation would be considered. It is up to the parents to arrange cover privately should they feel it is required. Parents should also note that private property belonging to staff, children or parents is not covered by insurance.



Medicines in School

Children who are unwell should, of course, be kept at home until fully recovered. They may otherwise be a source of infection to others and unable to cope with normal school routine. Parents must inform the school if their child is going to be absent and should send in a written explanation when their child returns to school.

Some of the staff at St Mary's are willing to administer basic medicines where these are agreed to be necessary if parents make a written request stating full details of dosage and frequency. The school must be advised of any medical conditions such as asthma where children self-administer inhalers.

School Meals

School meals are cooked on the premises and at present cost £10.00 per week with a reduced rate for siblings. The system adopted is 'family service' whereby the younger children are served by the staff and the older children.

The cook-in-charge is happy to discuss the service with individual parents by prior arrangement. School meals are provided by Initial Services and every effort is made to provide wholesome meals and to develop sensible eating habits.

Children are able to bring a packed lunch, which is eaten alongside those taking a school meal. Packed lunches must not contain sweets or fizzy drinks.

Snacks and drinks

Reception and KS1 children are provided with fruit or vegetables to consume at the beginning of the mid-morning break (10:15 am) before they start to play. Children may purchase fruit juice and segments of fruit from the kitchen. Reception and KS1 children are also encouraged to bring in a healthy snack for afternoon play. Milk is also available. Please request application forms for milk from the school secretary or order on line at www.coolmilk.co.uk

Children are encouraged to bring plastic bottles of water to have in their classrooms on the understanding that the use of these bottles does not interrupt lessons and the bottles are regularly taken home for washing. The school has a mains-fed and filtered water cooler which children may use to fill their water bottles. The school is grateful for voluntary contributions to support this.



RELATIONSHIP WITH PARENTS

The school greatly values the interest and involvement of parents. The school recognises that parents are the first educators of their children and appreciates the need for real partnership between the school and home for the most beneficial educational progress. St Mary's has a Home/School Agreement, which sets out the aims and responsibilities of the Governors, Staff, Parents and Pupils. All children take a 'Home-School Diary' home on a Friday to inform parents of what has been happening in class during the week.

There is an active Parents and Teachers Association within the school which organises social and fundraising events. Parents are encouraged to play an active part in the life of the school by being involved in many ways. The school welcomes parent support in classrooms, for out-of-school sports activities and for educational visits.



Parent Evenings are organised twice a year (Autumn and Spring). Parents are invited to and are most welcome at masses and many other events. Parents are also welcome to call after school or at some other mutually convenient time to discuss any matters with members of staff. It is always helpful to make an appointment beforehand.

Parents receive a written report of their child's progress at the end of Summer Term. The report also contains suggestions for how pupils can improve their work at school.

Charges for School Activities

The School Governors have agreed that the Headteacher should be permitted to invite voluntary contributions in support of any activity organised by the school where funding is necessary: for example, swimming lessons, cookery, educational visits. Parents will be individually informed of such occasions.

Annual School Holidays and Requests for Holidays

A list of the school holidays for the present year is shown at the back of the Prospectus. The teaching year is 190 days. The amount of time off which children have for holidays in term time has become a matter of considerable concern nationally. Parents should note that all leave for holidays in term time is discretionary, not an automatic entitlement. A pupil may be granted leave of absence from school to enable him/her to go away on holiday but a pupil may not be granted more than 10 school days leave of absence in any school year. The school may grant holiday leave, but it is not required to do so. Any request to the school for leave should be made in advance.

OTHER STATUTORY INFORMATION

Parents are reminded of the need to inform the school at the time of absence and when the child returns to school to send a note giving the reason for absence. Attendance records can then be completed appropriately. An unauthorised absence will be noted when the school is not at any time made aware of the reason for a pupil's absence and when permission has not been granted for holiday leave.

Requests for absence arising from a family holiday must be made prior to the holiday on the appropriate form. The Headteacher will view such requests individually and may or may not give permission for absence. Such requests must not, in any case, exceed 10 days in any academic year.

Number of pupils on roll in 2009-2010				
Class 1 R = 15	Class 2 Y2 = 13	Class 3 Y3 = 16 Y4 = 15	Class 4 Y5 = 12 Y6 = 14	Total = 95

Rates of Authorised and Unauthorised Absence of Day Pupils Of Compulsory School Age in the School Year 2008-2009	
Percentage of sessions (half days) missed through authorised absence:	5.2%
Percentage of sessions (half days) missed through unauthorised absence:	0%

Statutory right of withdrawal

Parents are reminded that they have a statutory right to withdraw children from all or part of the religious education and collective worship provided. Before choosing to exercise this right, parents should discuss their reasons with the Headteacher as the Governors consider the exercise of such a right to be incompatible with the parents' stated choice of a Catholic education for their child. The Headteacher is required to make provision for pupils who are withdrawn and would seek to satisfy this responsibility by setting individual work as appropriate.

