

# ST CUTHBERT MAYNE



## Catholic Junior School



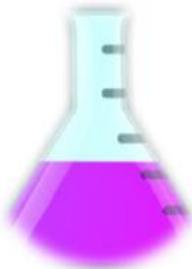
Maths



Faith



Sports



Science



Music



Reading



Buddies



English

*"Growing together in love and learning as followers of Jesus"*





# St Cuthbert Mayne

## Catholic Junior School

### Prospectus and Admissions Information 2019-2020

#### Welcome

We are a thriving, happy and forward-looking school with a history of success. We are a two form entry junior school situated in Hemel Hempstead, in the Diocese of Westminster.

We aim to develop and encourage each individual child to reach their full potential in all areas of the curriculum. We aim to do this within an atmosphere of love, trust and respect in partnership with you, the parent. Our Mission Statement "Growing together in love and learning as followers of Jesus" is reflected in the whole life of the school. It defines our values and vision for our Catholic identity within our community.

We hope our prospectus and website provide a flavour of school life, but please do get in touch if you require any further details.

Mrs Fionnuala Smith  
Headteacher

#### Ofsted Rating – Good

"Pupils live up to the school's deeply rooted values. Pupils described to me very clearly how they try to fill each other's 'emotional buckets' with acts of kindness so that all pupils can be happy at school."

*OFSTED 2019*

#### Contact Details

**Headteacher:** Mrs. F. Smith

**Chair of Governors:** Ms. M. Butchart

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**Website:** [www.cuthbertmayne.herts.sch.uk](http://www.cuthbertmayne.herts.sch.uk)

# Part 1: General Information

## Mission Statement

*Growing together in love and learning as followers of Jesus*



## School Prayer

This is our school.  
Let peace dwell here.  
Let the rooms be full of contentment.  
Let love abide here;  
Love of one another,  
Love of life and  
Love of God.  
Let us remember that,  
As many hands build a school,  
So many hearts make a school.

## Vision Statement

We are a Catholic school. Our vision is for every child at St Cuthbert Mayne to live life to the full and flourish academically, spiritually, emotionally, physically and socially.

Within a safe, loving and inclusive community, we strive for every child to grow in their love of life, learning and one another. Through inspirational teaching, every child will be challenged to fulfil their potential and know their own worth with a curriculum that is innovative, creative, stimulating and well-resourced.

In this nurturing and stimulating environment, we aim to build pupils confidence to

- Be curious, persevere, be resilient, willing to challenge and take risks
- Be active citizens, taking part in caritas and service to others that brings self-fulfilment as well as hope and happiness to others.
- Show respect tolerance and acceptance of everyone in our school community and the wider world.

## Aims

### Spiritual

To encourage, nurture and develop our relationship with God, in partnership with our community, through prayer, discussion and reflection.

### Academic

To challenge our children to develop a lifelong love of learning, recognising and celebrating their individual potential, skills and talents and always striving for excellence.

### Emotional

To help each child recognise their self-worth and to develop a positive self-image. To encourage them to value, respect and empathise with the feelings of others.

### Physical

To celebrate the potential and achievement of each child. We will encourage them to challenge themselves in a safe, supportive environment. We will promote the value of a healthy lifestyle.

### Social

Through our shared Christian values, our children accept and celebrate differences and diversity. Together we will build strong relationships with home, school and parish whilst embracing an understanding of the wider world.

## **Part 2: School Routines**

### **School Hours**

#### **The morning bell is rung at 8.50 am.**

The playground gates will be unlocked at 8.30am. Children arriving at school before the bell are asked to assemble in the lower playground. In the event of wet weather, children are permitted to sit quietly in the dining room. Children are not permitted to arrive in school before 8.30am. and remain the responsibility of their parents until 8:40 when on school premises. The playground gates will be locked at 8.50am. Children arriving after the bell at 8.50am should be brought by their parents to the front office, via the main pedestrian gate to the school.



### **Breaks:**

Morning break: 15 mins  
Lunch: 12.00 - 1.10 pm.  
School ends: 3.20 pm.

Sweets, chewing gum, etc. should not be brought to school, although the children are encouraged to bring a piece of fresh fruit or vegetable for morning break-time and a named water bottle. We are a nut free school. **Nuts and products containing nuts, are not permitted in school.**

At the end of the day, the children are usually dismissed through the Assembly Hall. The playground gates will be unlocked at 3.15pm. Parents are requested to wait in the upper playground. In the event of a parent being unavoidably late at the end of the day, a telephone call should be made to school.

