

St Anselm's Catholic Primary School

Learning and growing together through prayer, belief and love

School Prospectus



2024-2025

Contacting the School

St Anselm's Catholic Primary School

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Safeguarding Lead(s)

Jessica Rooney (Nominated Safeguarding Governor)

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Welcome to St Anselm's

On behalf of the governors and staff of St Anselm's, I warmly welcome you to our school. As a Catholic school, Christ's teaching is at the centre of everything we do. Our children, parents, governors and staff all contribute to create our living, witnessing Christian community.

Our Mission Statement, *'Learning and growing together through prayer, belief and love'*, underpins everything that we do.

We recognise that everyone is equal in the eyes of God and that each person has equal worth. Therefore, we encourage all to be positive about their own identity and uniqueness.

We have a climate of high expectations and standards in both the academic and social aspects of learning and hold the belief that learning should be an enjoyable experience. Therefore, we motivate the children through high quality teaching, first hand experiences and a stimulating environment to enable them to become the best independent learners they can be.

THE DISTINCTIVE NATURE OF CATHOLIC EDUCATION

Whatever their status - voluntary aided, special agreement, grant maintained, special or independent - Catholic schools and colleges are established to support Catholic parents in their responsibility for the academic, physical, spiritual, moral and religious education of their children in accordance with the teachings of the Church. This means that they are committed to promoting:

The Search for Excellence:

The search for excellence is seen as an integral part of the spiritual quest. Christians are called to seek perfection in all aspects of their lives. In Catholic education, pupils and students are therefore, given every opportunity to develop their talents to the full.

The Uniqueness of the Individual:

Within Catholic schools and colleges, each individual is seen as made in God's image and loved by Him. All students are, therefore valued and respected as individuals so that they may be helped to fulfil their unique role in creation.

The Education of the Whole Person:

Catholic education is based on the belief that the human and the divine are inseparable. In Catholic schools and colleges, management, organisation, academic and pastoral work, prayer and worship, all aim to prepare young people for their life as Christians in the Community.

The Education of All:

Their belief in the value of each individual leads Catholic schools and colleges to have the duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged.

Moral Principles:

Catholic education aims to offer young people the experience of life in a community founded on Gospel values. In religious education in particular, the Church aims to transmit to them the Catholic faith. Both through religious education and in the general life of the school, young people are prepared to serve as witnesses to moral and spiritual values in the wider world.

Extract from 'Principles, Practices and Concerns' - a statement from the Catholic Bishops of England and Wales

Arrangements for Admission to the School

St. Anselm's School primarily serves the parish of Our Lady and St Thomas of Canterbury. We are happy to show prospective parents and their children around the school at a mutually convenient time. As well as giving you information about the school we will answer any questions you may have.

All parents who have been offered a place will be asked to confirm their acceptance in writing. Parents of new children to be admitted are invited along with their child to spend some time with their class teacher and this also gives you the opportunity of meeting the other parents of children starting school.

School Organisation and Teaching

The school believes that making a good start is very important. At present St. Anselm's has a staggered entry in September for the Reception children to allow child and teacher the time to get to know each other well.

All Reception parents will be notified of the starting dates and arrangements for their child.

At the end of the Reception year teachers will consider the balance of needs within the year group to reorganise classes for Year 1. Children may be reorganised in subsequent years according to the level of need within the cohort.

All Reception children automatically move into Year 1 in the September following their admission.

Inclusion

We welcome children with special educational needs and disabilities. We believe that every child is unique therefore we consider matching very carefully the ability of each child to the content of the curriculum so that each child can make the best possible progress. The school has a Special Educational Needs Coordinator (SENDCO), Mrs Jackson and a team of support staff.

Our Curriculum Intent

At St Anselm's the curriculum is underpinned by our school's Mission Statement and offers a stimulating and inclusive experience with Christian values at its core. By modelling the virtues given to us by Jesus, our pupils become life-long learners, understanding that we are all unique and have a variety of talents. Our curriculum is a vehicle for teaching British values and develops in our pupils a sense of responsibility and duty, and as a result, our pupils contribute positively to our school community, the wider local community and as global citizens.

The curriculum at St Anselm's is planned to ensure the development of core skills, creativity and curiosity within a cross curricular approach which considers the context of St Anselm's and the richness of the local area with its proximity to London. While focusing on subject specific knowledge, skills and understanding as set out in the National Curriculum, it is designed to be cohesive, relevant and inspiring to pupils. The knowledge and skills-based approach within our curriculum is continually evolving to respond to the needs and interests of our current pupils which ensures it is meaningful, challenging and stimulates pupils to reach the highest possible standards in reading, writing and maths.

