

# **St Anthony's School**

We Grow and learn with Jesus



## **School Prospectus - September 2021-22**

**Headteacher: Mrs. E. Harrold BA (Hons)**

**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. E.Harrold BA (Hons)

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

E. Harrold  
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.

Across the curriculum, we intend for ALL children to develop knowledge, skills, resilience and determination to achieve their very best and be ready for their next stage of education.

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 sixty 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.



## Admission

Please refer to the school website for Admissions policies and guidance go to page 7.

## 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 Nursery

The Nursery is situated in our Early Years Foundation Stage Unit (EYFS) which is a separate building on the school site. The Nursery is situated next to the 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 early years teaching assistants 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. Evening sessions 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, Activity Studio, a separate dining room, a chapel, a meeting room, a music room and an 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' room and accessible toilet for disabled users. The E.Y.F.S building has two purpose

built Reception class rooms and an enlarged Nursery classroom. All children's and staff toilet facilities have been refurbished within the last few years.

Previous 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. All admin areas have been extended and a PPA Room and Library built.

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.

## 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 10 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 DfE'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 assemble on 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 and during the summer term for all 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 scooter racks and cycle and waiting shelters which encourage children to scoot, cycle or walk 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 **£2.60** 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



**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. The complaints policy and procedure guidance is available on our website.

## 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. We use a range of different plans and resources in order to fulfil the requirements of the curriculum directory. 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**

At St Anthony's we endeavour to inspire a love and appreciation of English and ensure that every child becomes a capable reader and writer and can speak clearly, fluently and confidently. This is an aim throughout all areas of the curriculum. The children use a wide range of fiction and non-fiction texts to inspire and develop their writing further. We teach basic skills and provide a rich, engaging and meaningful learning environment.

In addition to daily English lessons, children are taught phonics and spelling rules systematically throughout Early Years and Key Stage One. At St Anthony's we use Letters and Sounds to plan and teach phonics ensuring that this is taught in a multi-sensory approach to cater for the children's needs.

Reading is taught through shared reading, guided reading and 1:1 reading. Children enjoy a diverse range of age related texts that motivate and enthuse them to read. Through daily guided reading sessions children are given access to age-related texts that are carefully matched to their reading ability and to develop their comprehension. Each child is provided with a school reading book that is matched to their reading ability. As a Key Stage we mostly follow the Oxford Reading Tree

scheme, with other books to support and develop their phonics and reading further. The books are colour banded to match children's phonics level and comprehension skills.

In Key Stage 2, the children continue to receive daily English lessons covering a wide range of fiction and non-fiction genres. The children also receive spelling and grammar lessons throughout the week. The children are given strategies to become more independent writers during KS2 and the process of editing and correcting their own work with minimal teacher input is an aim. Guided Reading continues to be important and provides the children with an opportunity to work on the fluency and understanding skills they developed during KS1. Children will also have focused comprehension lessons that reinforce and extend previous learning.

## **Mathematics**

In Key Stage 1, our aim is to ensure that all children have the best foundation in mathematics. We provide a challenging, relevant and enjoyable mathematics curriculum for every child using the 'Herts Plus scheme' as a framework. Mathematical language is developed and children are encouraged to give explanations of their reasoning. A variety of methods are used to assess and develop children's long term understanding. Children are given weekly mathematics homework. At the end of the Key Stage children will be assessed against the Teacher Assessment Framework. At the heart of planning lies the focus that children will understand the value of mathematics in everyday situations.

In Key Stage 2, Mathematics is both challenging and enjoyable. We aim to provide children with a range of activities that will deepen their critical thinking. In order to achieve this, teaching and learning is centred on the development of key skills: fluency, reasoning and problem solving. Mathematical fluency allows our children to apply a specific skill to different contexts in order to solve a problem. In developing the skill of reasoning, children are challenged to develop strategies and speak about methods used for solving a problem. In problem solving, we encourage our children to tackle challenging activities giving them the appropriate time and space to offer ideas and make mistakes through trial and improvement as they explore the different routes to a solution. We use the Herts Plus scheme and assess children through End of Key Stage Tests and Teacher Assessments.

## **Science**

The teaching and learning of Science at St Anthony's aims to provide an engaging curriculum that inspires children, developing their natural curiosities as young learners.

Our school's science scheme follows the National Curriculum and in Key Stage 1 is based around the topics of 'Plants', 'Animals, including humans', 'Everyday materials', 'Seasonal changes' and 'Living things and their habitats'. 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'.

We aim to strengthen and develop children's Scientific knowledge and the ability to work well Scientifically with creativity and resilience. Within each topic of learning the curriculum provides opportunities for children to develop their working scientifically skills. Such as, asking relevant questions, setting up practical enquiries and fair tests, making careful observations and measurements, choosing how to record information, explain their results using scientific language to draw conclusions and carrying out research using secondary sources to find answers to questions. We intend to promote the knowledge and understanding of how Science is used in the wider world to equip children with the skills to become lifelong learners.



