Prospectus 2026/2027



St Mary's C of E Primary School
Castle Street
Saffron Walden, Essex, CB10 1BQ
01799 523384

Our motto: *Let your light shine… as you grow (inspired by Matthew 5: 15-16)*

Our vision: '*We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings'*

SAFEGUARDING

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

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School Information

Address:	**Castle Street Saffron Walden Essex, CB10 1BQ**
Telephone Number:	**01799 523384**
Email:	**info@st-maryscofe.essex.sch.uk**
Website:	**www.stmaryssw.org.uk**
Pupils on Roll:	**215**
Type and Age Range:	**Church of England (Voluntary Aided) Primary School 4-11 years**
Headteacher	**Mr Christopher Jarmain**
Acting Chair of Governors:	**Mr Will Coldwell**
School Hours:	**8.30am – 15.15pm**

PREVIOUS RECEPTION PARENT & CARER FEEDBACK

'E really enjoyed her first morning and is excited to come back - thank you! '

'Thank you again for your efforts to provide a smooth transition and happy introduction to school life.'

'M was very excited by her first day in school, thank-you.'

'Z is loving his first week of school.'

'T and E cannot wait to come back today. Looking forward to seeing the pictures ☺'

'T enjoyed his first afternoon.'

'L was very excited to go back today.'

'H is really enjoying school J'

'P had a fantastic afternoon at school, she is really enjoying it.'

'B really enjoyed his start at school.'

'Q has had a fantastic first week so far.'

'T has loved his first week at school. Thank you so much for all your hard work'

'T is loving his first week at school.'

'Thank you so much, he is so pleased with himself, he has been non-stop telling us all about how he is star of the week.'

'I'm so glad he is really enjoying school.'

'Thank-you for a lovely first full-time week Mrs Jeewan and team, M has loved it!'

'Thank you for the pictures, looks like L had fun. She has loved the first week at school.'

'Great to see M interacting and making friends, she is having a wonderful time.'

'Lovely, thank you for sharing this, it has cheered me up knowing he's settling in well with his friends'

'He's had a lovely first week and enjoyed it so much. Thank you for making it so much fun for him!'

'She had a fantastic week. Thank you.'

'Wonderful to see how well H has settled into St Mary's. Huge thanks to Mrs Jeewan, Miss Hunter and the Early Years team!'

Our Staff

Senior Leadership Team

Headteacher/DSL	Chris Jarmain
Deputy Headteacher/DDSL	Sam Pike
EYFS/KS1 Lead/DDSL	Oliver Brown
KS2 Lead/DDSL	Conor Clarke
Inclusion Lead/SENDCo/DDSL	Louise Robinson
School Business Manager	Denise Finch

Teaching Staff

Class	**Class Teacher**
Reception (Butterflies)	Lucy Nicholson
Year 1 (Ladybirds)	Broganne Holmes
Year 2 (Caterpillars)	Conor Clarke
Year 3 (Grasshoppers)	Caroline Potter
Year 4 (Fireflies)	Jodie Tagg
Year 5 (Busybees)	Oliver Brown
Year 6 (Dragonflies)	Sam PIke
Forest School	Katie McInnes

INCLUSION TEAM/SEN Team	
Inclusion Lead/SENDCo/DDSL	Louise Robinson
Welfare and Support Officer/DDSL	Jo Crocker
LSAs	Jess Dowling, Bryna Driscoll, Rose Dye, Catherine Hunter, Donna Marks, Clare Murnane, Graeme Powlesland, Emma Slade, Jenny Smith, Alessandra Tickle, Julie Willis, Milli Oliver, Lucinda Wulfse, Andreq Mynott and Hayley Ramshaw
Music Teachers	James Free (Guitar, Flute, Clarinet, Recorder) Caroline Grantham (Piano/Keyboard)

Office Team	
School Business Manager	Denise Finch
Finance Officer	Claire Burgess
School and Admissions Secretary	Xenia Dunlop
Caretaker	Dean Camp
Catering Team	Dolce
Senior Mid-Day Supervisor	Rose Dye
Mid-Day Supervisors	Tessa Rowe, Georgia Scott-Simpson and LSA's

Welcome to St Mary's C of E (VA) Primary School



Welcome to St Mary's Church of England (Voluntary Aided) Primary School in Saffron Walden. I hope this prospectus gives you a flavour of life at our wonderful school and provides you with the information you need to discover what makes St Mary's such a special place to learn, grow and belong.