Our curriculum and provision demonstrate our commitment to each individual child, their mental health and well-being, and to ensuring that all pupils develop a positive attitude. Our aim is for our children to be offered the richest experiences and to leave St Anselm's with a sense of responsibility, ready to embrace the opportunities and challenges of the wider world.

Comprehensive Curriculum Maps can be found on the school's website detailing the topics that are covered in each year group. In Reception classes, the children experience the Early Years Foundation Stage (EYFS) Curriculum delivered across seven areas of learning: Communication and Language; Personal, Social and

Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design.

Religious Education (RE)

Religious Education (RE) is at the core of all the teaching at St Anselm's. The Gospel values and teachings of the Catholic Church underpin every aspect of our School life. We aim to be a witnessing community, assisting parents in the task of helping children to know God and experience the Christian faith at home and at school.

To help the children develop knowledge of their faith, the school uses 'The Way, The Truth and The Life' RE programme which is informed by the 'Catechism of the Catholic Church' and the Religious Education Curriculum Directory for Catholic Schools. The curriculum content is:

- Revelation; Story, Scripture, Memory and Tradition of the Church
- Church; Community, Discipleship, Witness
- Celebration; Sacrament, Ritual, Prayer, Worship, Liturgy
- Life in Christ; Lifestyle, Morality, Values, Attitudes

Emphasis is placed on the teaching of scripture and to support this, the use of bibles is very much encouraged, particularly in KS2. To support the teaching of Catholic Social Teaching, the school uses the scheme, 'Caritas in Action'. The curriculum is carefully planned, giving children the opportunity to explore big questions about life and faith within a broad Christ-centred curriculum. We recognise the importance of teaching the children to value and respect the beliefs and traditions of other faiths so one week each term of RE teaching is given to teaching other faiths.

The Catholic life of the school is enriched by our strong links with the parish of Our Lady of St Thomas of Canterbury and the support given by our Parish Priest, Fr Derek McGuire. Prayer and worship are an essential part of our school life. Mass is celebrated by the whole school, prepared and led by children from different year groups and weekly Gospel and achievement assemblies are led by the senior leadership team. We also have a pupil GIFT Team, (Growing in Faith Together) who help to promote the spiritual and moral development of the school.

English

Early Reading and Phonics: At St. Anselm's, we provide language rich environments that encourage and develop oracy and literacy skills to ensure consistent teaching, progression and continuity in the teaching and learning of phonics throughout the school. In order to implement our intent, we follow a Systematic Synthetic Phonics programme called 'Essential Letters and Sounds' and sequence where children learn to:

- Recognise, say and write all phonemes within each phase 2-5.
- Apply and understand spelling patterns, e.g suffixes, prefixes, that are taught through phase 6 in year 2 using the Rising Stars Spelling Programme.
- Use their phonic knowledge to blend and segment phonetically decodable words.
- Use their phonic knowledge to read complex words and to recognise from sight High Frequency Words and Common Exception Words.
- Read with fluency for both pleasure and to retrieve information and expose children to a range of texts
- Write clearly, accurately and coherently using phonic knowledge.
- Apply their phonic knowledge in their reading and writing across the whole curriculum when they enter Key Stage 2.

Reading and Writing: At the core of our English curriculum lies our aim to instill a love of reading, writing and discussion, in all children, regardless of background and ability.

We inspire an appreciation of our rich and varied literary heritage and an eagerness to read widely and often. Our English curriculum reflects, and is a celebration of the diversity of our school community through our choice of books, authors, topics and creative and enrichment opportunities. Our texts are chosen very carefully to ensure that they are challenging, engaging and inspirational. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of audiences and purposes. We inspire our children to be confident in the art of speaking and listening and to use discussion to promote pupil voice and communicate, and develop further their ideas and learning across the curriculum.

Our English curriculum is progressive and promotes the academic, social and spiritual development of every child to help them prepare for life as successful and socially responsible citizens in secondary school and beyond. Children are helped to develop the ability to express their thoughts and ideas and communication skills through speaking and listening activities and through the written word. We aim to ensure that children develop a strong command of English through the correct use of punctuation, spelling, grammar and correct letter formation. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised. The school believes that there is a close relationship between handwriting and spelling. The children in EYFS are taught to use the pre-cursive handwriting style, in preparation to use joined up handwriting in Year 1 so that the flow of the hand takes them through the word.

