

# St Anthony's School

We Grow and learn with Jesus



## School Prospectus - September 2017

**Headteacher: Mrs. P.M Wilson M.A., B Ed., C.T.C.**

**Chairman of Governors: Dr. D. Callaghan M.Sc., F.I.E.T., C.Eng.**



## *St Anthony's Catholic Primary School*

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*We Grow and Learn with Jesus*

Headteacher: Mrs. P.M. Wilson M.A.

Dear Parents,

On behalf of our entire school community, I would like to welcome you to St Anthony's Catholic School.

At St Anthony's we strive to make our school a happy environment, where our children feel secure and valued. Our staff and governors are committed to providing the best possible education for your children, working in partnership with parents and parish. Each child is encouraged to develop his or her full potential.

This booklet is intended to serve as an introduction to the school, outlining its aims and general organisation.

If you have any questions or comments after your visit to the school, which remain unanswered after reading this prospectus, please do not hesitate to contact me.

As future members of our school family, I encourage you to lend your support to the school and parish, so that we may work together for the benefit of our young people, as we all **“Grow and Learn with Jesus.”**

Yours sincerely

P.M.Wilson  
Headteacher.

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# About Our School

## Mission Statement

### “We Grow and Learn With Jesus”

At St. Anthony's, we aim to create a thriving Christian community of children, parents, governors and staff. We endeavour to use the Gospel so that it influences everything that relates to our work as a school. We remain aware that with each step of our development we travel with Jesus.

## Values and Aims

Our primary aim is the school's spiritual existence. Everything we do stems from this. We aim to reflect our school mission statement in all aspects of our school life.

We want each child to attain his or her full potential spiritually, emotionally, intellectually, physically and socially.

We feel it is important for children to develop co-operatively, to be honest and truthful, polite and considerate towards others.

We encourage all children to 'think for themselves', to become independent and self confident, achieving a positive self-image.

We encourage every child to learn to respect themselves, each other and their environment.

We aim to give all children equal opportunities.

We aim to foster in the children a sense of belonging to our school family, within a context of the wider community.

We encourage parents to share in the triangle of their children's learning between the school, the home and the parish.

## A Brief History

Our school was named Saint Anthony's because of the large Italian community living in Watford at that time. It was felt that a school named after a saint associated with that country would give a feeling of home to those children.

The school started with only twelve pupils and has grown over the past forty years. There are now four hundred and forty eight children on roll, from a diverse range of cultures. The school was opened on St Anthony's feast day, the 13<sup>th</sup> June 1974.



## Admissions Policy

### Reception 2018/2019

**St. Anthony's School is a part of the Roman Catholic Diocese of Westminster intended for the education of Catholic children. As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education is fully supported by all families in the school. All applicants are therefore expected to give their full, unreserved and positive support for the aims and ethos of the school.**

Responsibility for the admission of pupils rests with the Board of Governors. The Governors intend to admit up to the school's Published Admission Number of 60 pupils into the reception year group in the school year 2018/2019. Consideration will be given and offers of places made, to eligible pupils in accordance with the criteria and order of priority given below.

**Whenever there are more applications than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria listed below. In this policy 'applicant' refers to the parent applying for a place and 'children' refers to the children for whom applications are being made. Applications will be ranked according to the**

**criteria listed below and the supporting notes and definitions. Places will be offered to those children satisfying criterion 1 followed by, if places are available, those children satisfying criterion 2 and so on, until all places have been allocated. Any remaining children will be offered the opportunity to be placed on the school's waiting list in rank order. The waiting list will be maintained, until the end of the academic year of admission, in the order of the oversubscription criteria and not in the order in which applications are received.**

The Governors will give top priority, within a criterion, to a child who has a special social, pastoral or medical need which can only be met at St. Anthony's. The Governing body will require compelling, written, professional evidence from the local church or health authorities and this evidence must be provided by the closing date for applications. Any child with a disability, whose application is successful, is welcome at St. Anthony's – every effort will be made to seek advice and make specific arrangements to accommodate such a child's needs.

### **Oversubscription Criteria**

1. Catholic Children Looked After and Catholic children who have been adopted (or subject to child arrangements orders or special guardianship orders) immediately following being looked after.
2. Baptised Catholic children with a Certificate of Catholic Practice who have a sibling in the school at the time of admission.
3. Baptised Catholic children with a sibling in the school at the time of admission.
4. Baptised Catholic children with a Certificate of Catholic Practice who live in the parishes of Holy Rood, Watford and St. Bede's, Croxley Green.
5. Baptised Catholic children who live in the parishes of Holy Rood, Watford and St. Bede's, Croxley Green.
6. Other baptised Catholic children with a Certificate of Catholic Practice.
7. Other baptised Catholic children
8. Other Children Looked After and other children who have been adopted (or subject to child arrangements orders or special guardianship orders) immediately following being looked after.

9. Children of catechumens and members of an Eastern Christian Church.
10. Christians of other denominations, whose application is supported by their minister.
11. Children of other faiths whose application is supported by their religious leader.
12. Any other applicants.

### **Supporting Notes**

Where the offer of places to all the applicants in any of the above criteria would lead to oversubscription the following provisions will be applied.

- a) In each of criteria (8) to (12) above, priority will be given to children who have a sibling in the school at the time of admission. After sibling priority has been exercised, priority will be given, in each of criteria (4) to (12), to the children of, and resident with, a permanent member of the teaching staff who has been employed at the school for two or more years at the time at which the application for admission is made, or to the children of a new appointee to a post at the school, where there is a demonstrable skills shortage for the post in question.
- b) In the event of two or more children meeting the same criteria, and provisions described within these supporting notes, priority will be given to the child who lives the shortest distance from the school. A 'straight line' distance measurement is used in all home to school distance measurements for community and VC schools in Hertfordshire. Distances are measured using a computerised mapping system to two decimal places. The measurement is taken from the AddressBase Premium address point of your child's house to the address point of the school. AddressBase Premium data is a nationally recognised method of identifying the location of schools and individual residences.
- c) For those criteria which refer to baptised Catholic children, the child should be baptised by the closing date for applications.
- d) Within each criterion, if the rank ordering process results in the splitting of siblings in the same year, then the remaining siblings will be offered places at the school as 'excepted pupils'. In the event that the siblings are not a result of a multiple birth the applications will be assessed in terms of any exceptional social/pastoral need.

- e) No automatic priority can be given to applicants who have children in the nursery.  
A completely fresh and full application, as detailed above, must be made.

This admissions policy and criteria will be subject to annual review.

### **Application Procedure 2018-2019**

In order to make a valid application for a place at the school for your child you **must** complete the online Hertfordshire LA [or your home LA if living outside Hertfordshire] Common Application Form (CAF). Any application received after the statutory deadline, 15th January 2018, will be treated as a late application. Late applications will not be dealt with until all on-time applications have been considered.

Parents wishing to apply for a place for their child are invited to attend one of our open meetings and tour of the school for prospective parents. (Note: this meeting is not an interview and does not form part of the Admissions process.)

Parents of all candidates **should** also complete the school's own Supplementary Information Form (SIF). Parents of candidates applying under criteria (2), (4) and (6) above should also obtain a Certificate of Catholic Practice (CCP) from the priest at the parish where the family normally worships. For criterion (9) above: an applicant who is a catechumen should provide a Certificate of Reception into the Order of Catechumens or a letter from their parish priest; a member of an Eastern Christian Church should provide a baptism certificate or certificate of reception from their church authorities. These **should** be returned **to the school**, together with a Certificate of Baptism for photocopying, as soon as possible. At the very latest these must be returned no later than the deadline for submission of the Hertfordshire Local Authority (LA) [or their home LA if living outside Hertfordshire] admissions form. If a SIF and CCP are not submitted by the closing date the Governing Body will apply their criteria using only the information submitted online, which may result in the application being given a lower priority.

The SIF, CCP and parish boundary definitions for Holy Rood and St. Bede's are available from the school. The SIF is also available from Hertfordshire LA. Applicants can collect the forms and boundary definitions from the school or contact the school and ask for these to be sent to them. The parish boundary information can also be accessed on the Westminster Diocese website ([www.rcdow.org.uk/watford](http://www.rcdow.org.uk/watford) and [www.rcdow.org.uk/croxleygreen](http://www.rcdow.org.uk/croxleygreen)). The SIF is also available for download from the parents' page on the school website ([www.stanthonys.herts.sch.uk/our-school/admissions](http://www.stanthonys.herts.sch.uk/our-school/admissions)) and the CCP is available for download from the diocesan website ([www.rcdow.org.uk/education/parents](http://www.rcdow.org.uk/education/parents)).

