



St Mary's R.C. School  
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the children are at the heart of everything we do

# St Mary's R.C. School Prospectus



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## Headteacher's Welcome

Dear Parents,

As the Headteacher of Saint Mary's R.C. Primary School I would like to take this opportunity to warmly welcome you to our school.

The aims of the Governors, staff and myself is to develop responsible and socially aware individuals by building a bespoke curriculum which meets the needs of all learners. Building curious, creative and emotionally intelligent learners should go hand in hand with academic success; ensuring every child develops positive learning dispositions.

We value the support and co-operation of parents and view the education of each child as a partnership between home, school and parish. By working with you we can achieve the very best for all our children.

We are very proud of our school, its Catholic ethos and its excellent reputation within the local community. We expect the highest standards from our pupils in everything they do.

This prospectus is a brief introduction to the range of opportunities on offer in school and provides you with most of the information you will need before you join us.

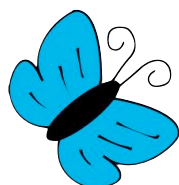
The staff will do everything possible to ensure your child's time with us is both happy and successful. I look forward to meeting you in due course and to a long and fruitful association in celebrating the achievements of your child.

Yours sincerely,

Mrs Donna Martin

Headteacher





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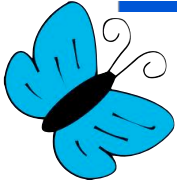
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General Information





# Location

## Location

The school is situated in the north of Douglas, on St Mary's Road between Somerset Road and Woodbourne Road. It is situated on its own site enjoying ample space including outside teaching space, a playground, an Astro turf pitch and a large field. From the Sea Terminal proceed North along the Promenade to the Villa Marina. Turn left on Broadway, continue up the hill on to Ballaquayle Road, past the turning for Woodbourne Road take the next left into Somerset Road and St Mary's Road is the first turning on the left. Regular buses stop outside the school on both Somerset and Woodbourne Road.

The school site can be accessed on foot following a pedestrian pathway to the main entrance. There are steps down to the main entrance. If the steps can not be accessed by users, there are two ramps. One located off Somerset Road by the Reception outdoor area and one from St Mary's Road, next to Woodbourne Road.

All classrooms can be accessed from the main yard. There is a ramp access to the main building which can be used before 9.15am and after 3.15pm.

When in the building there are three lifts to access each floor of the building.

There is a car park that includes 2 Blue Badge parking spaces. Car park access is off Woodbourne Road. If the barrier is down, please phone 673807 and the site manager will come and open the barrier and assist getting into the building.

There are four general disabled toilets on each floor of the main building.

There are changing facilities in one toilet.

## **Accessibility Plan**

Schools are required to make 'reasonable adjustments' for children with disabilities under the Isle of Man Equality Act 2017, to alleviate any substantial disadvantage that a disabled child faces in comparison to non-disabled children. This can include, for example, the provision of a staff support, specialist equipment and resources or adjustments to premises.

A full copy of our accessibility plan can be found on the school website.





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# School Staff



## **Headteacher**

*Mrs. D. Martin*

## **Deputy Headteacher**

*Mr. S. Rotchell*

## **Teaching Staff**

*Mrs H. Moyer (Inclusion Leader)*

*Miss. J. Strathdee*

*Miss. M. Robertson*

*Mrs. H. Wainwright*

*Mrs. O. Quilliam*

*Miss. B. Magee*

*Mrs. D. Quinn*

*Mrs. R. Edwards*

*Mrs. C. Morris*

*Miss. M. Patience*

*Miss. A. Kelly*

*Miss. E. Cain*

*Mrs. C. Wassall*

*Miss. E. Curphey*

**School Administrator - Mrs J Poole**

**Site Manager - Mr W Curphey**

## **Support Staff**

*Mrs. H. Horner (SESO)*

*Mrs. A. Madden (ESO)*

*Mrs. N. Nergiz (SESO)*

*Miss. E. McGilvray (SESO)*

*Miss. T. Michel (SESO)*

*Miss. S. Heginbotham (ESO)*

*Miss. C. Bawden (ESO)*

**Chair of Governors: Mrs. A. Burnett**



# St Mary's R.C. Vision and Values

At St. Mary's School our ethos is deeply rooted within Catholic faith. Our values of compassion, trust, faith, and achievement are at the heart of everything we do.