Our vision is at the heart of everything we do:

"We nurture our pupils to be the best they can be in every way, in an inclusive and supportive environment, rooted in Christian teachings."

Inspired by Matthew 5:15–16, our motto, *"Let your light shine… as you grow,"* reflects our commitment to helping every child discover their unique gifts, develop their potential and make a positive difference to the world around them. This vision is not simply something we aspire to; it is an ethos that we strive to live out in our school community every day.

We want every child to feel valued, included and encouraged to be themselves. Our six Core Values of **Perseverance, Truthfulness, Friendship, Respect, Trust and Compassion** guide the way we learn, work and care for one another. Alongside these, our three Core Skills encourage every pupil to **be safe, show respect and demonstrate effort** in all that they do. We also explore what makes our values distinctly Christian and how they can be put into practice in everyday life. Other important qualities, including forgiveness, courage, gratitude and good manners, are woven throughout school life, helping our children to become thoughtful, considerate and responsible members of society.

At St Mary's, we believe that every child matters and that education is about far more than academic achievement alone. Our dedicated staff team and supportive governors work together to create an environment in which all children can flourish academically, socially, emotionally and spiritually. We encourage our pupils to take pride in their achievements, develop a strong sense of responsibility and become active, positive members of both the school and the wider community.

Learning at St Mary's is designed to be engaging, memorable and appropriately challenging. We want our children to be curious, enthusiastic and motivated learners who are willing to ask questions, embrace new experiences and persevere when faced with challenges. We actively promote a *learning-to-learn* approach, encouraging pupils to reflect on how they learn, recognise their strengths and identify the next steps in their development. This approach extends to our staff, too, as we continually reflect on our practice and seek ways to make learning even better.

We have high expectations for every child and strive to provide opportunities that inspire, broaden horizons and nurture a lifelong love of learning. Whether in the classroom, through extra-curricular activities, or during trips, visits and experiences beyond the school gates, we want our pupils to create lasting memories, discover new interests and develop the confidence to shine. Above all, we want them to leave St Mary's well prepared for the next stage of their education and equipped with the knowledge, skills and values to make a positive contribution throughout their lives.

We believe that effort deserves recognition and that celebrating success in all its forms helps children develop confidence, resilience and pride in what they achieve. We celebrate not only outcomes, but also the perseverance, kindness, courage and commitment that help our pupils to succeed. Every child has something valuable to contribute, and we want each one to feel that their efforts are noticed and their achievements matter.

We also recognise the vital role that parents and carers play in their children's education. Strong partnerships between home and school help children feel secure, supported and ready to learn. We greatly value the positive relationships we share with our families and wider community, and we look forward to working together to give every child the best possible start in life.

I hope you find this prospectus both helpful and informative. You can discover much more about our school, our curriculum and our wider community on our website: www.stmaryssw.org.uk.

If you would like any further information, or if you are considering St Mary's for your child, we would be delighted to hear from you. Please contact our school office by email at **info@st-maryscofe.essex.sch.uk** or by telephone on **01799 523384**. We look forward to hearing from you and, hopefully, welcoming you to our school community.

Warmest regards,

Christopher Jarmain BA (Hons)
Headteacher
St Mary's Church of England (VA) Primary School, Saffron Walden

Our Governing Body

The Governing Body works closely with the Headteacher in the strategic management of the school. It meets regularly to discuss individual matters, such as the school's curriculum and financial management. The minutes of meetings and other documents are available to all parents. Staff, parents and the Church are all represented on the Governing Body.



Our Acting Chair of Governors is Mr Will Coldwell.

For more information please refer to page 19 of this document or visit our website.