### **Absences**

If your child is absent, a phone call should be made to the school before 9.30am on each day of absence. In addition, a dated note of explanation should be sent via the Home School Diary on the child's return. Rigorous monitoring of absence is undertaken by the Headteacher in liaison with Attendance Officer.

Parents requesting absence for a child to visit the doctor, dentist etc. during school time, should send a note at least one day in advance to the teacher. Appointments made for after 2pm and at least after 1:15 are preferable in terms of learning and absence. Under no circumstances should a parent attempt to remove a child from the school premises without prior notification. In the event of parents wishing to withdraw children for planned absences, other than medical, a Leave of Absence form should be submitted to the Headteacher. Term-time holidays are **not** authorised.

### **Lunchtime Arrangements**

The school has an excellent canteen, providing well-balanced, nutritional meals, produced by Herts Catering Ltd. Children are offered a choice of menu and make their selection each morning to ensure their preference. Alternatively, children may bring a packed lunch. Water is provided for all children at lunchtime, but those having packed lunches may wish to bring their own drink. These should be in plastic, screw-topped containers or cartons. Glass bottles or cans are not permitted. Parents are asked not to put sweets or chocolate bars into lunch boxes and **should not include any items containing nuts.**

### **Payment Of Money**

Dinner money must be paid in advance and all other money is paid as requested. Electronic payments via the Schoolgateway system, is the safest and preferred method for parents to make payments to school. Alternatively, cheques can be sent in a sealed envelope, marked with the child's name and class, the amount enclosed and the purpose for which it is intended.

## **Part 3: Pastoral Care**

### **Medical Information**

It is essential for us to know any relevant medical facts about your child. The class teacher should be notified, for example, if your child:

- has suffered any serious accident
- has any allergies to foods, sticking plasters, bee stings, etc.
- suffers from diabetes or epilepsy
- has a sight or hearing impairment
- is found to have head lice
- has sustained an injury to the head within 24 hours of coming to school.



Children with medical conditions will have an individual health care plan (IHP). The school will not give medication (prescription or non-prescription) to a child without a parent's written consent / IHP except in exceptional circumstances,

In the case of non-prescription medication, this school asks parents where possible, to administer this outside school hours. If this is not possible, medication can be administered, providing written information and consent has been received from the parent.

Children who need access to inhalers should have these permanently in school.

Children should not be sent to school if they are unwell. In the event of children becoming ill whilst at school, parents will be contacted. It is important that the school has access to current home and work telephone numbers, and that any changes are notified immediately. The name and telephone number of a friend or relative, who can be contacted in case of emergency, is also required. Parents of any child with a condition requiring regular medication at school, will be asked to complete a health care plan.

### **Child Protection**

The school works in partnership with parents to support children in every way possible. However, the Children's Act, 1989, places a clear responsibility on schools to ensure they work together with other agencies to safeguard and promote the welfare of all children. As a result, if particular concerns are raised within school, or a child or parent reports a situation giving rise to particular concern, it may be necessary for the school to contact social services without first contacting the parents. This is in line with Government and Hertfordshire County Council's guidelines on Child Protection.

### **Special Educational Needs (SEN) and More & Most Able (MMA)**

At the heart of our school ethos is the value of each individual child. We help all children to learn, to be challenged and to fulfil their potential, in accordance with our SEN and MMA policies and guidelines.

Teachers and teaching assistants carry out individual and small group work. Together with the parents, they work in partnership to implement the SEN and MMA policies. Children are identified for additional support and progress is monitored accordingly. Governors are appraised at their meetings of the number of children at each stage on the relevant register.

### **Disability**

Pupils with a disability are invited to make application to the school. Governors consider the nature of the disability to assess whether the school has the appropriate accommodation or if the necessary adjustments can be made. The governors are working to make the building more accessible to those with a disability, to enable them to play as full a part as possible in the life of the school. Parents are asked to provide information on the nature of any disability affecting the applicant in order that appropriate arrangements can be made wherever possible.

The building is currently modified in a number of ways to improve accessibility for disabled users. There is a multi-access toilet in the main reception area, disabled access to the 'Quiet Area' (top playground), a mobile access ramp to external classroom doors, wider external doors to two classrooms for wheelchair access, Soundfield Systems in the classrooms. We have a number of other initiatives to support pupils, parents and visitors with other disabilities, eg visual impairment.

The governors continue to address issues of inaccessibility in order for the school to be more fully inclusive. The Disability Equality Scheme promotes equality in all aspects of school life for all members of our community.