The decision on admission rests with the Governors.

The waiting list will be utilised in the following manner. On the day a place becomes available the school has to rank all, including in-year applicants, against the oversubscription criteria. This means that applicants, originally ranked in the normal

admissions round, may be moved down the waiting list. A child will remain on the school's waiting list for a minimum of the academic year of admission, and until a vacancy has arisen and the offer of a place accepted or declined.

Parents will be informed of their right to appeal. At transfer time parents wishing to appeal who applied on line should log onto their online application and click on the link 'register an appeal'. Parents who did not apply on line need to contact the Customer Service Centre on 0300 123 4043 to request an appeal pack. The deadline for submission of an appeal is 27<sup>th</sup> May 2018.

For in-year applications parents wishing to appeal should contact the school in the first instance.

The timetable for the admissions process is set by Hertfordshire LA and is advertised to parents each year. (The timetable is also advertised within the school at the appropriate time.) The final date for applications is January 15<sup>th</sup> 2018. Notification letters will be sent out by the LA, on behalf of the governors, on April 18<sup>th</sup> 2018.

## **Definitions**

**'Certificate of Catholic Practice'** means a certificate given by the family's parish priest (or the priest in charge of the church where the family practises) in the form laid down by the Bishops' Conference of England and Wales. 'Family' includes the Catholic or Catholics who have legal responsibility for the child.

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

**'Sibling'** in the context of this admissions policy, is defined as: the sister, brother, half brother or sister, adopted brother or sister, child of the parent/carer or partner or a child looked after or previously looked after and in every case living permanently in a placement within the home as part of the family household from Monday to Friday at the time of this application.

A sibling relationship does not apply when the older child (ren) will leave before the younger one starts.

**'Catechumen'** means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a Certificate of Reception into the Order of Catechumens.

**'Eastern Christian Church'** includes Orthodox Churches and is normally evidenced by a Certificate of Baptism or Reception from the authorities of that Church.

**'Christians'**, for the purposes of this policy, means a member of one of the churches which are members of 'Churches Together' in Britain and Ireland.

**'Resident'**. A child is deemed to be resident at a particular address when he/she resides there for at least 50% of the school week.

**'Parent'** means the adult or adults with legal responsibility for the child.

**'Children Looked After'** has the same meaning as in Section 22 of the Children Act and means children in the care of a local authority or provided with accommodation by them (e.g. children with foster parents).

**'Education, Health and Care Plan'**. The admission of pupils with an Education, Health and Care Plan (EHC) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. If your child has an EHC plan you must contact your local authority SEN officer. Children with St Anthony's named in their EHC plan will be admitted.

**'Adopted'**. An adopted child is a child for whom there is proof of adoption.

**'Child Arrangements Order'**. A child arrangements order is an order under the terms of the Children and Families Act 2014 which defines it as an order settling the arrangements to be made as to the person with whom the child is to live.

**'Special Guardianship Order'**. A special guardianship order is an order under the terms of the Children Act 1989 s.14A which defines it as an order appointing one or more individuals to be a child's special guardian(s).

**In-Year Admissions** refers to applications made outside of the normal admissions round. In these circumstances parents should contact the school direct. Applications made using the HCC In-Year application form will also be considered. If a place is available and there is no waiting list then the governing body will admit the child. If a place is not available at this time applicants can ask for the reasons and will be informed of their right to appeal. The school will notify the local authority

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of the application and its outcome. Applicants will be offered the opportunity of being placed on our waiting list, which is maintained in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will re-rank the list and inform the local authority that the school is making an offer.

**Fair Access Protocols.** The school is committed to taking its fair share of children who are vulnerable and/or hard to place, as set out in locally agreed protocols. Accordingly, outside the normal admissions round the governing body is empowered to give absolute priority to a child where admission is requested under any local protocol that has been agreed with the Local authority, by both the Diocese and the governing body, for the current school year. The governing body has this power even when admitting the child would mean exceeding the Published Admission Number.

**Reception Year Deferred Entry.** Applications are invited for September 2018 from families whose children attain 4 years of age between 01/09/2017 and 31/08/2018. Applicants may defer entry to school up until statutory school age i.e. the first day of term following the child's fifth birthday. Application is made in the usual way and then the deferment can be requested. The place will then be held until the first day of the spring or summer term. Applicants may also choose for their child to attend part-time until statutory school age is reached. Parents wishing to defer entry for summer born children should note that entry can only be deferred up until 1<sup>st</sup> April 2019.

**Summer Born Children.** Applicants may request that their summer born child, i.e. a child born between 1st April - 31st August 2014 be admitted to Reception in the September following his/her birthday. The applicant should make the request in writing to the Chair of Governors at the time of making an application, submitted in the usual way, during the 2018-19 academic year for a September 2019 place. This application will be treated in the same way as all other applications and there is no guarantee that an offer will be made. However, it must be understood this means a place in a class one year BELOW the child's chronological age.

**Children Educated Outside Their Chronological Age Group (except Summer Born Children).** Parents may apply for their child to be educated outside of his/her chronological age group, i.e. a year behind or a year ahead. Application should be made to the Chair of Governors, giving reasons and providing compelling professional evidence, at the time of application (i.e. from September to December). Governors will consider each case on its own merits and permission will only be given in exceptional circumstances.

# Admissions Policy

## Nursery 2018/2019

**St. Anthony's School is a part of the Roman Catholic Diocese of Westminster intended for the education of Catholic children. As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school's activity. It is essential that the Catholic character of the school's education is fully supported by all families in the school. All applicants are therefore expected to give their full, unreserved and positive support for the aims and ethos of the school.**

Responsibility for the admission of pupils rests with the Board of Governors. The Governors intend to admit up to the school's Published Admission Number of 36 pupils into the Nursery in the school year 2018/2019. Consideration will be given and offers of places made, to eligible pupils in accordance with the criteria and order of priority given below.

**Whenever there are more applications than places available, priority will always be given to Catholic applicants in accordance with the oversubscription criteria listed below. In this policy 'applicant' refers to the parent applying for a place and 'children' refers to the children for whom applications are being made. Applications will be ranked according to the criteria listed below and the supporting notes and definitions. Places will be offered to those children satisfying criterion 1 followed by, if places are available, those children satisfying criterion 2 and so on, until all places have been allocated. Any remaining children will be offered the opportunity to be placed on the school's waiting list in rank order. The waiting list will be maintained, until the end of the academic year of admission, in the order of the oversubscription criteria and not in the order in which applications are received.**

The Governors will give top priority, within a criterion, to a child who has a special social, pastoral or medical need which can only be met at St. Anthony's. The Governing body will require compelling, written, professional evidence from the local church or health authorities and this evidence must be provided by the closing date for applications. Any child with a disability, whose application is successful, is welcome at St. Anthony's – every effort will be made to seek advice and make specific arrangements to accommodate such a child's needs.

## Oversubscription Criteria

1. Catholic Children Looked After and Catholic Children who have been adopted (or subject to child arrangements orders or special guardianship orders) immediately following being looked after.
2. Baptised Catholic children with a Certificate of Catholic Practice who have a sibling in the school at the time of admission.
3. Baptised Catholic children with a sibling in the school at the time of admission.
4. Baptised Catholic children with a Certificate of Catholic Practice who live in the parishes of Holy Rood, Watford and St. Bede's, Croxley Green.
5. Baptised Catholic children who live in the parishes of Holy Rood, Watford and St. Bede's, Croxley Green.
6. Other baptised Catholic children with a Certificate of Catholic Practice.
7. Other baptised Catholic children
8. Other Children Looked After and other children who have been adopted (or subject to child arrangements orders or special guardianship orders) immediately following being looked after.
9. Catechumens and members of an Eastern Christian Church.
10. Christians of other denominations, whose parents wish them to have a Catholic Education and whose application is supported by their minister.
11. Children of other faiths whose parents wish them to have a Catholic Education and whose application is supported by their religious leader.
12. Any other applicants.

## Supporting Notes

Where the offer of places to all the applicants in any of the above criteria would lead to oversubscription the following provisions will be applied.