FOSM (Friends of St Mary's)

We are fortunate to have many parents who work very hard to help the school in many ways. Part of their role is to help to raise money for all those necessary and additional "extras". Items recently purchased include computers and Chrome books, iPads, equipment for the Early Years, microscopes, cameras, books, bike and scooter pods (to name just a few). The FOSM have also funded the building of two adventure playground areas and the development of our main playground as well as funded some much-needed replacement curtains for the hall to complete our hall refurbishments. Recently they have funded the gazebo on the lower meadow as part of our outside classroom, development of our own on-site forest school area and refurbishment of the Reception class decking. They have also funded the refurbishments of the children's toilets. A list of the names of the current committee and their telephone numbers is available and suggestions for fund-raising are always welcome.

Please come and join us!

Christian Distinctiveness & Links to St Mary's Church



St Mary's Church of England Primary School is a Voluntary Aided Primary School within the Diocese of Chelmsford. We work hard to develop and sustain our school's Christian Distinctiveness. Our Head teacher and Governing Body have a clear vision of a school with a distinctive Christian character. Our Governing Body is made up of a majority of Foundation (Church) Governors. We work in close partnership with St Mary's Church and its congregation.

The Head teacher, Chris Jarmain, and governing body, led by John Westnedge, have a clear vision of our school which ensures it maintains its distinctive Christian character. Our Governing Body is made up of a majority of Foundation (Church) Governors. We work in close partnership with St. Mary's Church, Saffron Walden with the ministry team lead by Reverend Jeremy Trew.

Leadership Team at St Mary's:
Reverend Jeremy Trew - St Mary's Team Rector

Worship



We have daily Collective Worship and we regard this as an important part of every child's experience and development. We encourage all our children to learn about and respect other cultures and religions. The teachers, head teacher and a member of the church community (such as Reverend Jeremy Trew) lead most collective worships. Half termly, Collective worship is led by children at the school with the help of the Worship Council Lead, Conor Clarke. St Mary's church also lead collective worship once a week, sharing a range of Bible stories and Christian values with the children. All collective worships include a greeting, reciting the school prayers, a range of hymns and modern worship songs and then a dismissal. A candle is always lit at the start and then extinguished at the end to mark the beginning and end of the worship time.



Our Vision, Values, Ethos & Aims

The school's Vision and Values



St Mary's Church of England Primary School is a Voluntary Aided Primary School within the Diocese of Chelmsford. Our wider vision for the school is, '***We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings***'. Our vision and values centre upon: '**Let your light shine… as you grow**' (inspired by *Matthew 5:15-16)*

Our School is founded upon the Core Values of **perseverance, truthfulness, friendship, respect, trust and compassion** and time is spent exploring what is distinctively Christian about these particular values. Many other values are explicitly taught throughout the school day, such as forgiveness, courage, gratitude and good manners. We strive for excellent relationships, making our school a happy place to work and learn. Our wonderful children are accepting of others, adopt our core values and enjoy being active members of the school and wider community. The dedicated staff and governors appreciate that everyone is an individual and we work hard to create an environment where all children are nurtured, not only in their academic life, but also in their personal, social and emotional development. We encourage our children to make good choices, to communicate confidently and show consideration for others at all times.

Our Ethos

St Mary's is an inclusive, supportive and friendly school

• We encourage children to aspire to excellence within a Christian learning environment and to achieve high standards within the context of a rich and varied curriculum

• We value the contribution that every individual makes to the school

• We provide a firm foundation that will equip children for the opportunities and challenges of the modern world

Our Aims

• To educate children to the highest possible standards, by providing a curriculum which fosters their imaginative and creative potential

• To help children to have a positive self-image which enables them to make good choices, to communicate confidently and show consideration for others at all times

• To encourage a positive mindset which is guided by the idea that we can impact the development of our children's abilities. When we exhibit this mindset, we allow our children to understand that they can learn through hard work

• To stimulate children's desire for learning both as individuals and as part of a team

• To encourage initiative and independent thought, enabling children to engage positively in investigative work and collaborative activities

• To encourage all individuals to celebrate their own and other cultures

• To enable all children to have access to the opportunities provided by the school

• To encourage personal and professional development for all staff whilst maintaining a work-life balance