## **Part 4: Parent Partnership**

### **Partnership In Catholic Education**

The child's developing faith in a loving God begins at birth with the care and love of the family. From this stems a partnership in education between home, school and parish. St. Cuthbert Mayne School seeks to support and develop the task of parents as the first educators of their children in the ways of faith. The following channels of communication have been established to strengthen the partnership:



#### **1. Consultation**

Consultation Evenings between parents and teachers are held on evenings in two of the school terms. Parents are invited to look at their child's work in the classroom, and then attend an interview with the class teacher. The Headteacher is also available by appointment should parents wish to discuss any aspect of their child's progress in school. All parents are expected to attend these evenings. A written report is distributed annually to parents.

#### **2. Parent/Teacher Meetings**

At other times during the school year, parents can make appointments to see a teacher or the Headteacher. Such meetings can usually take place between 8.30am and 8.45am or from 3.30pm, subject to the commitments of the staff. Appointments are made through the school office.

#### **3. St. Cuthbert Mayne Parents' Association**

The Parents' Association organises social events and extra-curricular activities, which enrich our school life. A committee is elected at the Annual General Meeting of the Association and we welcome all offers of help for different events. The PA's contribution to school life is greatly valued.

#### **4. Governors' Building Fund**

The quality of Catholic schools has been recognised by the Government through the granting of voluntary-aided status. This means that, although we are in the state system, we can retain our traditions and organise the school on the basis of the teachings of the Church. In return, we are required by law to raise 10% of the cost of developing and maintaining the school buildings. For example, last year the Governors' commitment was in excess of £10,000 as a result of the refurbishment of the classroom toilets.

To ensure that these and any future costs can be met the Governors would like to invite parents to make a voluntary contribution, suggested at £10 per family per month, towards this 10% commitment. If this donation is made through the Gift Aid Scheme, the governors can reclaim a further £30.00 in Gift Aid from the Inland Revenue. Details of how to contribute, along with Gift Aid forms, can be found on the school website ('Parent Information'). Governors are always delighted to receive any contribution, no matter how small.

### **Homework**

All children should read every evening, and have their record book signed by a parent or other responsible adult. Spellings and times tables are usually given each week and tested in a variety of ways. In addition, one other piece of English and Mathematics will normally be required, one at the weekend and one mid-week. One piece of RE homework is given per topic. Other work may be given at the discretion of the class teacher. Parents are encouraged to discuss homework with their children, and are asked to sign at the end of written work to indicate their awareness of the task undertaken. The same high standards of work promoted in school should be encouraged at home. Details of the homework guidelines are posted on the website.

### **The Home-School Diary**

Each child has a home-school diary in which messages can be communicated between parents and the school. Details of homework are also recorded here.

## **The Home-School Agreement**

In the first term of admission to school, parents and children will be invited to sign the Home-School Agreement, which is also signed by a representative of the school. This Agreement outlines the responsibilities and expectations of all those concerned with the child's education.

## **Behaviour And Discipline**

The school's policy on behaviour and discipline is rooted in the teachings of the Gospels. All members of the school community are expected to treat each other with courtesy and respect. Excellent behaviour is rewarded and celebrated. Unacceptable behaviour is **resolved** in partnership with parents. Parents are expected to support the school in striving for high standards of behaviour. Children are expected to come to school ready to learn. Further detail on the school's policy can be found on the website, along with our Mission Statement, which includes guidance on behaviour and discipline.

## **Part 5: The Curriculum**

### **General**

The curriculum of St. Cuthbert Mayne School is designed to facilitate the development of every child's talents and abilities, within a well-disciplined, structured Christian community. The curriculum includes Core and Foundation Subjects at Key Stage 2. Programmes of work are provided which offer study at varying levels, according to the child's aptitude and ability. Teachers prepare termly and weekly forecasts of work and monitor children's progress. Internal assessments are given regularly and Standard Assessment Tests (SATs) are administered towards the end of Year 6. The curriculum programme for each year-group is detailed on the school website.



### **Religious Education**

Religious Education permeates the whole curriculum and is not a subject studied in isolation. Every aspect of the child's experience in school should be consistent with the aims of a Catholic education. Therefore, the removal of a child from the teaching of RE would be impossible to achieve and parents wishing to exercise this legal right are discouraged from making application to this school. Through the RE programme, the governors and staff aim to develop:

- a knowledge of the Catholic faith.
- attitudes of mutual respect, care, love of one another, of life and of God.
- prayer, worship and liturgy, as living educational experiences.
- the Catholic faith, integrated into all aspects of the curriculum.
- the school ethos as a lived out experience.