Mathematics

At St Anselm's we aim to develop in children an inspiring and positive attitude to mathematics. We want them to understand mathematics through a process of enquiry, reasoning and problem solving using a range of learning strategies: working both cooperatively, collaboratively and independently. We do this by teaching maths using a mastery approach. Teachers have high expectations of all children and they believe that all children have the ability to succeed. Through our teaching we want our children to gain confidence in mathematics so that they can express their ideas fluently and talk about the subject using mathematical language. We believe in the principle of 'Maths, Everyone Can!' Our lessons are built on the following principles of a mastery lesson:

- Coherence – breaking down mathematical concepts into small, well sequenced, manageable steps.
- Variation – procedural and conceptual
- Representation and structure – carefully choosing ways to reveal the structure of the mathematics, and representing it in a variety of ways.
- Mathematical thinking – chains of reasoning and use of precise mathematical vocabulary.
- Fluency – number and table facts and recognising the relationship between them.

Science

At St Anselm's we provide a high-quality science curriculum that builds a foundation for children to confidently explore and foster an appreciation for the world around them; both for living and non-living things. We aim to explore science from the lens of our Catholic faith to ensure children become positive contributors to the future of our world as God's stewards.

Our curriculum exposes children to a diverse selection of key scientists in order to build cultural capital and to challenge the stereotypes that children may see. We believe this will inspire children to break down stereotypes and learn that they, no matter their background or abilities, can achieve in science.

Through careful consideration to the sequence of topics, children build on previous knowledge, skills and vocabulary each year to ensure that learning is progressive. Consequently, their acquisition of key concepts is meaningful and they understand the relevance of such concepts to their lives. This is also underpinned

through the incorporation of appropriate scientific enquiries into lessons to develop children's abilities to work scientifically.

At St Anselm's all science lessons follow the national curriculum for science. In EYFS, Science is taught through the learning area of 'Understanding of the World'.

Computing

The intention of the Computing Curriculum at St Anselm's Primary School is to inspire our children with a fascination and curiosity about the world around them that will stay with them throughout their lives. We aspire for our children to be masters of technology, as we know that technology will play a pivotal part of their lives. We aim for our teaching of computing to develop creators, not consumers and plan a broad curriculum encompassing computer science, information technology and digital literacy reflects this. We support our children to understand that there is always a choice with technology and we role model using technology, in particular social media, positively and safely.

We aim for our children to be aware of online safety throughout their education, and recognise that being educated and aware of the dangers online is the best prevention policy. We ensure Online Safety is threaded throughout the curriculum, in all areas of learning, to develop children's awareness of keeping safe, and best strategies to deal with difficulties as they occur. We recognise that technology can allow pupils to share their learning in creative ways, and we aim for some of this learning to be shared with parents and the local community. Our knowledge rich curriculum is balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We aim for our pupils to be fluent with a range of tools to best express their understanding and to develop the confidence and independence to choose the best tool to fulfil the task and challenge set by teachers.

Music

Music is a universal language and connects us through people and places in an ever-changing world. At St Anselm's we believe that music lessons should inspire and engage students to develop a life-long love of music and their talents as musicians. Music lessons are as practical as possible and throughout children's time in St Anselm's we aim for them to participate in singing, ensemble playing, listening and experimenting with the creative process and so increase their self-confidence, creativity and sense of achievement. Music should underpin all celebrations, performances and religious events in our school.

There is a specialist music teacher employed at St Anselm's and all classes receive a 30 min music lessons per week as well as a 30 min whole-school singing session (prayer through song). We have developed our own curriculum which covers the aims of the Music Programme of Study in the National Curriculum, as well as taking inspiration from the Model Music Curriculum. All children learn the recorder from the summer term of Year 2 (continued throughout Year 3) and in Year 4 all children learn the ukulele. We work closely with our local Music Service (Harrow Music Service) and children have the opportunity to learn other instruments in small group settings (violin from Year 3, wind from Year 4 and guitar from year 5). Children in Year 5 also spend a term studying and participating in West African singing, drumming and dance, again through the local Music Service. St Anselm's KS2 choir (Yrs 4, 5 and 6) are very active in the local community, performing at local events, with our Catholic community and in collaboration with Harrow School. There is a recorder club for children in Year 3.