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- a) In each of criteria (8) to (12) above, priority will be given to children who have a sibling in the school at the time of admission. After sibling priority has been exercised, priority will be given, in each of criteria (4) to (12), to the children of a permanent member of the teaching staff who has been employed at the school for two or more years at the time at which the application for admission is made, or to the children of a new appointee to a post at the school, where there is a demonstrable skills shortage for the post in question.
- b) In the event of two or more children meeting the same criteria, and provisions described within these supporting notes, priority will be given to the child who lives the shortest distance from the school. A 'straight line' distance measurement is used in all home to school distance measurements for community and VC schools in Hertfordshire. Distances are measured using a computerised mapping system to two decimal places. The measurement is taken from the AddressBase Premium address point of your child's house to the address point of the school. AddressBase Premium data is a nationally recognised method of identifying the location of schools and individual residences.
- c) For those criteria which refer to baptised Catholic children, the child should be baptised by the closing date for applications.
- d) Within each criterion, if the rank ordering process results in the splitting of siblings in the same year, then the remaining siblings will be offered places at the school as 'excepted pupils'.

**N.B. The granting of a place in the Nursery does not subsequently guarantee a place in Reception. A fresh and complete application must be made at the appropriate time.**

This admissions policy and criteria will be subject to annual review.

### Application Procedure 2018-2019

In order to make a valid application for a place at the school for your child you **must** complete the Hertfordshire LA [or your home LA if living outside Hertfordshire] online Application Form. Any application received after the statutory deadline will be treated as a late application. Late applications will not be dealt with until all on-time applications have been considered.

Parents wishing to apply for a place for their child are invited to attend one of our open meetings and tour of the school for prospective parents. (Note: this meeting is not an interview and does not form part of the Admissions process.)

Parents of all candidates **should** also complete the school's own Supplementary Information Form (SIF). Parents of candidates applying under criteria (2), (4), (6) and (9) above should obtain a Certificate of Catholic Practice (CCP) from the priest at the parish where the family normally worships. For criterion (9) above: an applicant who is a catechumen should provide a Certificate of Reception into the Order of Catechumens or a letter from their parish priest; a member of an Eastern Christian Church should provide a baptism certificate or certificate of reception from their church authorities. These **should** be returned **to the school**, together with a Certificate of Baptism for photocopying, as soon as possible. At the very latest these must be returned no later than the deadline for submission of the Hertfordshire Local Authority (LA) [or their home LA if living outside Hertfordshire] admissions form. If a SIF and CCP are not submitted by the closing date the Governing Body will apply their criteria using only the information submitted online, which may result in the application being given a lower priority.

The SIF, CCP and parish boundary definitions for Holy Rood and St. Bede's are available from the school. The SIF is also available from Hertfordshire LA. Applicants can collect the forms and boundary definitions from the school or contact the school and ask for them to be sent to them. The parish boundary information can also be accessed on the Westminster Diocese website ([www.rcdow.org.uk/watford](http://www.rcdow.org.uk/watford) and [www.rcdow.org.uk/croxleygreen](http://www.rcdow.org.uk/croxleygreen)). The SIF is also available for download from the parents' page on the school website ([www.stanthonys.herts.sch.uk/our-school/admissions](http://www.stanthonys.herts.sch.uk/our-school/admissions)) and the CCP is available for download from the diocesan website ([www.rcdow.org.uk/education/parents](http://www.rcdow.org.uk/education/parents)).

The decision on admission rests with the Governors.

In the event of an application for a place at the school being unsuccessful, children will be offered the opportunity to be placed on the school's waiting list in rank order. The waiting list will be maintained in the order of the oversubscription criteria, not in the order in which applications are received. On the day a place becomes available the school has to rank all, including in-year applicants, against the oversubscription criteria. This means that applicants, originally ranked in the normal admissions round, may be moved down the waiting list. A child will remain on the school's waiting list for a minimum of the academic year of admission, and until a vacancy has arisen and the offer of a place accepted or declined.

The timetable for the admissions process is set by Hertfordshire LA and is advertised to parents each year. The timetable is also advertised within the school at the appropriate time.

## Definitions

**'Certificate of Catholic Practice'** means a certificate given by the family's parish priest (or the priest in charge of the church where the family practises) in the form laid down by the Bishops' Conference of England and Wales. 'Family' includes the Catholic or Catholics who have legal responsibility for the child.

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

**'Sibling'** in the context of this admissions policy, is defined as: the sister, brother, half brother or sister, adopted brother or sister, child of the parent/carer or partner or a child looked after or previously looked after and in every case living permanently in a placement within the home as part of the family household from Monday to Friday at the time of this application.

A sibling relationship does not apply when the older child (ren) will leave before the younger one starts.

**'Catechumen'** means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a Certificate of Reception into the Order of Catechumens.

**'Eastern Christian Church'** includes Orthodox Churches and is normally evidenced by a Certificate of Baptism or Reception from the authorities of that Church.

**'Christians'**, for the purposes of this policy, means a member of one of the churches which are members of 'Churches Together' in Britain and Ireland.

**'Resident'**. A child is deemed to be resident at a particular address when he/she resides there for at least 50% of the school week.

**'Parent'** means the adult or adults with legal responsibility for the child.

**'Children Looked After'** has the same meaning as in Section 22 of the Children Act and means children in the care of a local authority or provided with accommodation by them (e.g. children with foster parents).

**‘Education, Health and Care Plan’.** The admission of pupils with an Education, Health and Care Plan (EHC) is dealt with by a completely separate procedure. Details of this separate procedure are set out in the Special Educational Needs Code of Practice. If your child has an EHC plan you must contact your local authority SEN officer. Children with St Anthony’s named in their EHC plan will be admitted.

**‘Adopted’.** An adopted child is a child for whom there is proof of adoption.

**‘Child Arrangements Order’.** A child arrangements order is an order under the terms of the Children and Families Act 2014 which defines it as an order settling the arrangements to be made as to the person with whom the child is to live.

**‘Special Guardianship Order’.** A special guardianship order is an order under the terms of the Children Act 1989 s.14A which defines it as an order appointing one or more individuals to be a child’s special guardian(s).

**‘In-Year Admissions’** refers to applications made outside of the normal admissions round. In these circumstances parents should contact the school direct. Applications made using the HCC In-Year application form will also be considered. If a place is available and there is no waiting list then the governing body will admit the child. If a place is not available at this time applicants can ask for the reasons. The school will notify the local authority of the application and its outcome. Applicants will be offered the opportunity of being placed on our waiting list, which is maintained in the order of the oversubscription criteria and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will re-rank the list and inform the local authority that the school is making an offer.

## **Religious Ethos of the School**

St Anthony’s School is a voluntary aided Catholic school and the teachings of the Catholic Church permeate all aspects of school life. We regard our school as being based on the ideals of a well ordered Christian family, valuing the contribution of each of its members.

Mass is celebrated in the school on a number of occasions throughout the year. Parents are invited to attend. The school also holds class liturgies that the children prepare themselves with the help of their teachers. An assembly or class worship takes place every day for all children.

The school exists to enable the children to grow not only in their intellectual, social, emotional and physical abilities, but also in their spiritual development and every effort is made to further this process.

The parish priests and religious advisor are frequent and welcome visitors to St Anthony's, and the school fully participates in various parish activities. The school, parish and family work together for the benefit of the children's religious development.

## **School Organisation**

St. Anthony's caters for boys and girls from nursery age up to 11 years.

The total number of pupils on roll in July 2017 was 412.

## **The Nursery**

The Nursery is situated in our Early Years Foundation Stage Unit (EYFS) which is a separate building on the school site. The Nursery has recently been extended and refurbished and is situated next to new reception classrooms, a family room and outdoor learning areas. The nursery class accommodates 36 children for five morning sessions. We have one nursery teacher, and two qualified nursery nurses to care for the children. As with all our classes there are several other staff that assist for different reasons at various times throughout the week.

Visits are arranged for new nursery children and their parents the term before they start school. These enable the children to become familiar with the nursery staff and surroundings. Parents of children due to start in the Nursery and the Reception classes are invited to meet the staff and learn more about the routines and expectations of the class for the children. Information is shared and parents' questions are answered. An evening session also assists parents in supporting their children's learning at home.

There are many links with the main school, which enable the children to become familiar with the staff, children, school lunches and the building itself. These links are planned to facilitate a smooth transition into Reception for the children who move from our Nursery and from other settings.

## **The Main School**

This building has benefited from an extensive building programme, new roof and improved security. All classes, from Year 1 to Year 6, are taught in single year group

classes in newly decorated and enlarged classrooms, each having its own cloakroom and toilet facilities.