### **English**

The components of our work in English are:

#### **Spoken Language**

In all areas of the curriculum, and in school generally, we stress the importance of clear and accurate articulation. Opportunities for self-expression are given in class, group work, drama, assemblies and school productions. Children are expected to be attentive when such opportunities arise for others, and through the skills of speaking and listening, children can affirm each other.

#### **Reading**

A variety of reading skills are fostered, enabling children to read for pleasure, retrieve information, develop comprehension skills and carry out independent research. A centrally stored colour-coded reading scheme enables children to exercise some element of choice within a carefully monitored reading structure. Children also have access to class and school libraries, and are encouraged to show responsibility and respect for books. We urge parents to exercise similar expectations when books are taken home. Parents are asked to read regularly with their children and sign record books accordingly.

#### **Writing**

Children are required to write factually and creatively in a variety of ways in each year group. English grammar is taught and emphasis is placed on the development of good style and use of

language. Clear, well-formed handwriting is encouraged and expectations of general standards of presentation are very high.

### **Spelling**

Spelling is taught daily. Children are set spellings, which are based on the phonics patterns being studied and on the National Curriculum spellings for each year-group. Some children will have individual spellings according to their need. Spelling is assessed through spelling lessons, end of unit tests and extended writing.

### **Grammar**

The teaching of formal grammar is part of the English curriculum and all children are expected to study language and the related rules of grammar. This forms part of the SATs assessment at the end of Year 6 and application of grammar is assessed in extended writing across the curriculum.

### **Mathematics**

The programme in mathematics reflects an emphasis on mental calculation and strategies, with substantial work on the four rules of number and their implementation in a variety of applications. Other areas of study include measure, algebra, geometry, statistics, problem-solving and reasoning. Children are encouraged to explore mathematical investigations practically, and are taught to check answers through a process of approximation and estimation. Neat and accurate recording of work is expected at all levels. Children are taught strategies daily in lower school to learn multiplication tables in preparation for Year 4 screening and to support Arithmetic throughout the school.

### **Science**

Pupils are encouraged to develop the intellectual and practical skills of working scientifically. They are expected to question, set up fair tests, predict outcomes, make observations and interpret results. Programmes of study fall largely into the areas of scientific investigation, life and living processes, materials and their properties and physical processes. A programme of health education forms part of the Science scheme and is linked with Religious Education and Personal and Social Health Education.

### **Computing**

Children have access to computers and other technology and work on a variety of themes, including word-processing, data-handling, control, modelling, monitoring, graphics, robotics and systems, digital filming, on-line technology and programming. Skills are used across the curriculum.

### **Physical Education**

The school is committed to a full programme of sport. We encourage children to participate to the best of their ability. Through competitive sport, we aim to teach our children to win with humility and lose with dignity. We believe that the value of sport is in allowing the children to learn to lose, as well as providing opportunities for success. Sports offered include netball, football, tennis, cross country, rounders, swimming and athletics.

Swimming is taught to Year 3 and 4 with each child receiving 10 swimming lessons at Hemel's Sportspace pool. This forms part of the requirements of the curriculum and is not, therefore, optional. Swimming kit, including hats for **all** children, is required at the specified times.

### **Music**

The school has a very strong tradition in music as recognised in our Music Mark Award, with specialist teaching in all year groups. Instrumental tuition forms part of the curriculum for Year 3 and continues on an optional basis, as children progress through the school. The orchestra plays at assemblies and Masses.

### **French**

We have had a very successful programme of French for a number of years. Children enjoy developing conversational skills and learning about French culture.

### **Other Foundation Subjects**

History, Geography, Art and Design Technology and Personal, Social, Health and Citizenship Education (PSHCE) are taught through the exploration of key topics. Workshops, visits and field studies form an important part of children's learning in these subjects.

## **Assessment**

Year 6 children undertake the full range of National Curriculum Assessment each year; Teacher Assessment (TA) and Standard Assessment Tests (SATs). The finalised assessment information is made available in July and is conveyed in writing to parents of Year 6 children. This information includes Teacher Assessment results, which give a picture of the child's overall ability, knowledge and skills, together with test results, which give information about a child's performance in specific areas on a given day. The results of statutory assessment, along with national results are made available to all parents in the Autumn term.

## **Part 6: Uniform and Equipment**

All pupils are expected to wear school uniform. The school tie is available from school. All other items can be purchased from various chain stores. Coats, anoraks or waterproof jackets will be required during colder weather, but children may NOT wear hooded tops, denim jackets, sweatshirts, etc. as an alternative.