Art and Design

At St Anselm's we believe that every child is an artist, and have designed an ambitious skill-based curriculum to guide and teach them to create. The curriculum incorporates the statutory requirements of the National Curriculum, and ensures that all children will become skilful in drawing, painting, sculpture and other art and

craft techniques. At Anselm's it is our aim that all children should produce creative work, explore their ideas and record their experiences in their sketch books. We ensure that children know about great artists, craft makers and designers and understand the historical and cultural development of their art. We develop our children's cultural awareness by making links with real life experiences and the local area.

We aim to inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their very own works of art. We ensure that our children understand that their Art is a journey, with the creating and designing process just as greatly recognised as the finished pieces.

We believe Art is a wonderful way to give every child the opportunity to develop their ability, nature their talents and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond. We are proud of our Art showcase which takes place annually and is an opportunity for all of our children to showcase their artwork to our community.

History

The History curriculum at St Anselm's Catholic Primary School is carefully planned and structured to ensure it is inclusive of all pupils and that current learning is linked to previous learning. Our History curriculum is guided by the National Curriculum and considers the background and interest of our children as well as the context of our local area. In line with the national curriculum 2014, the curriculum at St Anselm's aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past;
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement;
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The curriculum is designed to inspire curiosity in pupils and through our teaching of History they will have the opportunity to gain knowledge and understanding of Britain in the past and that of the wider world. History enables pupils to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.

Children will develop the art of being inquisitive through questioning, thinking critically and trying to analyse and evaluate events, people and sources. It is a curriculum that allows for high quality education encapsulated by rich experiences, creative thinking, growth mindset, cultural knowledge and a wide breath of topics.

Geography

At St Anselm's we want to inspire children's curiosity and fascination about the World and its people, their cultures and lives. We want to develop and deepen their geographical knowledge, understanding and skills and for them to apply these thoughtfully and sensitively to benefit of themselves and others, having care for the Earth and its people whoever and wherever they are.

We have a strong focus on sustainability and stewardship, learning how to enable and enhance lives, environments and places and our Green Ambassadors in Year 4 help to promote this further. We want the teaching to be meaningful so we have a strong focus on the school's locality.

We want children to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Physical Education (PE)

At St Anselm's, we believe that PE is a unique and vital contributor to a pupil's physical development and well-being. We aim to promote positive attitudes towards active and healthy life styles and help pupils to develop their fitness, agility, co-ordination and confidence and lead them to enjoy many sports. All children have two sessions of PE weekly and are given many opportunities to participate in intra and inter sports competitions. Pupils have swimming lessons in Year 4 and we run many other sport clubs including running club, netball, football, gymnastics and dance classes. We aim for our pupils to master basic fundamental movement skills including; running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. We want them to develop flexibility, strength, technique, control and balance and play in competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. They will perform dance routines using simple movement patterns and have the opportunity to demonstrate their dance experiences in our annual dance showcase. The children also have the opportunity to take part in outdoor and adventurous activity challenges both individually and within a team.

Design and Technology (DT)

Our design and technology curriculum at St Anselm's is intended to develop and apply children's practical skills by encouraging them to solve problems based on initial exploration of designers and their products. We intend to foster creativity, analytical and critical thinking and develop technical competence which will equip children with essential life skills. It aims to encourage children to take risks and develop new innovative designs and to be reflective learners by giving them opportunities to evaluate their own work. Within our curriculum we value the importance of providing children with a variety of real-life problems to solve which are not just relevant to their own society but also other social contexts. This is done by evaluating a diverse range of past and present designs from around the world.

We aim to develop the children's understanding of electrical components, control systems, mechanisms and structures while understanding and applying the fundamental principles of design, make and evaluate as a process. Our children will be inspired by designers, chefs and engineers to enable them to create a range of structures, mechanisms, textiles, electrical systems, and food products with a real purpose. We also aim to ensure our children understand the historical and cultural development of all Design and Technology forms. We will encourage inquisitive thinking and research skills to better understand the importance and impact of Design and Technology on the wider world.

Modern Foreign Language

French is the modern foreign language taught by our specialist at St Anselm's for Years 3-6. It is our aim to encourage children to enjoy and develop a curiosity about learning languages by exploring the French language and French-speaking culture. The four key skills of speaking, listening, reading and writing are practised equally and lessons have an emphasis on being entertaining and enjoyable to motivate our children and increase their self-confidence, creativity, and sense of achievement. Wherever possible, cross-curricular links are made to reinforce learning. French achievement certificates are presented weekly to pupils to celebrate their success.

During International Week the French curriculum is brought to life at St Anselm's with an annual 'French Singing Competition'. The project aims to combine French, music, and dance and for the children to have fun learning the language. The languages, cultures, and traditions of other countries around the world are explored across the whole school during International Week and children complete themed activities and are encouraged to share an aspect of their heritage.