The school has a large hall, a separate dining room, a chapel, a meeting room, a music room and a multi-media learning resources area which incorporates the library and IT suite. Networked Computers are also located in all classrooms, where we are able to maximise their use across the curriculum.

Other improvements which benefit the children include a medical room, an 'inclusion' area and accessible toilet for disabled users. These developments were made possible through newly acquired space in the main school, following Reception's move to the new E.Y.F.S building where two purpose built class rooms have now been established. All children's toilet facilities have been refurbished within the last few years.

Two recent building programmes have provided the school with a two storey building with classrooms and group rooms for KS2 children and an Activity Studio which all classes use. The recently completed 'Link Building' provides another classroom and group room, freeing up an area for a Practical Room in the main school.

The outside areas have also recently been improved. We have doubled the size of our back playground and resurfaced it, to provide two basketball and two netball courts. The front play area has also been extended, resurfaced and remarked. The school has invested in new fencing, cycle and waiting shelters and "trim trail" play equipment for all key stages. The EYFS building has three undercover outdoor learning areas.

In September 2012 we admitted 60 children to Reception at the start of our current expansion programme, now from Reception to Y5.

## School Times

Nursery                    9.00am – 12noon. Morning session.

Reception                8.55am for 9.00am - 12.00 noon and 1.15pm - 3.30pm  
Children in Reception are released from 3.25pm if their parent or carer has arrived to collect them.

KS1                         8.50am for 9.00am - 12.00 noon and 1.15pm - 3.30pm.

KS2                         8.50am for 9.00am - 12.00 noon and 1.15pm - 3.30pm.

For EYFS children, outdoor learning through play forms part of their daily routine. KS1 children have a 15 minute break each morning and a 15 minute break every

afternoon. KS2 children have a 15 minute break during the morning period. EYFS and KS1 children must be met at home time by **an adult known to the staff**.

On the last day of each term and half term, the school closes at **2.30pm**.

In addition to the DCSF's recommended teaching time, we allocate two and three quarter hours each week for registration, collective worship and morning breaks.

## Arriving at School

Nursery children should be taken into their cloakroom and helped to hang up their coat and change into their indoor shoes.

Reception children should be taken to their classroom door for 8.55 a.m. where they will line up before entering their cloakroom.

KS1 children should be brought into the front playground for 8.50 a.m. They will line up when the bell goes and their teacher will bring them in.

KS2 children should walk on the footpath at the side of the school to the back playground. Their bell will go at 8.50am.

Parents are asked not to accompany their child into the school at the beginning of the day. If the need arises parents are welcome to enter the school, via the main reception, either to leave messages with the office staff or to arrange to speak to a teacher at the end of the school day.

We ask all parents to ensure that their children use the footpath into school and cross the driveway by using the zebra crossing. Children should not arrive at school before 8.45am. Please do not let your children use the 'trim trails' either before or after school. Ball games are not permitted on either playground before or after school. All cycles and scooters should be parked in the bicycle shelters and scooter racks and not brought onto the playground or ridden around the premises before or after school. These requests are for the safety of all our children.

## Parental Involvement

We firmly believe that a partnership between home and school is vital and that parents, as the first educators, should take an active part in their child's education.

Parents are encouraged to help in the EYFS to share in the development of their child. Parental assistance is also welcome in the main school. Please let us know of any time you can offer on a regular basis or any particular talents/interests, which we may call on as required.

We hope that parents will share our aims by:

- ensuring their children attend school regularly and punctually,
- checking that uniform rules are adhered to,
- providing personal equipment required for use at school,
- taking an active interest in their child's work and behaviour,
- encouraging their child to complete any homework tasks set.

When visiting the school, for any reason, parents are asked to call at the office on arrival. This is an important security rule.

In the autumn, spring and summer terms the school organises parents evenings. During these evenings parents will be given progress reports on their children. They will have the opportunity to see their children's work and discuss with the teacher anything relating to it. The school issues annual written reports in the Spring Term for KS2 children and during the summer term for EYFS and KS1 children. These provide the opportunity for parents to discuss any aspects of the report with the class teacher if required.

## Healthy Schools

At St Anthony's we promote a healthy lifestyle through:

- links with Hertfordshire catering who provide our 'healthy eating' school lunch 'pupil choice' menu
- encouraging the children to drink water regularly throughout the day
- encouraging the children to eat a raw fruit or vegetable snack (this is provided free of charge for EYFS and KS1 children)
- the curriculum
  - DT** - healthy sandwiches
  - Science** - the nutritional values of food  
- care of our bodies
  - PSHEE** - making informed food choices  
- drugs and alcohol education  
- sex and relationships education
  - PE** - two hours of curriculum time in all classes, from reception to Year 6  
- many additional before, during and after school P.E and sports clubs/opportunities
- our 'park and stride' schemes in conjunction with 'Premier Inns', Holy Rood Social Club and Morrisons. Parents may use a parking disc to leave in their car and walk children to and from school Please contact the school office to register.
- working with Hertfordshire Highways to create safer routes to school
- the Cycle and Waiting Shelter which encourages children to cycle to school

- taking part in walking initiatives such as Walk to School Week or Beat the Street.

## School Lunches

The school provides very good meals for the children. The menus are published for parents and meet the criteria for 'Healthy Schools'. Children choose their lunch each morning from a menu containing three 'hot meal' choices and a healthy 'packed lunch'. These are free for children in Reception to Year 2 classes. The current price is **£2.40** per day for KS2 children. This price is subject to change. Parents may, if they wish, provide their children with a packed lunch from home. This should be brought in a suitable container marked with the child's name. Only children who have packed lunches may bring a drink to school, but the container must be leak proof and unbreakable.

## School Uniform

All the children in the school, including the Nursery children, wear the school uniform. This uniform has been designed to keep costs to the minimum, whilst maintaining high standards of dress. The uniform consists of the following items, listed with the approximate cost.

Red Sweat Shirts with school logo	£9.30 - £10.50	To be purchased from school
Red Polo Shirts with school logo	£7.30 - 9.50	To be purchased from school
Red socks (or red tights as a winter alternative)	£1.60 - £2.40	Socks may be purchased from school
Red and white gingham dress (in summer)		Made up in any reasonable style

Grey pinafore dress or skirt (in winter)

Grey trousers (short in summer, long in winter)

Trousers may be worn between November and March. They must be of a mid grey colour with a straight leg. Stretchy jersey fabric is not acceptable.

Outdoor shoes

These must be of a suitable style to allow safe outdoor play: **unsuitable fashions should be avoided.**

Indoor shoes

Black plimsolls or a suitable alternative with non-marking soft soles and no buckles.

Children in the school choir (Y5 or Y6) will need smart black leather shoes for performances.

### Other uniform

PE kit – shorts and white polo shirt with school logo (Rec-Y6)	£8.60 - £12.40	To be purchased from school
P.E drawstring bag with school logo (Rec-Y6)	£3.80	May be purchased from school
Book bag with school logo (Nurs-Y2)	£3.80	To be purchased from school

Trainers are required for outside P.E lessons. Long hair must be tied back and no jewellery may be worn.

Children in Y3 – Y6 may purchase outdoor winter P.E. uniform joggers in a light grey jersey material. Please ask at the office to see a specimen pair.

KS2 children will also require a swimsuit, hat and towel for swimming lessons, for safety reasons girls must wear a one-piece costume and boys require close fitting trunks (not baggy shorts).

School uniform is on sale from the school office at **8.30a.m. on the first Wednesday of the month and at 9.00am all other Wednesdays.** However it will not be available on the first or last day of term. The school sells certain items of the uniform that are difficult to obtain. This is provided as a service to parents and the school makes no profit on any items of clothing. We provide name label order forms for parents who wish to use this service.

**ALL ITEMS OF CLOTHING MUST BE MARKED WITH THE CHILD'S NAME. THE SCHOOL ACCEPTS NO RESPONSIBILITY WHATSOEVER FOR ANY LOST CLOTHING.**

## Complaints Procedure

In most cases, if appropriate, a complaint can be taken up with the class teacher and resolved promptly. If the matter remains unresolved the complaint should be taken to the relevant Key Stage co-ordinator, who is the designated complaints co-ordinator. If parents remain unsatisfied they should be referred to the Headteacher. If they are still unhappy, the school will arrange a meeting with the Governing Body's Complaints Appeal Panel.

## School Curriculum

Governors and staff work together to regularly monitor the School Development Plan, progress against our targets and to review policy documents.

Throughout the school parents will receive information and curriculum guidelines on which topics their children will be covering during the year. These information sheets also outline the school's homework expectations for each age group and the use of the homework diary at Key Stage 2.