We have a nurturing environment where Religious Education and Personal, Social, Health and Well-being Education are at the centre of our curriculum ensuring our pupils develop spiritually, morally, and academically, fostering a community of compassionate individuals who positively impact the world around them.

Our concept-based curriculum ensures learning in all subjects' challenges pupils through critical questioning and philosophical teaching and learning enabling active learners and creative thinkers. Learning is connected helping pupils see the relevance and application of substantive knowledge in real-world contexts.

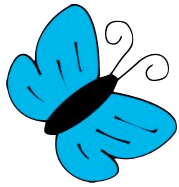
Highly effective teaching ensures greater depth thinking and learning using mastery throughout the curriculum. Clear and purposeful assessment policy and guidance alongside continual Assessment for Learning facilitates consistent practice across the school.

To meet the diverse learning needs of all pupils, staff design learning experiences and opportunities which are flexible and personalised to the needs of all pupils.

Highly effective teaching is continuously reflected upon, improved through focused peer support, and personalised coaching. A collaborative approach ensures a culture of high-quality professional development and improvement based on current pedagogy in education.

We are dedicated to fostering a culture of emotional intelligence and positive relationships through emotion coaching. Our vision is to empower our pupils to thrive academically, socially, and emotionally, creating a supportive community where every individual is valued.





# School Profile

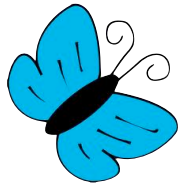


Saint Mary's is a Roman Catholic is part of the Liverpool Archdiocese. It provides education for children under 12 years of age. The school is administered by a Governing Body who are responsible for providing a Roman Catholic education for the children. In partnership with the Department of Education, Sport and Culture they determine the general direction of the conduct and curriculum of the school.

## Admission Policy

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholics in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here, as long as they live in the school's catchment area.





# School Day

## **8.45am**

9.15am

10.00am - 10.20am

10.30am - 10.45am

10.45am

12.00pm

1.10pm

2.10pm - 2.30pm

3.25pm

Children can come in to school  
Whole School Assembly (Friday).  
KS1 Playtime  
KS2 Playtime  
Second session  
Lunchtime  
Lunch Ends  
Playtime  
End of School



## **Healthy Snack**

The children can bring in a healthy snack and drink everyday. If you wish your child to have milk please inform the office. Please ensure your child's bottle and snack is named. No fizzy drinks or any chocolate snacks please. Snacks are eaten on the playground during playtimes.





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# Attendance

It is parents / carers legal responsibility to make sure that a child attends school every day.

Good habits of regular attendance and punctuality are considered to be an essential part of a child's development and we therefore expect regular attendance (except in times of illness) and good timekeeping, particularly in the mornings.

When a child has to have unavoidable time off school such as to keep medical appointments, parents should ensure that the child still attends school for the rest of the day. A note must be sent to the class teacher or a telephone call to the school office stating the reason for the absence.

Please call the office as soon to 9am as possible on each day of your child's absence.

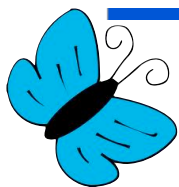
If your child's absence falls below 90% a letter will be sent home informing you. If it falls below 80% it is reported to the DESC's attendance officer. 1 day absent from school is recorded as two absences (two missed sessions - morning and afternoon).

## Holidays



Parents may request leave from the Headteacher for up to ten days during the school year, if they are unable to take their holidays to coincide with school holidays. These requests are usually supported and authorised but we ask you to consider the problems caused for your child by missing vital periods in his/her school life.

The Department of Education, Sport and Culture will be notified of any periods of absence longer than 10 days.