Personal Social and Health Education (PSHE)

At St Anselm's School we recognise that PSHE and Citizenship are closely related to RE and reflect the teachings of the Catholic Church. Our broader aim is to provide a faith community in which children can learn to respect themselves and others and take responsibility for their own actions. Fundamental to our school's values and practice is the principle of sharing the responsibility for the education of children with our parents and governors. We keep parents informed of any developments and changes to our approach to PSHE and Citizenship Education. Positive approaches to personal, social and health issues are promoted throughout the curriculum and general life of the school. Children are encouraged to learn and acquire new skills which will enable them to show respect and concern for themselves, others and the environment. They are encouraged to see themselves as valued members of the school faith community, their parish communities and the wider world community. To promote our children's wellbeing and positive mental health, we use the Zones of Regulation as a tool to teach children to think about and express how their body feels and their emotions.

Relationship and Sex Education (RSE)

At St Anselm's RSE is considered an essential element of the education of the whole child. Parents are primarily responsible for helping their children gain knowledge of, and develop respect for, love and loving relationships. The school's relationship and health education programme is designed to help support parents in this area. The teaching covers the emotional, physical and sociological aspects of relationships. This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils.

The three themes are:

- Created and loved by God (this explores the individual) The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.
- Created to love others (this explores an individual's relationships with others) God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.
- Created to live in community – local, national & global (this explores the individual's relationships with the wider world) Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme. Alongside this, RSE covers aspects of online safety which are fundamental to children's understanding of the wider world.

Home Learning

It is the policy of St Anselm's that all pupils should receive home learning. At St Anselm's we believe that home learning, although not statutory, is an essential part of pupils' learning. In line with the National Curriculum requirements, home learning is set and children are encouraged to, and expected to establish good home learning habits from the beginning of their school life.

Home learning is recognised by the school as having the potential to raise standards, but this can only happen when it is taken seriously by pupils, parents and staff and the right balance is struck between it and the other opportunities that children have outside the school day. As children progress through the school the amount of homework that they are expected to do increases. We seek your support in helping your child. We expect you to listen to your child read and sign their reading record, help them with their tables and spellings and

encourage them in their quest for knowledge in their topics. By working together, we will have a learning partnership that will really help your child.

Enriching the Curriculum and Charging Policy

First hand experiences are the best way to enrich the learning and make it come alive. The teachers plan such experiences carefully. It may be a visit to the museum, or the theatre, or that a special visitor, such as an author, comes to the school. Such events need to be paid for, and it is the school's policy to ask for a specified voluntary contribution to cover the expenses.

At present, because the contributions have nearly always been sufficient, it is our policy that such events will take place regardless of whether enough funds come in. It has to be said, however, that if the school made frequent losses we could not continue in this way. Although the voluntary contribution is calculated so that the school 'breaks even', should there be a surplus on an individual event this will be offered back to you.

Another way of enriching the curriculum is through after school activities. The staff are generous with their time, both at lunch times and after school, to provide a range of clubs, give extra tuition, talk over learning or provide sports coaching.

Promoting Positive Behaviour

As a Catholic school our guidance stems from the example and words of Jesus. The Gospels are the ultimate source to guide our actions. 'Which is the greatest commandment in the Law?' Jesus answered 'Love the Lord God with all your heart ... love your neighbour as you love yourself' (Matt. 22)

The philosophy of our Behaviour Policy is embodied in our religion as a part of the church's teaching on morality. We are aiming:

- To develop a moral framework within which initiative, responsibility and sound relationships can flourish
- To enable children to develop a sense of self-worth and a respect and tolerance for others
- To foster a restorative approach to support children to listen carefully and forgive one another
- To provide an environment in which children feel safe, secure and respected
- To develop within the children an understanding of right and wrong

More practically, however, we want the children to:

- Treat everyone with kindness and respect
- Take good care of our school and the grounds
- Call others by their proper names
- Be careful with others property.

To achieve these aims everyone must play their part; staff, parents, governors and, of course, the children. Indeed, we recognise that although many will influence the children, it is the children themselves who must take responsibility for their own actions.

The school values highly the role of partner agencies. To this end we work with the Catholic Children's Society to provide a play therapy service for children who require support with their social and emotional well-being.

Anti-Racist Statement

Our school opposes all forms of racism and racist behaviour. These include physical assault, derogatory name-calling, insults and racist jokes, racist graffiti or any other written insult, and racist comments in class discussions.