How to make a complaint

Initially any matter should be addressed to the appropriate member of staff and to the Headteacher should this be felt necessary. Parents are reminded that members of staff can not be expected to act on complaints whilst they are involved in teaching and supervising pupils. If a satisfactory resolution to the problem cannot be achieved the matter can be put to the School Governors via the Clerk to the Governors at the school address.

A copy of the school's Complaints Procedure is available on request.



SCHOOL RESULTS at Key Stage 1

This table shows results for Year 2 pupils (on the school roll at the time of the last teacher assessments in Summer Term 2009) achieving each level at the school at the end of Key Stage 1. Figures may not total 100% because of rounding.

TEACHER ASSESSMENT RESULTS									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Pupils Disapplied	Pupils Absent
Speaking and Listening*	0%	0%	53%				47%	0%	0%
Reading	0%	0%		0%	20%	40%	40%	0%	0%
Writing	0%	0%		7%	53%	7%	33%	0%	0%
Mathematics	0%	0%		7%	33%	27%	33%	0%	0%
Science*	0%	0%	47%				53%	0%	0%

W represent the pupils who are working towards a level 1, but have not yet achieved the standards needed for level 1.

* Results for speaking and listening and for science are based on teacher assessment only

SCHOOL RESULTS at Key Stage 2

This table shows results for Year 6 pupils (on the school roll at the time of the last national curriculum assessments in Summer Term 2009) achieving each level at the school at the end of Key Stage 2. Figures may not total 100% because of rounding.

TEST RESULTS							
	Percentage at each level					Pupils Disapplied	Pupils Absent
	Below Level 3*	3	4	5			
English	0%	0%	50%	50%		0%	0%
Mathematics	0%	0%	28%	72%		0%	0%
Science	0%	0%	28%	72%		0%	0%

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils not achieving a level from the tests.

STAFF OF ST MARY'S SCHOOL

David Harrison	Head Teacher
Gemma Houseman	Class 4 Teacher
Julie Kirton	Class 3 Teacher
Lisa Duffield	Class 2 Teacher
Helen Davenport	Class 1 Teacher
Joanna Barker	Secretary
Julie Gallagher	Secretary
Karen Burnett	General Teaching Assistant
Jane Wright	Advanced Teaching Assistant
Gwendolyn Bills	General Teaching Assistant
Lesley Milner	Cook
Jayne Farmer	Assistant Cook
Anne Kneeshaw	MSA
Joan Graham	MSA
Doreen Worswick	MSA
Colleen Guest	Cleaner/Relief MSA

GOVERNORS OF ST MARY'S SCHOOL

Dr Mary Connor	Chair, Lead Governor for CPD, Welfare and Discipline
Fr Tim Bywater	Vice-Chair, Lead Governor for Community Relations
Mrs Dee McCourt	Lead Governor for SEN and Child Protection
Mr Tony Finlinson	Lead Governor for Health and Safety
Mr Richard Ebbs	Lead Governor for Finance
Mrs Sally Bulmer	Lead Governor for Admissions and Prospectus
Mrs Beverley McManus	Lead Governor for Admissions and Prospectus
Mrs Julie Render	Lead Governor for CPD, Welfare and Discipline
Mrs Lisa Duffield	Staff Governor, Lead Governor for Standards and Performance
Mr David Harrison	Head, Staff Governor, Lead Governor for Standards and Performance
Helen Hodgson	Lead Governor for Appointments
Mrs Shirley-Anne Casey	Clerk to the Governors

SCHOOL TERM AND HOLIDAY DATES

ACADEMIC YEAR 2009/2010		
	First day in school	Last day in school
AUTUMN TERM 2009:		
First half Term	Thursday 3 September	Friday 23 October
Second half Term	Tuesday 3 November	Friday 18 December
SPRING TERM 2010:		
First half Term	Monday 4 January	Friday 12 February
Training Day	One day only - Monday 1 February	
Second half Term	Monday 22 February	Thursday 1 April
SUMMER TERM 2010:		
First half Term	Monday 19 April	Friday 28 May
MAY DAY	One day only - Monday 3 May	
Second half Term	Wednesday 9 June	Thursday 22 July

CONTACT DAYS	TRAINING DAYS	TRAINING DATES
190 days in 2009/2010	5	Monday 2 November Monday 1 February Monday 7 June Tuesday 8 June Friday 23 July