# Uniform



Uniform:	Boys	Girls
Skirt		Black
Summer dress		Blue and white checked
Long trousers	Black	Black
Formal Shorts	Black	Black
Sweatshirt, cardigan or fleece with or without school logo.	Blue	Blue
Polo shirts - KS1 / White Shirt and tie - KS2 (polo shirts in summer term)	White Y3 upwards - White shirt and Tie	White Y3 upwards - White shirt and Tie
Flat sensible shoes that fit and stay on.	All Black	All Black
Socks	Grey or black	White/Grey/Black
Socks or tights		Grey, black
Light soled PE plimsolls	Black	Black
P.E shorts	Black	Black
P.E T Shirt	House Colour T Shirt with or without logo	House Colour T Shirt with or without logo



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# Reading

We want reading to be an exciting, enjoyable and educative activity for our children. We teach them to enjoy books and to confidently develop the skills which will help them to be successful readers.

Your child will be provided with a free blue reading book bag when starting school. This is provided by the Friends Association. This must come to school everyday with your child.

Each week your child has a **Guided Reading** session when children are taught in small groups with the teacher on the same pre-selected text. The teacher sends each text home for you to share with your child. Your child will also bring home an Individual Reading book to share at home (in the blue bag).

Your child has a Reading Planner. This is a vital form of communication between home and school. **Please ensure it is filled in every time your child reads with you at home.**



## **Home/School Liaison**

We welcome, encourage and actively seek to promote positive home/school relations.

If you have a concern, a question about school procedures or there is a matter which may have a bearing upon your child or the school, we would be pleased for you to speak to a member of staff 'sooner rather than later'. Teachers are available for a 'quick word', at the start or end of most sessions. Alternatively, you can telephone the school office to arrange an appointment for a longer discussion at a mutually convenient time.

There are two parents' evenings held each year to meet with your child's teacher to discuss their progress. You will also be provided with an end of year written report detailing your child's achievements and progress and two end of term reports in Autumn and Spring.

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## Additional Needs

A school strength is the provision provided for all children with additional needs. This may include children with medical needs, hearing or visual impairment, children with specific learning difficulties and children who demonstrate social/emotional and behavioural difficulties. We continuously assess the needs of the pupils so that provision can be made to meet the needs of the individual. This may, at times, be supported by additional staff from the other agencies on the island.

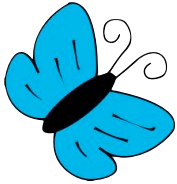
## Pupil Voice



We encourage the pupils to play an active part in school life and have a voice. Two School Council members are voted for at the beginning of the year. This is from Year 2 to Year 6. The School Council meet with the Headteacher every half term to present new ideas from their class or give opinions on current school initiatives. The School Council can be identified by their purple School Council caps.







# Curriculum



## Religious Education

St Mary's is a Roman Catholic School conducted in accordance with the rites, practices and observances of the Roman Catholic faith.

It is expected that children admitted to the school will take a full and active, part in the religious life of the school. All children receive religious education in accordance with the Roman Catholic faith. The Liverpool Archdiocese Religious Education Programme - Come and See - is used as a basis for this teaching and is at the very centre of our curriculum. The whole curriculum is rooted in an understanding of life based on Gospel truth and values.

Mass is celebrated regularly in church. Parents and Parishioners are welcome to attend. The children are involved in preparing the liturgy. Other liturgical services are celebrated within the classroom or during school assemblies.

As parents you will be expected to be actively involved in the preparation of your child/ren for the sacraments of Reconciliation, Holy Communion and Confirmation.



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# Curriculum

The ten principles of the IOM Essentials for Learning Curriculum (E4L) underpin the St Mary's School Curriculum.

St Mary's curriculum is broad and balanced; it builds knowledge, encourages independence, curiosity and creativity; produce collaborators, innovators, leaders and, above all, it helps our children to understand what it means to be human.

## **Early Years Curriculum**

We follow Development Matters to support children's learning and development, by closely matching provision to a child's current needs. The EYFS curriculum is engaging hands-on learning and a child-centred that ensures the consistent development of skills across all areas of learning. Children are encouraged to explore, take risks, and form positive relationships with their peers in a setting that celebrates the uniqueness of every child.

## **Key Stage 1 and 2**

The curriculum is knowledge rich. All aspects of the curriculum have been designed with progression in mind; this ensures that children build on existing skills and knowledge, which, over time, enables them to know more and remember more.