Any such incidents will be dealt with firmly and will be recorded. We endeavour to promote an anti-racist ethos through all school activities and aim to provide the best possible education for all children. We rely on the full co-operation of parents.

Bullying

Bullying in whatever form is not tolerated. The issue of bullying is continually addressed at assemblies, as well as in class by the class teacher. Children are encouraged to tell and we are committed to working with all children, their families and classes to address any problem. We have an anti-bullying policy which is available to parents. All alleged incidences and occurrences will be investigated thoroughly and recorded. Parents are asked to be alert for signs of distress in their children and bring any worries to the class teacher as soon as possible.

Assessment and Reporting Achievement

Assessment of children's progress is an integral part of the teacher's work. The school works hard to ensure consistency across the age groups. We use an internal tracking system to monitor all pupil's attainment throughout the year and termly assessments are undertaken in all year groups. As parents you should be a little cautious about comparing your child with other children. What is important is, where your child is now, where he/she was and where we would like him/her to be.

At the end of each term a report is provided about each child. At the end of the summer term a more detailed report is sent to you about the progress and achievements that your child has made over the year. Parent and teacher consultations occur twice a year in the Autumn and Spring terms – all parents are encouraged to attend these.

As children enter EYFS, teachers carry out the Statutory NFER Baseline Assessment covering the specific areas of learning in mathematics, literacy and communication and language. Throughout EYFS, teacher assessment is on-going against the 7 areas of learning and a final Teacher Assessment judgement is made at the end of the year against the Early Years' Profile which is reported to parents.

Statutory Phonics Testing takes place towards the end of Year 1 and a Statutory Multiplication tables check takes place in Year 4 in the summer term. Statutory Assessment Tests (SATs) are undertaken by children in Year 6 and the results of all of these tests are reported to parents with the summer term report.

Parent/School communication

The relationship between parents and the school has a crucial bearing on the child's progress. We need to have an effective working relationship with you so if you are concerned about any aspect of your child's education, you should discuss the matter first with the class teacher. The teachers may also occasionally request a meeting with you if it is felt it will benefit your child.

We find that the Home School Link book is an important communication tool between parents and the school. It is a two-way process. The teachers can inform you about matters that do not need a meeting and vice versa. It is important that you check the Link Book every night so that your child knows that the school and home are always in touch. It is also useful to sign the link book to indicate that any messages have been received.

We hope to have a good working relationship with you, but if there is any matter that you feel has not been resolved by the school, there is a complaints procedure which is published on the school website.

We also have a positive communications policy and parent code of conduct – these are available on our school website.

Safeguarding

St Anselm's School is fully committed to meet its responsibility to protect and safeguard the welfare of children in its care. We recognise the important part we have to play in identifying children at risk of abuse and neglect and in securing appropriate support for them and their families. The child's best interests will remain our paramount focus and this is best achieved by St Anselm's working within the context of statutory duties and government guidance which require effective inter-agency cooperation:

- *Section 175 of the Education Act 2002* places a statutory duty on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.
- *Section 11 of the Children Act 2004* sets out the arrangements that schools and other specified settings must make to safeguard and promote the welfare of children.
- Our policy and procedures are in accordance with government guidance set out in *Keeping Children Safe in Education (DfE September 2023)(KCSIE)* which incorporates a range of related responsibilities for schools and statutory duties introduced to protect children and young people.

The designated person responsible for Child Protection and Safeguarding children at St Anselm's is **Ms Hunt**, Head Teacher. In her absence refer directly to **Mrs Kelly-Keegan**, Deputy Head Teacher, **Mrs Marotta**, Assistant Head Teacher or **Mrs Jackson**, SENCO.

Parental Involvement

We are extremely fortunate to have the strong support of parents. Many are able to give their time through the Staff and Parents' Association (SPA), helping with the important tasks of building community within the school as well as fund-raising. Helping new parents feel that they belong and building up the school community is an important role undertaken by the SPA, as well as fund-raising and making the events enjoyable for both children and adults.

Parents are sometimes invited into school to assist us and there are many occasions when parents are able to join us in liturgical celebration. It is necessary for all regular volunteer helpers (including parents) to go through the same checking procedures (DBS) as paid staff. We value your work, support and partnership.

The School Day

A 'soft start' each day means that children are encouraged to attend from 8:30am when the school gate on the front playground is opened each day. This transition period before registration is a time when teachers plan targeted tasks for the children to engage in at the start of the day.