• To develop parent partnerships, to encourage a sense of community and to facilitate community use of the school premises





Celebrations and Achievements



Community Worship takes place both in school and at St Mary's church, Saffron Walden. The children regularly visit St Mary's church where local ministers lead our services (with the help of our pupils) to celebrate major Christian festivals. These include: Harvest Festival, Remembrance, Christmas Nativities, Christmas Carol Service. Easter Service, Ascension Service, Eucharist Service and the Year 6 Leavers' Service. Parents & carers, grandparents, siblings (and other family members), as well as school governors join us on these occasions. The children thoroughly enjoy going into church and see it as an extension of their school.

Children's achievements are celebrated within collective worship on a weekly basis. Certificates are awarded based on the school values and the children are celebrated as 'Shining Lights' - in line with the school vision (Let your light shine… as you grow, inspired by Matthew 5: 15-16). Each class has an opportunity to present or perform each year, where parents and carers are invited to celebrate in their child performing in front of others.

All children are required to participate fully in Religious Education as a statutory requirement. Due to religious reasons, parents can choose to withdraw their child from the daily act of Collective Worship within our assemblies. Any parents who wish their child to be withdrawn from such activities should contact the Headteacher.

School Session Times – 8.45am to 3.15pm

Pupils are allowed into classrooms from 8.30am onwards. A member of staff will be available on the door for any information that needs to be shared between home and school, including alternative arrangements for drop off. Gates will be locked at 8.45am and the register is taken from 08.45-8.55am. Any late arrivals need to enter via the front entrance to register.

Morning playtime is from 10:30am – 10:45am. Lunchtime is from 12:00pm until 12:55pm for Reception and KS1 and between 12:15pm and 13:10 for KS2 children. Reception and Key Stage 1 children will often have an afternoon playtime. The afternoon session ends at 3:15pm. The gates will open at 3.10pm and we ask that all parents are off site by 3.25pm as school activities continue.

School Terms

Under the 1986 Education Act children are required to be in school for 195 days each academic year. These are divided up into three terms:

Autumn term (September to Christmas)
Spring term (January to Easter)
Summer term (April to July)

Wrap around Childcare

Olivers Lodge (an independent company) offers accommodation for Pre-School aged children and a Breakfast and After School Club for children who attend St Mary's School. Both of these are housed in The Pavilion with a separate entrance. We all work closely together and liaise regularly. Their contact number is **01799 540709**.

Medical Care & Sickness

Any child who becomes ill in school will be cared for until you can be contacted. We will need your telephone numbers and any numbers of other emergency contacts in school. You will need to ensure that these are kept up to date – if you are aware of any changes please let us know immediately.

Our staff will administer prescription medicine only; you can get a form from the School Office that needs to be completed. All medication brought into the school must be done via the school office. This must detail the dose, frequency and reason for the medication. The medicine should be prescribed to the child in question, in date, labelled and in the original container from the pharmacy. We keep a record of all medicine we administer. If your child is sick, please call the School Office absence line on 01799 523384 before 08.30am. You need to call each day that your child is sick. If your child vomits or has an upset tummy, we have a 48 hour no return rule, so if he/she vomited on Sunday night then it would be Wednesday morning before they could come back to school.

Medical Tracker

If your child has an incident at school or requires a member of staff to administer medication it will be logged on our school system, which is called Medical Tracker. You will receive an email notification and, in some cases will receive a telephone call by the member of staff dealing with your child's accident.