Integral to the curriculum is P4C and Thinking Moves. P4C underpins our caring and questioning ethos. Children learn to listen to and respect one another, and challenge and explore the beliefs and values of others. They develop their own views and make more deliberate and responsible judgements. P4C is taught explicitly in a weekly session from Reception to Year 6.

The curriculum focuses significantly on the core areas of Reading, Writing, Talking and Listening, which are delivered through the projects.

**History, Geography, RE and Art** are delivered using a mastery model where children can explore content in increasing depth and complexity as they move through school. Propositional and procedural knowledge are developed through termly projects that are framed with a philosophical enquiry question. This approach allows us to make connections across the curriculum, whilst also developing the children's understanding of what makes each subject distinct and unique.



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## Curriculum planning: Pedagogy

The curriculum provides inspirational learning opportunities for all children. Curriculum planning ensures that children are immersed in exciting projects which lead to authentic outcomes. They are challenged to work creatively whilst deepening their knowledge and understanding across the curriculum.

Planning begins with content. From this we identify philosophical concepts that will be drawn out and explored through individual subjects. We select and explore concepts that matter the most to our children.

The philosophical concepts are framed with an enquiry question and often begin with the children exploring a literacy text. All our projects are knowledge rich, aspirational and contextualised. Children work towards authentic outcomes and engage with critical audiences; they undertake projects that involve complex issues, and in doing so, develop an understanding of what is possible and a belief that they can make a difference.

We have high expectations of learning and outcome. Our curriculum is designed to encourage high levels of motivation, which, when combined with the process of critique and redrafting, ensures that our children are instilled with the desire to produce beautiful work.

Children work alongside experts and professionals, take part in visits and educational visits and learn both indoors and out. Our classroom environments are designed to encourage children to work collaboratively, flexibly and with high levels of independence.

Curriculum coverage is coherently planned for. Each year group have projects which can be used when single age classes or mixed aged.

## Curriculum Progression:

Our curriculum comprises of four interrelated strands of knowledge:

**Procedural knowledge:** Knowledge is vertically integrated so that the children revisit and deepen their knowledge and understanding in each year group as they progress through school. In planning, this knowledge is presented as our broad 'learning aims'. This process is supported using SOLO taxonomy, which enables the children to deepen their knowledge and understanding within year groups ensuring a mastery approach to curriculum.

**Disciplinary knowledge:** Disciplinary knowledge represents the methods or conceptual frameworks. We present these as 'Big ideas' that *masters of their subjects* apply when viewing their subject.

**Substantive knowledge:** Substantive knowledge represents the content that is taught in each year group – in planning, this knowledge is presented as specific 'learning outcomes' – the content we want the children to know and remember. In selecting the specific content, we ensure that the heritage of our children is highlighted and celebrated. As a result of our work on developing a fully inclusive, deliberate choices are made about aspects so that our curriculum is representative of, and sensitive to, the community that we serve.

**Substantive concepts:** Substantive concepts are specific terms that often don't have a fixed meaning, and as a result, are context dependent. Substantive concepts appear throughout each subject in the curriculum and are explored in different year groups through different aspects. By highlighting these concepts, we ensure that connections are made so that children begin to develop familiarity and confidence, which then supports their future learning within the subject.

**Repetition and retrieval:** Our curriculum is built upon high levels of repetition to ensure that our children can do more and remember more as they progress through school. The two strands of Procedural knowledge (SOLO Taxonomy) and Disciplinary knowledge are revisited and developed in every class from year one to year six. This repetition ensures that our children reach the end of Key Stage Two with the ability to apply the skills and conceptual frameworks with high levels of independence.

Substantive concepts are repeated in multiple year groups in order to develop resonance. Concepts are unpicked, defined and put into context to support the children's immediate understanding of the area being studied, whilst also broadening their wider understanding of the subject.

Throughout each project, we share significant amounts of substantive knowledge with our children. In planning, our specific learning outcomes detail the substantive knowledge that we want the children to know and remember. Retrieval practice is used during the course of the project to ensure that key knowledge is revisited and remembered.

The curriculum offer is inclusive for all learners due to its enquiry approach and the universal approach to learning across the school.

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# Assessment and Reporting

During your child's time at school they will be continually assessed by their class teacher. This may take the form of the collection of evidence or simply by observing what your child has achieved and the progress made.