A number of evening workshops and information sessions for parents are provided throughout the year, in order to help them support children's learning at home

## The Foundation Stage

In the Nursery and Reception classes the children follow the Early Years Foundation Stage Curriculum.

We believe that play is the foundation of learning. It enables a child to develop imagination, language, creativity, independence, problem-solving skills, concepts, understanding and self-esteem. Play provides opportunities for expression of feelings, learning to share and co-operating with others. It also provides opportunities for practising skills already learnt and for developing new ideas by building on personal experiences. This is best achieved when play is planned. The staff guide the children, providing appropriate materials and activities to stimulate the use of language and create problem-solving situations. They offer support, encouragement and suggestions and are aware when the children are ready to progress to the next stage of their development.

The Foundation Stage Curriculum aims to underpin all future learning by supporting, fostering and promoting children's:

- personal, social and emotional development
- communication and language
- physical development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

## Key Stages 1 and 2

### **Religious Education**

Religious Education is central to all we do; it is the reason for our school's existence. We aim to help the children deepen their understanding of the beliefs, values and practices of the Catholic faith. Our R.E lessons are planned to the Bishops' curriculum directory and we use the Westminster Diocese units of work. Besides this formal curriculum, we ensure that these values and beliefs are central to all that happens in our school permeating all aspects of the curriculum. We also encourage the children to respect and form an understanding of the religious beliefs of others. We teach R.E through discussion, role-play, reflection, prayer and music.

## English

The programme of study for English covers speaking and listening (including drama), reading and writing. Pupils are taught to speak clearly, fluently and confidently adapting their speech for a range of purposes and audiences, to listen and respond appropriately. They are taught to use a range of strategies in order to read with fluency, accuracy, understanding and enjoyment. They use a wide range of fiction and non-fiction texts. The children are taught to communicate through writing both in narrative and non-fiction contexts, learning the main rules and conventions of written English including spelling, punctuation and grammar. The National Curriculum provides a basis for teaching the new programmes of study for reading and writing. English, by its very nature, is cross-curricular and many opportunities for developing skills will be identified through other subjects.

## Mathematics

Throughout the school, lessons follow the new National Curriculum Mathematics expectations during a daily dedicated maths hour. Additional time is spent on mental arithmetic, problem solving and reviewing the work the children have learnt. Mathematics is a cross curricular subject and genuine links are exploited.

## Science

Our school's science scheme follows the National Curriculum and is based around the topics of 'Plants', 'Animals, including humans', 'Everyday materials', 'Seasonal changes' and 'Living things and their habitats' in KS1.

The children in KS2 study the topics of 'Plants', 'Animals, including humans', 'Rocks', 'Light', 'Forces & Magnets', 'Living things and their habitats', 'States of Matter', 'Sound', 'Electricity', 'Properties and Changes of Materials', 'Earth and Space' and 'Evolution and Inheritance'.

Through the teaching of these topics the children work scientifically; undertaking practical enquiries, making observations and taking measurements. They are taught to present and analyse their findings.



## Computing

Computing and Information Technology help to promote initiative, independent learning and active participation in a rapidly changing world. The three aspects of computing are:

- computer science
- IT
- digital literacy

The children develop these aspects as they work with a variety of hardware and software. In computing they learn to control and program devices both on and off screen, in the real and virtual worlds. They use a range of digital media to record, improve and present their work in all subjects. As they progress through the school, they become confident and discriminating users of digital technology and communication tools. The e-safety message is emphasised throughout the curriculum; the children are taught how to stay safe online and given a range of ways to report concerns and inappropriate behaviour.

## **Design and Technology**

Design and Technology encourages children to develop, plan and communicate ideas. They will be expected to work with different tools, equipment, materials and components in order to make quality products. These products will then be evaluated in order to identify improvements that could be made to their work in the future. Design and Technology has links with many other curriculum areas including IT in Key Stage 2

## **History**

Learning history provides an important context for the development of children's key skills; information processing, reasoning, enquiry, creative thinking, evaluation and communication. There are opportunities to respond to artefacts, pictures, written sources, graphical representations and to present the results of enquiries including written narratives. The children learn about Ancient Civilisations to the present day and the history of Britain and the wider world, developing their chronological understanding.

## **Geography**

In Geography at Key Stage 1 and Key Stage 2 we aim to develop the children's knowledge of places and environments. This begins with the immediate school locality and widens to include both regional and national studies. The children will also study localities in other countries looking at the similarities and differences between physical and human features. Geographical skills are taught including an understanding of maps and plans and a range of investigative and problem solving skills. Geography is also a focus for understanding issues about the environment and sustainable development.

## **Art and Design**

The Art and Design scheme follows the National Curriculum and aims for the children to produce creative work, exploring their ideas and recording their experiences. They are taught the skills to develop drawing, painting, sculpture and other techniques. They are encouraged to evaluate and analyse their own creative works as well as those of great artists, craft makers and designers.

## **Physical Education**

In **Key Stage one** the children build on their natural enthusiasm for movement by developing co-ordination and control through dance, games and gymnastic activities. They work individually, in pairs and in small groups. In Dance they create movement, showing changes of rhythm, speed, level and direction. They express ideas and feelings through these movement phrases. In Games the children play simple competitive striking/fielding and invasion type games whilst learning how to control and use the appropriate equipment. During Gymnastics the children use both floor and apparatus to develop skills of balancing, travelling, taking off and landing, turning and rolling. They create sequences that incorporate these skills showing contrasts in direction, level and speed.

In **Key Stage two** pupils build on their work in KS 1 by learning new skills and using them in different ways. They collaborate and compete with each other and learn to evaluate and recognise their own success. The range of activities is extended to include swimming, athletics and outdoor adventurous activities. During swimming the children learn to swim on their front and back and about personal survival skills. Children are challenged to improve style, speed and stamina in order to meet the Government target and swim at least 25m unaided. In athletics they take part in power, speed and stamina building activities by using running, jumping and throwing skills. Outdoor adventurous activities involve children working in teams to overcome challenges. They use orienteering and problem-solving skills. Children across both Key Stages take part in intra and inter – school competitions throughout the year.

## **Music**

Throughout the school, the class teachers teach music for one lesson per week. During Key Stage 1, children develop the skills to listen carefully and respond to a wide range of music. They play musical instruments and learn to sing a variety of songs. The children begin to add accompaniments and create short compositions. All children in Year 2 learn to play the ocarina.

At Key Stage 2, the skills of performing, composing and appraising music are further developed. The children sing songs and play instruments with increasing confidence and skill. They may work individually, as part of a group or as a whole class. Music from different times, genres and cultures is listened to and discussed. Composers are researched and discussed in assembly and class work. Compositions are also developed in response to a variety of stimuli. From Year 3 to Year 6, all children have the opportunity to learn the recorder. In addition parents have the opportunity to pay for group guitar tuition.

## **PSHEE**

Personal, Social, Health and Economic Education (PSHEE) and Citizenship at St. Anthony's, helps to give the children the knowledge, skills and understanding they

need in order to lead confident, healthy and independent lives and to become informed, active, loyal and responsible British citizens. This is done within the spiritual and moral framework of the Catholic Church.

The SEAL (Social Emotional Aspects of Learning) programme forms the basis of the curriculum throughout the whole school. It is supplemented by other resources in order to fulfil the requirements of the curriculum. These include National themed weeks such as fire safety, anti-bullying, money and road safety. Cross-curricular links are identified and planned for, especially in R.E. We have written specific lesson plans for Drug Education.

Throughout the school the children are taught strategies to keep themselves safe. This is known as Protective Behaviours.

### **Sex and Relationships Education**

“God created man and woman in his own image, with equal dignity, different yet complimentary. Our sexuality is a gift from God and must be expressed according to his will of love” (Catechism of the Catholic Church). Sex and Relationships Education is taught throughout the school and, as with all subjects, lessons are taught within the moral teachings of the Catholic Church.

“In the Beginning” is a scheme of work set within a Christian framework and has been developed to provide Education in Personal Relationships as well as sex education. The scheme’s main aim is to provide our children with an understanding of life itself, appropriate to his/her level of understanding. It begins in Year 1 and continues through to Year 6. It has been designed in such a way as to enable home and school to work together in partnership. The scheme supports National Curriculum requirements in Science and PSHEE.