### **All items of clothing should be clearly named.**

#### **Girls' Uniform**

##### Winter:

Grey pinafore tunic  
Pale blue blouse  
School tie  
Royal blue cardigan  
White/navy/grey socks or  
royal blue/navy/grey tights

##### Summer:

**Pale blue & white** checked dress  
(**NOT** navy)

#### **Boys' Uniform**

##### Winter:

Long grey trousers  
Pale blue shirt  
School tie  
Royal blue pullover  
Grey socks

##### Summer:

Option of wearing short grey trousers

## **Footwear**

Pupils are expected to wear plain, sensible school shoes (or boots in the Winter). All children are required to have indoor shoes/plimsolls to change into whilst on the premises.

### **All footwear should be marked with the child's name.**

## **P.E. Kit**

P.E. bag, plain white shirt with collar, royal blue shorts (without logos), trainers, all of which are available from most chain stores. The school tracksuit is only available from Peter Spivey Sports, the Marlowes, Hemel Hempstead.

A note of explanation is required should parents wish their child to be excluded from a games lesson on medical grounds.

## **Jewellery**

Girls with pierced ears are permitted to wear plain stud-type earrings only. These should be removed for P.E. lessons. Watches may be worn, but the school accepts no responsibility for loss or damage to these. Children are not permitted to wear any other jewellery to school because of the real danger it presents in P.E. and at playtime.

## **General Appearance**

Long hair should be tied back in school. Children are not permitted to dye, perm or shave their hair.

## **School Property**

Children are encouraged to show respect for school property. Parents may be asked to replace or pay for property which has been damaged or lost by their child.

## **Essential Equipment**

Children should be equipped with essential materials: pencil, eraser, sharpener, glue stick, scissors, 30cm rigid ruler and coloured pencils. A school pen is also available from the office. Current prices are advised to parents via the newsletter.

## **Part 7: Miscellaneous**

### **School Trips / Outings**

On admission to the school, parents are invited to complete a form, giving permission for the child to participate in activities in the local area. In addition to this, various trips and outings will be organised further afield, usually as part of a curriculum programme. Parents are notified in advance.



### **Charging Policy**

Parents are invited to make voluntary contributions towards the cost of trips which take place during school time. A copy of the school's Charging Policy is available on the website.

### **Term-Time Absence**

Term-time absences are only authorised in exceptional circumstances, such as a family wedding or to visit a sick relative, in which case an appropriate amount of time will be authorised. Absence to attend funerals of relatives or close family friends can also be authorised on an individual basis. Parents wishing to request term-time absence are required to submit a Leave of Absence form to the headteacher, explaining the exceptional nature of the request. Please note that absence for holidays is **not** authorised.

### **Parking**

In the interests of the safety of the children, parents are asked not to drive into, park near, or block the entrance and driveway to the school. Parking is available in our shared car park in front of Laureate Academy sixth form, accessed from Gadebridge Road. Disabled bays are designated nearest the gate into the playground. Parents are advised to proceed with caution, and to park near the Cuthbert Mayne side of the car park. Once children have been collected, parents should move off, in order to free parking space. The safety of the children is our main concern.

### **Photographs/Video**

We take photographs or video of the children engaged in school activities. These are used for display in school and on occasions uploaded to the school website, or sent to the local newspaper. Parents will be given a consent form to opt in or out for different types of media.

### **Complaints Procedure**

If parents wish to complain about any aspect of the school's work, contact should be made in the first instance with the class teacher or Headteacher. If the complaint is not resolved in this way, there is recourse to the Governing Body. Details of the complaints procedure can be obtained from the school.

### **Whistle-Blowing Policy**

St. Cuthbert Mayne has adopted the Local Authority Whistle-Blowing Policy, whereby any employee, governor, parent or other stakeholder can pursue a concern relating to malpractice in the school. Copies of the policy and procedure are available on the school's website, in the reception area and on request from the main office.

### **Safeguarding**

The school is committed to the safeguarding and welfare of pupils. This includes the appropriate police clearance of staff and volunteers, as well as policies on online safety and anti-bullying. Our Child Protection policy is renewed annually and is available on the school website.

### **Disclaimer**

We occasionally distribute information which has been sent in to us, relating to out-of-school activities. The fact that we pass it on to parents does not indicate that we have verified it in any way. Parents are responsible for satisfying themselves as to the suitability of any such activity.

The information in this document is correct at the time of publication for the relevant school year. However, it does not exclude the possibility of change before that year, during any given year, or in subsequent school years.