The continual assessment helps the school to plan for your child's future learning and also gives the school regular information on how well your child is doing or whether additional support is needed in some areas.

An annual written report is sent out to parents in Autumn / Spring and Summer terms. This is a summary of your child's achievements and progress during the year.

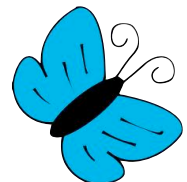
**Please remember that parents can make an appointment at any time during the year by contacting the school office.**

## Parents' Evenings

These consultation evenings are held twice a year.

The Autumn term parents' evening is meant to be for the parent to give the teacher an overview of their child's interests, attitudes and developments outside school and for the teacher to give their initial comments about the child. These should only be ten minute sessions.

The Spring term meeting will provide an opportunity for parents to discuss the child's progress and look at the work being done in class. Teachers will also provide guidance on what parents can do at home to help.





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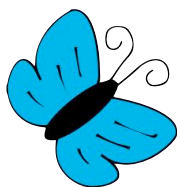
## Role of Parents/Carers

We strive continually to ensure relationships between Saint Mary's and home are close, visible and genuine.

We try to ensure that the education of the children is a partnership between home and school. To help encourage this we are always glad to have the help and support of parents within the classroom. If you have a particular talent that you feel may be of benefit to other children in other parts of the school please do not hesitate to offer your assistance. Help can be given in many ways, either by hearing reading, helping with writing, cooking, swimming, computer work, in fact anything at all - we will be glad to make use of them! Visitors to the school should report to the administrator's office and sign the visitors book.

In school we have many celebrations and we have them often. All parents are welcome to attend. There are school masses, Christmas performances, sports days etc. Dates of all school events and attractions are sent home regularly with the children. Please ask your child for any newsletters. These newsletters are distributed to the children every half term during the first week.





# Child Protection



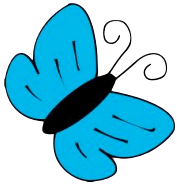
The welfare of each child within the school is of paramount importance and to this end and in compliance with the requirements of the law, the Headteacher is the Child Protection Officer and in her absence the Deputy Headteacher. The school works in partnership with parents to support children in every way possible. However, the Children's Act places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. As a result, if concerns are raised within the school or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. This situation would have to be referred to the Department of Health and Social Care.

## Friends of St Mary's School

We have a very active parents association. They organise events and activities throughout the year. Most of these events are fundraising and as a school we really appreciate the extra income generated.

If you feel you would like to assist on the committee please come forward. It may be you could assist in one or other of the events organised by the Friends. Please contact the school.





# General Information



## Photographs and Permissions

Photographs of children are often taken as part of normal school activities, such as Sports Day, Assemblies etc. Your consent to publish images of your child is requested. If you take images of school activities which include other children, we ask that they are used responsibly and not published i.e not put on social networking sites or other public places.

## Adult Volunteers

We welcome volunteers in school. We would be delighted if you could spare any time to come in and help. Regular helpers require a police check. Forms for this can be picked up at the school office.

## Health Issues and Medicines

Please make sure school is aware of **all** allergies or medical conditions. We cannot take responsibility for any health issues if we are not informed. If medicine is needed during the school day a form can be collected from the school office.

## Diarrhoea and Vomiting

Common occurrences in childhood - please ensure your child does not return to school until **48 hours** have passed since the last episode.

## Plasters

Occasionally it may be necessary to dress a minor graze - please inform school if you do not wish your child to receive a plaster.



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# General Information

## Educational Visits and Visitors

A key school policy involves enhancing the curriculum with visits and visitors, at least termly, and usually far more frequently. Where costs are involved parents are asked for subsidised contributions.



## Staff Car Park

For the safety of all children the only vehicles permitted in the school car park are staff cars.

## Visitors

Parents dropping off and picking up their children by car must adhere to the following rules:-

- Do not drive into St Mary's Road
- Park on Somerset Road or Woodbourne Road and walk up to school.
- Pedestrians must not use the car park as a 'short cut' to the main school..

The pedestrian crossings at both sides of the school must be used for pedestrian access to school

Many Thanks