***All timings below are currently under review in line with new Department for Education guidance – parents will be notified of the new timings for September 2024 in due course.**

EYFS are offered continuous provision commencing at 8.55 until 3.10 with a break for lunch.

First morning session:

EYFS	8.55 - 11.50
KS1 and KS2	8.55 - 10.40

Second morning session:

Key Stage 1	10.55 - 11.50
Key Stage 2	11.00 - 12.30

Lunch:

EYFS and Key Stage 1	11.50 – 12.45
Key Stage 2	12.30 – 1.25

Afternoon session:

KS1/EYFS	12.45 - 3.10
KS2	1.25 - 3.20

Break Times

As part of our Healthy Eating Initiative the school has a 'fruit break' each morning.

Water

We also encourage children regularly to drink water. There are water fountains for the children's use outside, so parents should also send their child with a labelled 300ml or 500ml filled water bottle each day.

School Dinners

The London Mayor has pledged once again that all children who attend a London primary school should have a free school meal, so there is currently no cost for school meals. Children who do not want to have a school meal can bring a healthy packed lunch.

Lunchtime

Supervision is provided for the children by mid-day supervisory assistants. These adults fulfil an important role for the school in ensuring the children's safety during lunch time.

Attendance and Absence

All children are required to be in school for morning registration. Please ensure your child is also picked up promptly at the end of the school day as staff have meetings, courses to attend and classroom work to plan and assess for the next day.

Schools are required to keep detailed records on attendance and distinguish between authorised and unauthorised absences.

When your child is absent, the school needs to be informed of the reason on **the first day of absence. This should be done by ringing the school office and pressing 1 for the absence line. This must then be followed up with a letter detailing why the child was absent - this can be addressed to the class teacher or a note written in the link book.** You also need to be aware that repeated lateness could be considered as unauthorised absence. The school, in consultation with the Education Welfare Officer and local authority attendance team, will follow up on any seemingly unauthorised absences. The school has an attendance policy which outlines the practice and procedures for maintaining a high level of pupil attendance.

If your child arrives late and has missed registration you will need to sign him/her in at the school office as the school register will indicate your child as absent. When taking your child out of school during the day, for whatever reason, this must be via the school office so that we have a record of where you have taken your child.

Leave Request and Education Penalty Notices (EPNs)

In order to ensure we meet our legal responsibilities, we must make every effort to make it clear to parents and carers that children must attend school on a regular basis. Any time away from school can have a

detrimental impact on educational attainment. All time is golden time.

From September 2024, the government and local authority guidance 'Working together to improve school attendance' is changing. In particular, there are significant changes regarding absences and education penalty notices.

If a child of compulsory school age fails to attend regularly at a school at which they are registered or at a place where alternative provision is provided for them the parents may be guilty of an offence and can be prosecuted by the local authority.

The amendments make it clear that Headteachers **may not grant any leave of absence in term time unless there are exceptional circumstances**. This must be put in writing to the Headteacher in advance using the leave form on the school website. The Headteachers will determine the number of school days a child can be away from school if leave under **exceptional circumstances** is to be granted.

We must be able to evidence that we have done all we can to ensure the law is upheld. In law, parents and carers are committing an offence if they fail to ensure regular and punctual attendance at school.

Therefore, any unauthorised absence, such as taking holiday in term time, extended holidays resulting in failure to return to school at the beginning of the term can result in an EPN.

EPNs will operate following Harrow council's guidance regarding fines. Parents will be informed in due course.

We believe that this action will not affect the vast majority of our parents and carers who ensure that their children miss school only in the most unavoidable of situations. We look forward to continuing to work with you to ensure that your child reaches maximum attendance and achieve their full potential at St Anselm's.

Health

If you suspect that your child is unwell, please do not send him or her to school as it is not very fair on the child, others in the class, or the class teacher. It can be very disruptive for all the children if the teacher has to miss several days from school due to viruses or infections brought in.

All children are expected to go out at break times for fresh air and play. If your child is not well enough to go outside, then he/she should not be at school. The school requires parents to take their child's temperature before leaving home if they are concerned their child is not feeling well or has a temperature.

Medicines

There may be occasional times where a child is fit enough to come to school but still needs to have some medication prescribed by the GP administered during school hours. In such cases, parents/carers must sign the medical consent form available from the Medical Room. Staff are not allowed to administer medicines that are not prescribed and can only administer medication if the prescription advises 4 times or more per day (parents are responsible for administering 3 doses per day in line with the school's medical needs policy).