## **Computing**

Computing helps to promote initiative, independent learning and active participation in a rapidly changing world.

The three aspects of computing are: Digital Literacy, Information Technology and Computer Science.

The scheme that we follow covers these three aspects through the following five different strands: Create, Digital Research, Information, Digital Communication and E-Worlds.

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 use their creativity and imagination to design and make a quality product. They will be expected to work with different tools, equipment, materials and components. The finished 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 Science, Technology, Engineering, Mathematics and Art.

## **History**

Through the teaching of History in Key Stage 1 and Key Stage 2 we provide opportunities for the development of key skills: sequencing, cause and effect, reasoning, enquiry, constructing the past and chronological awareness. There are opportunities to respond to artefacts, pictures and written sources and to present the results of enquiries including written narratives. The children will learn about Ancient Civilisations to the present day as well as the history of Britain and the wider world, alongside studying significant individuals from the past.

## **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 stimulates creativity and imagination. Children secure their understanding of the formal elements of art which are taught sequentially and revisited in order to build upon prior learning. The scheme equips children to experiment, invent and create their own works of art and think critically about the art they are exposed to. Through Art children expand their knowledge of different cultures and periods of time, instilling a sense of the impact Art has across society.

## **Physical Education**

In **Key Stage one** pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their skills individually and with others. Pupils will develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in their Gymnastics, Dance and Games lessons each week.

In **Key Stage two** pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and

recognise their own success. Pupils will learn to use running, jumping, throwing and catching in isolation and in combination. Children are challenged to improve their swimming style, speed and stamina in order to meet the Government expectation to swim 25m competently, confidently and proficiently by the end of Year 6. The curriculum is expanded to include Athletics and Outdoor Adventurous Activities which involves problem solving tasks using team work.

## **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**

At St Anthony's we develop a mindful approach to PSHEE and Citizenship that encompasses Personal, Social, Health and Economic Education as well as emotional literacy, social skills and spiritual development. We aim to give the children the knowledge, skills and understanding they need in order to lead confident, healthy and independent lives and our Scheme of Work incorporates important National themed weeks such as fire safety, anti-bullying etc. St Anthony's guide children to become informed, active and responsible British citizens and approach all learning within the spiritual and moral framework of the Catholic Church.

## **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.

"Life to the Full" is a scheme of work for Relationships Education. It is taught with a spiral approach to learning, in which children will revisit the same topics at an age-appropriate stage through their school life. The entire teaching is underpinned with a

religious understanding that our deepest identity is as a child of God – created, chosen and loved by God.

## Languages

Learning a new language raises awareness of our multicultural world, providing cross curricular links and reinforcing skills and understanding developed in other subjects. At St. Anthony's, the children in Key Stage Two learn French following a structured, progressive scheme. Children are given regular opportunities to practise, use and consolidate new vocabulary with their peers.

## 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, dodgeball, Maths, cheer leading, tag rugby, PE-multi skills, street dance, music, drama, RE, Irish Dancing, karate and History. Other lunchtime activities include choir, basketball, cricket, board games, Portuguese, Spanish, Japanese 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, St. Alban's Abbey 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. Eileen Gallagher.

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 a teaching assistant or one of our INCos.

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.

## Academically More Able Children

The identification of academically more able 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 academically more able children 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 and library have 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 recent years the school has given large donations to the Catholic Children's Society, Save the Children, Poppy Appeal, Spina Bifeda, The Peace Hospice, Tiggywinkles animal charity, Diabetes UK, Great Ormond Street Hospital and the RNLI. Our current global charity is the CAFOD. Other charities we have supported include Home Start, Children in Need, Action Aid, The Passage Homeless Charity, 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 an event where 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, Queens', 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 and local 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, Sponsored Walk, 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 and signed in, giving a reason for the lateness. Office staff will then arrange their meal choice and for them to be taken to class. If a child arrives after 9.15am when the register has closed, the child will be marked absent for that session.

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

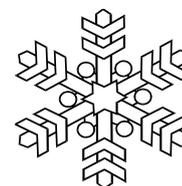
Children will not be allowed to leave the school during the school day for dental appointments etc. unless the school receives a prior written request signed by the parent. **A telephone request will not be sufficient.** The child must be collected by the parent or by an adult known to the school from 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 2020: 365  
Note: This excludes nursery and reception children.