### **Languages**

In Key Stage 2 the children are taught French, following a structured scheme. The children are given daily opportunities to practise, use and consolidate new vocabulary. Learning a new language raises awareness of our multicultural world, providing cross curricular links and reinforcing skills and understanding developed in other subjects.

### **Extra curricular activities**

In order to present the children with as wide a range of activities as possible, the teachers, in their own time, run a number of clubs for the children. These clubs are open either to all or some of the children, depending on the nature of the activity.

They take place either before school, during the lunchtime or after school. At the present time the clubs available to the children include netball, football, computer, Maths, cheer leading, tag rugby, PE-multi skills, street dance, music, drama, RE, Art, Irish Dancing, French and History. Other lunchtime activities include choir, basketball, cricket, board games, Portuguese and Polish.

Our football and netball teams take part in matches against other schools.



Some children in Years 5 and 6 are members of the Choir and sing at events such as the Junior School's Carol Concert at the Colosseum, held each Christmas. They also sing at two local Nursing Homes, at Holy Rood Church and at The Royal Albert Hall. Children in KS 2 have the opportunity to receive group guitar tuition, which their parents pay for.

The school now has its own Breakfast Club which meets 5 days each week in the school dining room. The club is open each morning at 7.30 a.m. where the children eat breakfast and enjoy activities before being taken to class. The daily charge is £6.00. An After School club is also open in the evenings between 3.30 p.m. - 6.00 p.m. on Mondays, Tuesdays and Thursdays. Children are collected from their class and many activities are on offer at a nightly charge of £10.00. These clubs are run by our own qualified staff. For more information contact Kathryn in the school office.

## Educational Visits

All children attend educational visits and workshops during the academic year, which may be linked to history, geography, RE or science lessons. These activities are matched to the curriculum and serve to enrich it and extend the children's learning.

Year 6 children go away in the summer term for their school journey to the Isle of Wight. The purpose of this visit is to introduce the children to historical, geographical and biological aspects of the area and to give them the opportunity to participate in various Physical Activities. It is also an ideal opportunity, for the children to learn personal organisation, to socialise with the staff and each other during the week, helping them to gain the confidence and independence which is vital to their future success.

## Availability of Documents

There are a number of documents available for parents on the school website. Other documents are also available, including: various schemes of work, policy

documents, Hertfordshire's agreed syllabus for R.E., the school's prospectus, Ofsted report and the school development plan (S.D.P). Various statutory instruments and DfE (Department for Education) circulars are also available. The governors have a publications scheme, indicating our charges for reproducing documents for parents.

**All parents and future parents are asked to retain this School Prospectus, as it will serve as a useful reference throughout your child's school life.**

## **Children with Special Needs**

At St Anthony's we aim to create an environment where all our children can learn alongside one another irrespective of ability. We believe that we are all loved equally by God irrespective of race, ability, colour or creed.

The school implements its policy on Special Educational Needs and Disability (SEND) and the Code of Practice (COP) as recommended by the DfE. Policies and practices are updated as and when government guidelines alter.

The SEN Governor is Mrs. Ellena Harley.

Initial identification of a child with SEN rests with the class teacher and/or parents. The class teacher will consult with the parents, the Headteacher and the Inclusion Co-ordinator (INCO). Following careful observation and consideration the class teacher will help the child through differentiated work and/or other support where possible.

If a child in this situation still fails to make adequate progress the class teacher may wish to place the child on the SEN register. At this point an Individual Education Plan (IEP) will be drawn up for the child with termly targets which are shared with parents and reviewed. In this way school and home can work together to maximise the child's progress. Some children may receive help from our special support teacher, teaching assistant or our INCo.

In some cases the school may wish to seek expert guidance from outside agencies such as the Educational Psychology Service, Speech and Language Service, Colnbrook Outreach Service and the SpLD Base (dyslexia) In a few cases of very significant needs an Educational, Health and Care Plan (EHCP) will be put in place involving the pupil, parents and relevant agencies.

Any parents with questions or concerns are invited to contact our Inclusion coordinator to make an appointment to meet during her 'Surgery Sessions' each Wednesday afternoon. Please contact the office if you wish to do this.

## Gifted and Talented Children

The identification of gifted and talented children is a process in which all teaching staff have a part, but it is overseen by our co-ordinator for the gifted and talented. The identification process includes analysing teacher assessment, formal tests such as SATs, Ages and Stages assessments and EYFS Profile. Discussions with parents help to give a broader picture of the child's capabilities. Children who have been identified for a particular subject will be placed on a register, which is updated termly.

The needs of the gifted and talented are met through enrichment and extension. Children are encouraged to develop sophisticated thinking and reasoning skills. They are given differentiated work, challenging activities and our staff have high expectations for the quality of work the children produce. The curriculum is enriched through additional opportunities to take part in 'gifted and talented' workshops and various clubs at lunchtime and after school. We regularly take part in maths and science master classes with other primary schools, in conjunction with the University of Hertfordshire.

## Children with English as an Additional Language

The school provides support for these children using teachers and bilingual classroom assistants, from its own staff. All staff have had extensive training on supporting bilingual learners and the School is continuing to build up its resources.

## Access for the Disabled

Any child with a disability is welcome at St Anthony's. Every effort will be made to seek advice and to make specific arrangements to accommodate a child's needs. We arrange multi-disciplinary meetings and training to enable staff to support children with disabilities. We are proud to be recognised by Ofsted as a "truly inclusive" school. Ramp access is provided to the school and on-going planning includes measures which increase accessibility to the building, the curriculum and documentation.

Recent provision includes a new parking bay for disabled users, toilets and washrooms for disabled users and dropped kerbs providing easy access to both our buildings. The new 2 storey block has lift facilities. The new IT suite has accessible provision. Our accessibility plan is now an integral part of our S.D.P and is updated annually.

## School Behaviour

St. Anthony's children are expected to demonstrate high standards of behaviour. Good behaviour and effort are rewarded by class teachers and celebrated throughout the school.

In Key stage 2 the children join one of four teams (red, blue, green or yellow). Team points are given for good work or behaviour, progress or effort and significant acts of kindness or consideration, which reflect our school's mission statement. Individual achievement is also reflected on the "well done" board and with individual certificates.

In Key Stage 1, similar behaviour and achievements are recognised by stickers and celebrated in a weekly assembly.

In recognition of the partnership between school, parents and children, we encourage parents to sign the **Home-School agreement**. When children become juniors, they will read, discuss and sign this agreement themselves as part of the PSHEE programme.

All admissions to the school are subject to parental agreement that the school rules should be obeyed. Admissions are also subject to parental acceptance of the school's right to discipline children, as considered necessary, when their behaviour is unacceptable. We look to parents for support in any disciplinary measures the school considers appropriate in any situation. Acceptance by a parent of a place in the school for their child will be taken as their implicit agreement to these regulations.

## School rules

These are kept to the minimum and are for the safety and well being of the children.

- Children should keep to the footpath when entering and leaving the school through the main gates.
- Children must not ride their bikes or scooters on the playground but should leave them in the cycle shelter.
- Ball games and the use of the trim-trail are not permitted on the playground before or after school.
- Parents are asked not to drive into the school when delivering or collecting their children.
- Children are not allowed to bring mobile phones into the school.
- The children may not bring sweets or other food to school except as part of a packed lunch.
- The children are not permitted to "swap" personal belongings.
- The school accepts no responsibility for children losing watches.

- Children are not allowed to have visible tattoos or body piercings.
- In the interests of safety, **children are not permitted to wear earrings of any type** or other jewellery to school.
- Children are not allowed to bring toys to school, unless requested by the teacher to support a learning activity.
- Hairstyles should be smart and not cut in unsuitable fashion trends.
- Children are not allowed to wear 'smart' watches to school.

## Code of Conduct

Children are expected to follow the school's code of conduct, which is displayed in every classroom.

- We treat everyone in school with the kindness and respect we would expect ourselves.
- We listen to other people and show respect for their views.
- We show kindness and consideration when talking to others without using bad language.
- We try our best in our work and in our play.
- We respect other people's property.
- We look after our school by keeping it tidy and caring for the environment around it.
- We will respond to advice and requests from adults working in our school family.
- We always behave well out of school to show St. Anthony's has the best standards.

## Pastoral Care

The Headteacher has overall responsibility for pastoral care. Immediate needs of the children are cared for by the class teacher and include:

- playing an active part in developing our school as part of God's family
- treating all children equally as individuals irrespective of gender, race or ability
- acting as role models for the children
- being aware of inappropriate behaviour and taking suitable action
- supporting each other by showing sensitivity to each other's needs and difficulties.