Minor Ailments and Accidents

Minor injuries such as cuts, grazes, bruises or bumps will be dealt with by the medical/support staff and recorded on the school system. In more serious cases we will contact you. You will be notified, however, of any bump to the head, either by phone or letter, so you can make a second check on your child during the evening. Please note 'bumped head' letters will be given for even the most minor bump.

Travelling to School

We have a Travel Plan in line with Transport for London and the Department for Education guidelines for

schools. Our Travel Plan can be viewed on the school website. The school encourages you to walk to school with your child. Not only should this contribute to your child's health, but it will keep the roads around the school safe for children walking, free from congestion and the school on good terms with our residential neighbours.

School Uniform

At St Anselm's we believe that the wearing of school uniform is vital to promote the ethos of the school and provide a sense of belonging, identity, pride and confidence for all our pupils, regardless of their protected characteristics or socio-economic circumstances. We are committed to promoting equality and value for money and to ensuring that no child is discriminated against due to their economic circumstances or social and cultural background.

Our Uniform Policy, displayed on our website sets out the measures the school has taken to develop a consistent, fair and inclusive uniform policy, and to implement a uniform that reflects the needs of all pupils, and is created with consideration to health and safety, practicality and the best value for money for the school and our families.

We believe that children learn most effectively and achieve their best outcomes when they are comfortable, able to be themselves, and dressed in such a way that is conducive to a successful learning environment including activity-appropriate attire such as PE kits.

We expect the school uniform to be worn with pride. The uniform style is more traditional and this means it needs a little more effort to keep smart.

Cost and purchasing of School Uniform

At St Anselm's we keep variations in school uniform and branded items to a minimum to ensure that pupils can get the most wear out of their uniform and that parents can pass some items down to younger siblings.

The St Anselm's uniform supplier is currently **Angel's, Pinner**. We work closely with Angel's to ensure prices are kept as low as possible and quality items are sold to ensure longevity. School uniform can be purchased from the school supplier, Angels 317 Rayners Lane Pinner Middlesex HA5 5EH or on-line at www.angelsuniforms.co.uk

We also hold a stock of pre-loved school uniforms for parents to access; access to these uniforms is available upon request made to the headteacher. We hold regular pre-loved uniform sales throughout the school year and actively encourage parents to buy these items to keep costs low. Parents are invited to donate their child's uniform when they no longer need it. The Staff and Parent Association (SPA) also has an account with **Uniformerly** which allows parents to purchase and sell nearly new uniform. All funds raised by the SPA are retained for school projects. If parents/carers are experiencing difficulty in purchasing of the uniform, please contact the Headteacher.

Policies

Governors have a legal duty to ensure that the school is managed in accordance with the Education Acts and statutory regulations. School policies are available on the school website.

The Governing Body sees its role as being supportive to the Headteacher and staff in every aspect of school life. However, the Governing Body has the responsibility to hold the Head Teacher to account for the school's standards and performance. It also seeks to ensure the continuing and developing success of the school whilst building a close and productive relationship between staff, pupils and parents.

Secondary School Transfer

During the autumn term of the final year that your child is at the school (Year 6), the secondary schools

provide open days and evenings to enable you to state a preference for your child's post-eleven education. In Harrow, there are two Catholic Secondary Schools, the Sacred Heart Language School for Girls and Salvatorian College for boys.

These should not only provide excellent education for your child, but enable your child to grow and develop in a faith community.

St Anselm's School Term and Holiday Dates 2024/2025

AUTUMN TERM 2024

Term begins	Wednesday 4 th September 2024
Half-term	Monday 28 th October – Friday 1 st November 2023
Last day of term	Friday 20 th December 2024

(Staff training days)	Monday 2nd September 2024
	Tuesday 3rd September 2024
	Friday 6th December 2024

SPRING TERM 2025

Term begins	Monday 6 th January 2025
Half-term	Monday 17 th – Friday 21 st February 2025
Last day of term	Friday 4 th April 2025

SUMMER TERM 2025

Term begins	Tuesday 22 nd April 2025
May Day Bank Holiday	Monday 5 th May 2025
Half-term	Monday 26 th May – Friday 30 th May 2025
Last day of term	Friday 18 th July 2025

(Staff training days children not in school)	Monday 21st July 2025
	Tuesday 22nd July 2025

Finally

We hope this prospectus has given you an overview of St. Anselm's school life. If you have any other questions, our staff are on hand to support you.

We look forward to welcoming you to our school.

Ms T Hunt

June 2024