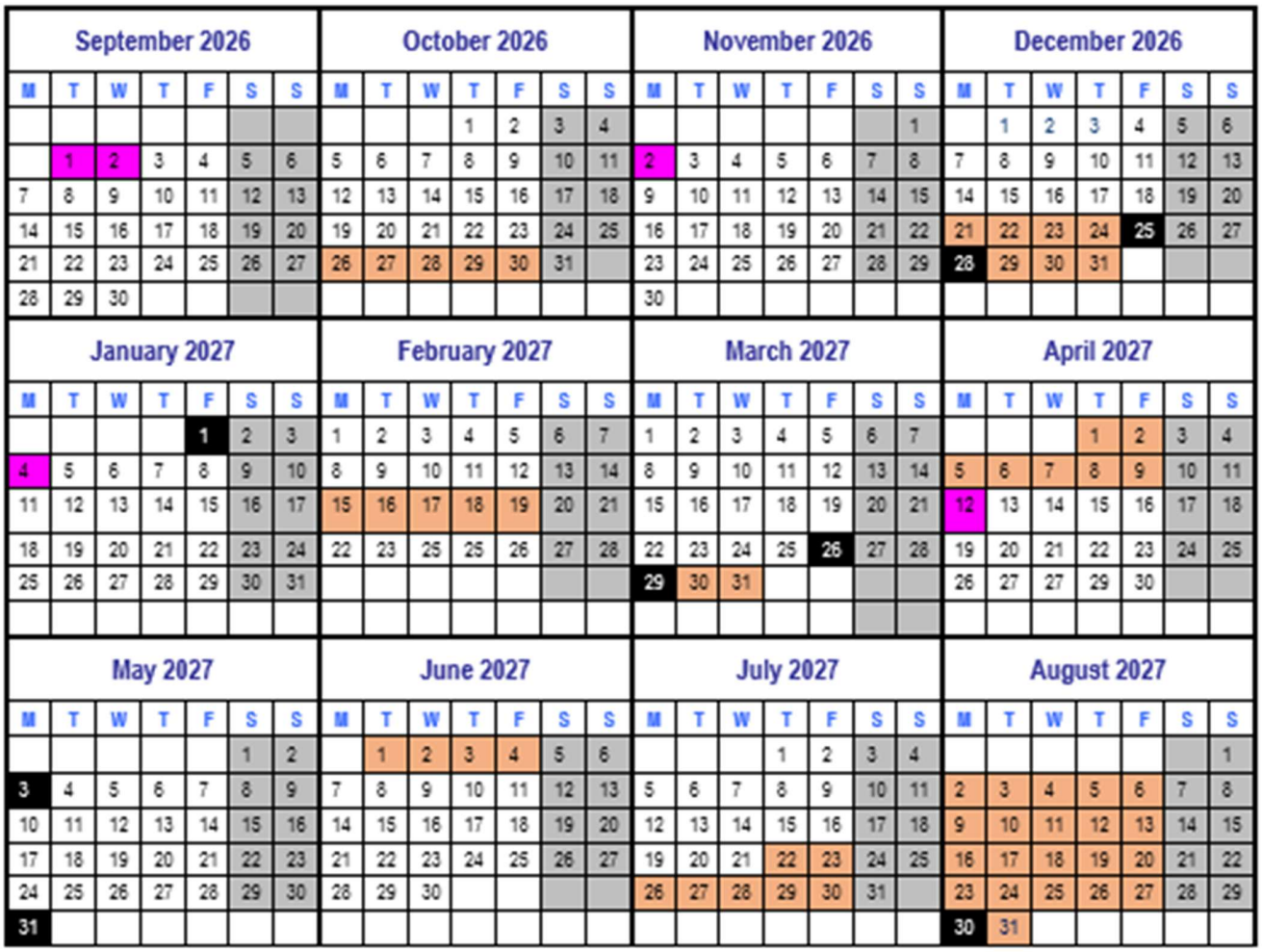
Attendance

Pupils are expected to attend school unless they are unwell. Only in very exceptional circumstances will absence be permitted for other reasons. If for any reason a child cannot attend school other than sickness, then you must fill in a Leave of Absence form that can be obtained from the school office. This form must be submitted in advanced of your child being absent. Attendance is closely monitored and it is the responsibility of the school to address any concerns regarding absence as soon as possible. If your child is sick please call the School Office absence line on 01799 523384 before 08.30am. You need to call each day that your child is sick. If a child has sickness or diarrhea then they must stay off school for at least 48 hours from the last bout of illness.

Communication

In line with our ethos of being a green school, our main forms of communication will be via phone and/or e-mail. Please ensure you provide us with up to date numbers and e-mail addresses. A regular newsletter is distributed to all families every Friday, which outlines important dates and information so please ensure that you are read it carefully. If you are not receiving this via email then please contact the school office.