Percentages of half days missed through:

Authorised absences: 2.7%      Unauthorised absences: 0.8%

Our Average attendance in '18/'19 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 2019/2020 our children transferred to the following schools:

St Joan of Arc	14	Watford Boys	8
St Michael's Garston	8	Queens'	2
Tring School	1	Watford Girls	4
Croxley Danes	12	Westfield Academy	1
Rickmansworth	13	Fearnhill School	1
St Michael's Aylesbury	2		

## The Board of Governors

### Foundation Governors

Dr. David Callaghan      MSc, FIEE, CEng      Chairman  
Safeguarding  
Chair of SD Committee  
Chair of Resources Committee  
Children Looked After Governor  
Pupil Premium Governor

Mrs Imogen Barrett Walsh      BSc      Vice Chairman  
IT Governor

Mr Paul Neves      BSc (Hons), PGCE      Literacy Governor

Mrs Ellena Harley      H&S Governor

Mr Anton Sivapatham

Mrs Eileen Gallagher      RGN, OND      RE Governor  
Healthy Schools Governor  
SEN Governor

### LA Governor

### Headteacher

Mrs Elaine Harrold      BA (Hons), PGCE

### Elected Parent Governors

Mr Gareth Fernandes

Mr Nick De Freitas

### Clerk to the Governors

Mrs Rosy Wassell

### Associate Member

Mrs Denise Stratfull      Treasurer

# The Staff

## Teaching Staff

Mrs Elaine Harrold	BA(Hons) PGCE CCRS	Head teacher
Ms Natalie Grimshaw	BA(Hons) with QTS	Year 5 teacher
Mrs Melanie Habashi	BEd(Hons)	Deputy Headteacher & INCo
Mr John McGinn	BSc(Hons) PGCE	Year 6 teacher, Assistant KS
Mrs Jennie Martin	BA(Jt.Hons) PGCE Cert.inSpLD	Special Needs teacher (INC
Mr. Martin McDermott	MA BA(JtHons) PGCE CCRS	KS2 Co-ordinator, Deputy H
		6 teacher
Mrs Catherine Elliott	MA BA(Hons) PGCE	Year 5 teacher
Mrs Francesca Fairlie	BEd	Year 1 teacher
Miss Shannon Kelly	BA(Hons) with QTS	Reception teacher
Mrs Rachel Smith	BEd (Hons)	Cover and Year 3 teacher
Mrs Corinne Bygrave	BEd (Hons)	Year 3 teacher
Mrs Hannah Mitchell	BA	Cover teacher
Miss Katy Laws	BA PGCE	EYFS Co-ordinator, Nursery
Miss Amy McMahon	BA(Hons)	Year 2 teacher
Miss Aimie Peacock	BEd	Reception teacher
Miss Abbie Clarke	BEd	Year 4 teacher
Miss Sarah McCable	BSc (Hons) PGCE	Year 4 teacher
Mrs Frances Nicholson	BA MA CCRS	Year 5 teacher
Miss Laura Whooley	BA(Hons) ITT	Year 3 teacher
Miss Megan Brogan	BEd	Year 2 teacher
Mrs Eva Thomas	BA (Hons)	Cover teacher
Mrs Ann Power	BA (Hons)	Year 1 teacher

## School Chaplain

Fr Alex Balzanella

## Support Staff

Mrs Laura Wheable	BA	T.A. and M.S.A.
Mrs Fatim Dossa	BSc	Bilingual T.A. and M.S.A.
Mrs Nickola Brighton		T.A., M.S.A., After School Cl
Mr Tony Peacock	IMI RTE	Premises and Sites Manage
Mrs Elizabeth Hughes		T.A. and M.S.A.
Mrs Daniella McNulty	CACHE L3-ChC&Ed	T.A. and M.S.A.
Ms Shelly Llewelyn		T.A. and M.S.A.
Mrs Denise Stratfull		School Business Manager
Ms Nanthini Joseph		Cleaner
Mrs Marilda Pilaipaka		Bilingual T.A.
Mrs Carole Boyle		T.A. and M.S.A.
Ms Maria Madden		H.L.T.A. and M.S.A.
Mrs Sally Blasi	BA (Hons) NNEB	T.A. and M.S.A.
Mrs Monique Jowers		Bursar
Mrs Kathryn Trendell		Office Admin
Mrs Shannon Wade		T.A. and M.S.A.
Ms Georgina Phelan		T.A. and M.S.A.
Mrs Rieko Gall	BA	Bilingual T.A., M.S.A., Befor

Club Leader

Mrs Susanna Lam		Bilingual T.A and M.S.A.
Mrs Dominika McKeown	CACHE L3 in Ch C	Bilingual T.A, M.S.A.,
Before School		
Mrs Diana Drukteinienė	CACHE L3 in Hb C	Club leader
Mrs Alessia De Carolis	CACHE L3 in Pre Sch P	Bilingual T.A and M.S.A.
Before School		Bilingual T.A, M.S.A.,
Mrs Stephanie Ackroyd-Whitney		Club Leader
Club Leader		T.A., M.S.A., After School
Mrs Martha Kearns		Office Admin
Miss Caitlin Gorman		T.A., M.S.A and After
school club leader		

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; T.A.- Teaching 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 C – Home based Child care; CAE – Cert in Advanced English; ST&L – Supporting Teaching and Learning; Cert HE – Certificate of Higher Education, QTS – Qualified Teacher Status, ITT – Initial Teacher Training

**The information in this booklet relates to the plans for the school year 2021/2022 and was correct at September 2021. Changes may be made to any of the arrangements or particulars at any time if considered necessary.**