## Exclusions

The Headteacher reserves the right to exclude a child from the school if, in her view, the child's behaviour warrants such action. However, parents have the right to appeal to the Governors against that decision.

## The Children's Act 1989

The school works in partnership with parents to support children in every way possible.

In order to safeguard and promote the welfare of all children, the Children's Act 1989 places a clear legal requirement on schools to ensure they work together with other agencies that are also responsible for the protection of children.

As a result, if concerns are raised within the school or a child or parent reports a situation involving possible child protection concerns, we cannot guarantee confidentiality, we will share information with appropriate agencies. We have a duty to ensure that Hertfordshire Child Protection procedures are followed at all times. Our designated teachers for child protection are Mrs Wilson, the Headteacher, and Martin McDermott.

## Equal Opportunities

The school has an equal opportunities scheme, which is available on request. This is incorporated into the School Development Plan.

## Pupil Welfare and Health

### Emergency Contacts

As new parents you will be asked to provide a current, **emergency contact phone number**. In the event of an emergency or your child becoming unwell, you will be contacted and asked to take them home. It is therefore essential that you notify the school office immediately if your address, telephone or other emergency contact details change.



Should a child be injured at school, the school will first try to contact the parents. Failing this, should we consider it necessary, we will take the child for treatment to the local A+E department at Watford General Hospital. The acceptance of a place at the school by the parent will be deemed as giving the school authority to seek such treatment.

## Medicines

The school does not normally administer medicines and tablets to children. Where a child is on a course of medication, parents will be asked to space medication across out of school hours. Staff will normally only administer medication to children with long term needs, for whom an agreement has been drawn up unless circumstances dictate otherwise.

Children will only be excluded from school activities in extreme circumstances, it will be assumed that if parents consider their children are fit enough to attend school, then they are fit enough for all school activities.

## Health Checks

The school health service no longer provides for regular medical and dental checks on the children. However all children will be seen by the school nurse in the first school year to check their height, weight, vision and hearing. As parents you will be informed when this is in progress. Parents of children found with head lice will be asked to treat them before returning to school. Children with other communicable diseases will be excluded from school until well enough to attend.

## Links with the Community

### Community and Charitable Activities

Apart from the many activities we engage in with the local church, the school also takes a very active role in the community and in raising money for charity. In the last year the school has given large donations to the Catholic Children's Society, Children in Need, Poppy Appeal, CAFOD, Home Start, The Peace Hospice, Diabetes UK, Great Ormond Street Hospital, St Francis Hospice and the RNLI. Our current global charity is the VSO (South Sudan). Other charities we have supported in recent years include British Red Cross, Sierra Leone, Pancreatic Cancer, the Disaster Emergency Committee appeals for The Philippines, Haiti and Pakistan. The school also collects used stamps on behalf of the R.N.L.I., recycles mobile phones and printer cartridges for Help the Aged and collects books for the British Heart Foundation.

We visit two local nursing homes to sing carols at Christmas time and our Year 5 children are penpals with the residents of River Court.

Each year we organise a Harvest Festival. For this event, the children invite senior citizens into the school and entertain their guests with a concert which all classes have prepared. They then serve an afternoon tea with their own homemade cakes and biscuits.

## Extended Provision

St Anthony's works wherever possible to secure additional provision for our children and families. These opportunities are advertised in our notice boards and headteacher's newsletter.

This extended provision includes family and adult learning, clubs and master classes for the children, easy referral to specialist services and parenting support.

## Relations with other Schools

The school maintains very good relations with many other schools including secondary schools. We also have different sporting and music links with other primary schools.

We are fortunate to have two fine catholic secondary schools in the area, St. Joan's and St. Michael's. We work very closely with their teachers, visiting each other's schools for various curricula activities.

Each year, we participate in a joint 'One World' Service at St. Michael's. We also take part in an annual Football and Netball Tournament for the Deanery Catholic schools organised each year by St. Michael's. Our Year 5 class attends an annual science day there every June.

We have a strong sporting link with Queen's School which provides many PE opportunities for children as well as staff training.

Opportunities for our gifted and talented pupils exist at St Joan's, St Michael's, Watford Boys and Watford Girls Grammar schools as well as other local primary and secondary schools.

We welcome pupils from St. Michael's and St. Joan's on work experience in our school.

Our school has established close links with Watford Football Club, Herts Warriors Basketball Club, Saracens Rugby Club and Watford Council who provide coaches for some of these games.

# School Funding

## School Fund

The school asks all parents to make a donation of **£2.00 per week** for each child towards this fund. This fund is used to raise money to give the school additional resources for the children, which are not met from delegated funding. The money raised is spent on purchasing additional equipment, subsidising school trips and many other things.

## Friends of St. Anthony's School

This is a group of parents who work hard to organise fund-raising and social events which benefit the whole school community. As a new parent, we would urge you to support or join them, in any way you feel able. All the time, energy, enthusiasm and ideas you can give to our school will be welcomed and much appreciated. The Friends of the School arrange events such as Discos, Barbecues, Quiz Evenings, Talent shows, Party nights, Christmas and Summer Fayres, with all profits going to the school. Many of these evenings have been sponsored by cultural groups from within the school. Families have provided food, music and dancing from their countries and been really interesting and enjoyable occasions for everyone.



## Diocesan Building Fund

The diocese asks the parents of all children attending Catholic schools to make a donation of **£10 for each child per term** with a maximum of **£20 per family per term** towards this fund. This money can be 'gift-aided'. The money raised is banked with the diocese for a variety of purposes. The recent extension to our school and the roof replacement were partly financed through this Diocesan Building Fund.

## Charging Policy

For the benefit of the children, it is the policy of the Governors to charge for activities where the law allows.

The school receives no additional funding for trips. Where these take place in school time, it is therefore necessary to ask parents to make a voluntary contribution towards them. Whilst no child will be restricted from participating in such activities for

financial reasons, these trips will not take place unless there is sufficient parental financial support.

Where these take place outside school time, charges will be made where appropriate. This includes items such as accommodation charges for school trips and charging for out of school activities.

Charges may be made for ingredients or materials if completed work is to be taken home.

Parents may be required to meet all or some of the cost of breakages or damages where this is a result of their child's misbehaviour.

## **Absence and Withdrawals**

### **Absence from School**

Initial notification of a child's absence may be made by telephone. It helps us to know the cause of the absence and also the expected date of return. However, on the child's return to school a letter confirming the reason for absence is required, in order for the absence to be authorised and correctly recorded in the register.

### **Punctuality**

Children who arrive late to school should be brought to the school office where the secretary will arrange for them to be taken to class. If they arrive before 9.15am they will be given a late slip to take home for parents to complete. This must be returned to the class teacher in order to inform the entry in the register. If a child arrives after 9.15am when the register has closed, the child will be marked absent for that session and a form will be sent home with the child asking for a letter to explain the absence.

Children who arrive late not only miss their teacher's instructions for the first session but also disrupt the lesson for their classmates. We therefore ask that every effort is made to ensure that children arrive punctually at school.

### **Leaving the School during School Hours**

Children will not be allowed to leave the school during the school day for dental appointments etc. unless the school receives a prior written request signed by the parent. **A telephone request will not be sufficient.** The child must be collected by the parent or by an adult known to the school from the school office and signed out. Children returning to school after an appointment also need to come straight to the office where they can be signed in.

## Holidays

From September 1<sup>st</sup> 2013 there has been no authorised absences for holidays in term time. For any exceptional circumstances, a letter should be written to the Headteacher. She will decide whether or not to authorise any absences and if so, will determine the number of days permitted.

## Emergency Closure

In an emergency or in the event of bad weather, the school may need to close at short notice. We will alert you via text and email if you have registered your details via this link: [member.everbridge.net/index/892807736725489](http://member.everbridge.net/index/892807736725489)



This information will also be available on our school website and local Heart radio (96.6FM)

## Absence Figures

Number of pupils on roll on a specific day at the start of the Summer Term 2017: 318  
Note: This excludes nursery and reception children.

Percentages of half days missed through:

Authorised absences: 2.85%      Unauthorised absences: 0.65%  
Our Average attendance in '16/'17 was 96.5%

## Withdrawals

In law parents have the right to withdraw their children from the part of Sex Education that is not compulsory under the Science National Curriculum. Any parent considering this option is asked to make an appointment with the Headteacher.