During each term there is a half term break of one week. Teachers are in school for a further five days of professional training called Inset days. **Please note that holidays should not be taken during school term time and that any holiday requests during term time will be unauthorised.**



Schools allocate five non-pupil days out of the school days indicated, or the equivalent in disaggregated twilight sessions.

Autumn Term:	Tuesday 1 September 2026 – Friday 18 December 2026 *Half Term 26 October – 30 October*	74 days
Spring Term:	Monday 4 January 2027 – Thursday 25 March 2027 *Half Term 15 February - 19 February*	54 days
Summer Term:	Monday 12 April 2027 – Wednesday 21 July 2027 *Half Term 31 May – 4 June, and May Bank Holiday - 3 May*	67 days
		195 days

School Dinner Information

The school uses an external catering company, Dolce. There is some important information which you will need to be aware of:

- Parents/Carers must pre-order a school meal via the School Grid. Children in Reception, Year 1, Year 2 and KS2 Free School Meal children will not be charged. KS2 children who have a paid meal will be charged £2.95/meal.
- Orders close at 08.55 on the morning the lunch is required, no orders can be placed after this time. No orders will be taken in class or by the school office.
- Once the system closes for the day, changes to orders cannot be made. Please talk to your child/ren to make sure they are aware what has been chosen for their lunch each day.

Free meals are provided for those families whose assessable income falls within the limits set by Essex County Council (i.e. those families in receipt of Income Support and certain other benefits). Please let us know if you qualify for free meals, even if your child is in Reception or Key Stage 1, by speaking to the school office.

Snacks and Water



Children in Reception and Key Stage 1 have a free piece of fruit or vegetable each day which they can eat at morning play time. Children in older classes are permitted to bring in healthy snacks only such as fruit or a cereal bar but these must **NOT contain nuts or traces of nuts**. Children are encouraged to bring a plastic bottle of water to school. These should be named and kept in the classroom. Reception children have cups provided in class. No juice, squash or fizzy drinks are permitted in water bottles.

Healthy Schools Mark

St Mary's is the proud recipient of the National Healthy Schools Mark. This important Programme promotes the links between health, behaviour and achievement; it is about creating healthy and happy children who do better in learning and in life. Children in Healthy Schools tell us that they feel healthier, happier and safer.

A healthy school is one where students learn to value their own health. The core elements of a healthy school environment include access to healthcare, healthy food and physical activity, clean air and water, and education about making healthy choices.

Free School Meals and Pupil Premium

Free school meals are available for families who receive the following:

- Income Support
- Income-based Jobseeker's Allowance
- Pension Guarantee Credit
- Employment and Support Allowance, income related
- Support under part VI of the Immigration and Asylum Act, 1999
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit
- Child Tax Credit (not Working Tax Credit), with an annual income of below £16,190

To apply online please go to the Essex County Council website at www.essex.gov.uk and search for Healthy Living and School Meals.

The Pupil Premium is an allocation of funding from central government to support children who may be vulnerable to under-achievement. This additional funding is aimed at addressing the underlying inequalities which exist between children from disadvantaged backgrounds and their peers. It is invaluable to us as a school and really does make a difference for eligible children so please check to see whether your child is entitled under the following:

- Pupils who are currently eligible for free school meals or have been eligible for free school meals over the last six years (see above)
- Pupils who are Looked After Children or children who were looked after immediately before being adopted after 30 December 2005
- Pupils who were place on a special guardianship or residence order immediately after being looked after.