## Secondary Transfer

For the school year 2016/2017 our children transferred to the following schools:

St. Joan of Arc	16	Watford Boys	5
St. Michael's	5	Watford Girls	3
Croxley Danes	3	All Saints (Sheffield)	1
Rickmansworth	1		

## SCHOOL TERM AND HOLIDAY DATES 2017/18

### Autumn Term 2017

<b>Monday 4<sup>th</sup> September</b>	-	<b>INSET DAY (School closed)</b>
Tuesday 5 <sup>th</sup> September	-	Thursday 19 <sup>th</sup> October      33 days
<b>Friday 20<sup>th</sup> October</b>	-	<b>INSET Day (School closed)</b>
<b>Half-term: Monday 23<sup>rd</sup> October</b>	-	<b>Friday 27<sup>th</sup> October</b>
Monday 30 <sup>th</sup> October	-	Wednesday 20 <sup>th</sup> December   37 days
<b>Friday 24<sup>th</sup> November</b>	-	<b>Occasional Day (School closed)</b>

### Spring Term 2018

Thursday 4 <sup>th</sup> January	-	Friday 9 <sup>th</sup> February      27 days
<b>Half-term: Monday 12<sup>th</sup> February</b>	-	<b>Friday 16<sup>th</sup> February</b>
Monday 19 <sup>th</sup> February	-	Thursday 29 <sup>th</sup> March      29 days

### Summer Term 2018

Monday 16 <sup>th</sup> April	-	Friday 25 <sup>th</sup> May      29 days
<b>Bank Holiday: Monday 7<sup>th</sup> May</b>	-	<b>School closed</b>
<b>Half-term: Monday 28<sup>th</sup> May</b>	-	<b>Friday 1<sup>st</sup> June</b>
Monday 4 <sup>th</sup> June	-	Friday 20 <sup>th</sup> July      35 days
<b>Monday 23<sup>rd</sup> July</b>	-	<b>INSET DAY (School closed)</b>
<b>Tuesday 24<sup>th</sup> July</b>	-	<b>INSET DAY (School closed)</b>
<b>Wednesday 25<sup>th</sup> July</b>	-	<b>INSET DAY (School closed)</b>

# The Board of Governors

## Foundation Governors

Dr. David Callaghan	MSc, FIEE, C Eng	Chairman Safeguarding Children Chair of SD Committee Children Looked After Governor
Mr Paul Neves	BSc (Hons), PGCE	Literacy Governor
Rev. Fr. Shaun Richards		EYFS Governor
Mrs Ellena Harley		SEN Governor
Mr Anton Sivapatham		
Ms E Gallagher	RGN, OND	RE Governor Healthy School's Governor

## LEA Governor

## Headteacher

Mrs Pauline Wilson MA, Cert Ed, CTC

## Elected Staff Governor

Mrs Elaine Harrold BA (Hons), PGCE

## Elected Parent Governors

Mr Ed Barton	Vice Chairman Chair of Resources Committee Maths Governor Pupil Premium Governor
Mr Silvio Ciccone	IT Governor

## Clerk to the Governors

Mrs Rosy Wassell

## Associate Member

Mrs Denise Stratfull Treasurer

## The Staff

### Teaching Staff

Mrs Pauline Wilson	BEd MA CTC	Headteacher
Mrs Elaine Harrold	BA(Hons) PGCE CCRS	Deputy Head teacher
Christina Olivant	BA(Hons) (Early Years)	EYFS teacher
Mrs Melanie Habashi	BEd(Hons)	KS1 Co-ordinator & Year 2 teacher
Mr John McGinn	BSc(Hons) PGCE	Year 5 teacher, Assistant KS2 Co-ord
Mrs Jennie Martin	BA(Jt.Hons) PGCE Cert.inSpLD	Special Needs teacher (INCO)
Mr. Martin McDermott	MA BA(JtHons) PGCE CCRS	KS2 Co-ordinator, Acting Deputy Head and Year 6 teacher
Mrs Catherine Elliott	MA BA(Hons) PGCE	Cover teacher
Mrs Francesca Fairlie	B Ed	Cover teacher
Mrs Amy Getty	BA (Hons)	Year 4 teacher
Mrs Rachel Smith	BEd (Hons)	Year 2 and cover teacher
Ms Helen Sparksman	BA PGCE	Cover teacher
Mrs Hannah Mitchell	BA	Year 3 teacher
Miss Katy Laws	BA PGCE	EYFS Co-ordinator, Reception teacher
Miss Amy McMahon	BA(Hons)	Reception teacher
Miss Aimie Peacock	BEd	Year 3 teacher
Miss Abbie Clarke	BEd	Year 1 teacher
Miss Sarah McCable	BSc (Hons) PGCE	Year 4 teacher
Mrs Frances Nicholson	BA MA CCRS	Cover teacher
Mr Daniel Getty	BA (Hons) CCRS	Year 5 teacher
Miss Megan Brogan	BEd	Year 2 teacher
Mrs Eva Thomas	BA (Hons)	Year 3 and cover teacher
Mrs Ann Power	BA (Hons)	Year 1 teacher
Ms Debbie Buckley	BA (Hons) PGCE	Nursery teacher

### School Chaplain

Fr. Shaun Richards

### Ancillary Staff

Mrs Angela Cormican		School Secretary
Mr Bob Manley		Caretaker
Mrs Fatim Dossa	BSc	C.A. and M.S.A.
Mrs Nickola Brighton		C.A. and M.S.A.
Mr. Chas Wilson	IMI RTE	Premises and sites manager
Mrs Elizabeth Hughes		C.A. and M.S.A.
Mrs Linda Merrell		M.S.A. and School Welfare
Mrs Kelly O'Brien		C.A. and M.S.A.
Mrs Gina McEvoy		Bilingual C.A. and S.S.A.
Mrs Denise Stratfull		School Business Manager
Ms Nanthini Joseph		Cleaner
Mrs Marilda Pilaipaka		Bilingual C.A.
Mrs Carole Boyle		C.A. and M.S.A
Miss Sophie Ringland	CACHE L3 - Ch C&Ed	C.A., M.S.A and After School Club leader
Mrs Marzena Zych	CACHE L3 - Hb Ch C	C.A., Bilingual C.A., M.S.A and Before School Club leader
Mrs Monique Jowers		Bursar
Mrs Kathryn Trendle		Office Admin
Mrs Shannon Wade		C.A. and M.S.A

Ms Georgina Phelan		C.A. and M.S.A
Mrs Rieko Gall	BA	C.A., M.S.A and Before School Club leader
Ms Maria Madden		C.A. and M.S.A
Mrs Breda Williams	NNEB	C.A. and M.S.A
Mrs Sally Blasi	BA (Hons) NNEB	CA and M.S.A
Mrs Susanna Lam		CA and M.S.A
Mrs Dominika McKeown	Cache Level 3 in Ch C	CA, M.S.A and Before School Club leader
Mrs Juliet Jayanthiran		Cleaner
Mr Paul Indopia		Cleaner
Mrs Alessia De Carolis	Cache L3 in Pre Sch P	CA, MSA and Before School Club leader
Mrs Stephanie Ackroyd-Whitney		CA and MSA

Abbreviations:

M. Sc. - Master of Science; F.I.E.E. - Fellow of the Institution of Electrical Engineers; C. Eng. - Chartered Engineer; T. Cert. - Teaching Certificate; C.T.C. - Catholic Teachers Certificate; B.A. - Bachelor of Arts; M.A.- Master of Arts; Cert. Ed. - Certificate of Education; Hons. - Honours; B.Ed. - Bachelor of Education; P.G.C.E. - Post Graduate, Certificate of Education; C.C.R.S. – Catholic Certificate in Religious Studies; Jt. Hons. - Joint Honours; B.Sc.- Bachelor of Science; D.C.O.T. – Diploma of Occupational Therapy; D.C.D. - Diploma in Child Development & Early Childhood Education; SpLD - Specific Learning Difficulties; C.A.- Classroom Assistant; M.S.A - Midday Supervisory Assistant; C.&G. – City and Guilds; N.V.Q. – National Vocational Qualification; L3- Level 3; E.Y.C. & Ed.- Early Years Care and Education; CACHE –Council for Awards in Childcare and Education; Ch C & Ed. – Child care and Education; Pre-Sch P – Pre-school practice; Hb – Home based; CAE – Cert in Advanced English; ST&L – Supporting Teaching and Learning; Cert HE – Certificate of Higher Education

**The information in this booklet relates to the plans for the school year 2017/2018 and was correct at September 2017. Changes may be made to any of the arrangements or particulars at any time if considered necessary.**