Uniform and PE Kit

We have a simple school uniform to ensure the children are smart and tidy and wear suitable clothing for school. **Please ensure all items of clothing that come to school are clearly labelled with your child's name**	
Winter Uniform:	**Summer Uniform**
Grey trousers/skirt/dress	Grey shorts /trousers/ lilac & white summer dress
White polo shirt	White polo shirt
Purple sweatshirt/cardigan with school logo*	Purple sweatshirt/cardigan with school logo*
Black sensible shoes/short boots or black trainers (no logos)	Plain black sensible shoes (no open toes) or black trainers (no logos)
Grey tights/socks	Grey or white socks/grey tights
P.E Winter Uniform	**P.E Summer Uniform**
Purple P.E shirt with school logo*	Purple P.E shirt with school logo*
Black shorts /leggings / jogging bottoms	Black shorts/leggings
Sports Trainers (not fashion trainers)	Sports Trainers (not fashion trainers)
Plain black tracksuit top	Plain black tracksuit top
Forest School Winter (Reception & Year 1 only)	**Forest School Summer (Reception & Year 1 only)**
Thick full-length trousers Thermal top/bottoms Waterproof trousers & waterproof coat with a hood or a waterproof all in one Long sleeved top & fleece/jumper Warm boots/ wellies Thick warm socks, Gloves and hat, snood	Lightweight full-length trousers Sensible sturdy closed toe shoes/ trainers/boots. Lightweight long-sleeved top Sun hat

*Sweatshirts/cardigans/PE shirts can be purchased at Gray Palmer on the High Street. Plain purple jumpers and plain purple t-shirts can be worn whilst you wait for your order. We have a selection of pre-loved items available in school, please speak to the School office in the first instance or email your request to info@st-maryscofe.essex.sch.uk.

Coats

Please make sure in colder weather your child brings a coat to school. They may also wear hats, scarves and gloves.

Haircuts/Grooming/Makeup

- Strictly no hair dye or shaved symbols into hair. Long hair must be tied back. No ponytails at the front of the head and please only use plain black/purple/white hairbands and hairclips.
- No nail varnish - this also includes nail art, gel polish, acrylics or any type of nail extension.
- No make up.
- No tattoos (real or rub-on) unless permission given by the school for a finite period of time eg. for a week following a fete or disco event at the school.

Jewellery

- Analogue or digital watches are permitted - a Smartwatch of any variety must NOT be worn at school.
- A simple stud earring in each earlobe is acceptable – no hooped earrings (for health and safety purposes).
- No rings, necklaces or bracelets - except for religious purposes (agreed by a member of SLT).

For health and safety reasons earrings are to be removed prior to PE/sport unless a safety pari is worn. If your child is unable to remove their own earrings they should not be worn to school on that day. In view of this, if your child is having their ears pierced, this should only be done at the beginning of the summer holidays; thank you for your support in this matter.

Please note:

- If your child is wearing an incorrect item of school uniform they may be asked to remove this when on the school site and parents/carers will receive a letter informing them that the Uniform Policy has not been followed and/or spoken to by a member of the class team. The pupil may also be given a correct piece of uniform (from the school 'preloved' stock). Please note that PE garments should not have large logos on them (eg Adidas or Nike).
- Sweatshirts/cardigans/PE shirts can be purchased at Gray Palmer on the High Street. Plain purple jumpers and plain purple t-shirts can be worn whilst you wait for your order.
- We have a large selection of pre-loved items available in school, please speak to the school office in the first instance or email your request to info@st-maryscofe.essex.sch.uk.

Our Curriculum

Introduction



At St Mary's C of E (VA) Primary School we work within an inclusive, Christian environment promoting Christian values: respect, truthfulness, trust, friendship, compassion, forgiveness. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.
All aspects of our curriculum are accessible to all children, irrespective of their ethnic background, gender, disability, religious or linguistic background. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able and the children who are learning English as an additional language.

We provide a rich, challenging curriculum, which stretches all of our children. Staff are aware of children who are particularly skilled in certain areas and monitor or track their progress carefully to ensure their academic potential or talent is continually developed. For further details see separate policies: Inclusion, curriculum and subject specific policies.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of our children – 'making memories'. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Curriculum Intent

Our long-term aim is to prepare our pupils to play a full part as a responsible member of a democratic and diverse society, preparing them for the next phase of their learning through a carefully structured curriculum, which is aspirational for all our pupils.

Recognising its historical foundation, the school will preserve and develop its religious character in accordance with Christian principles and in partnership with the Church at parish and diocesan level.

We acknowledge that pupils and families at St Mary's come from a range of socio-economic backgrounds and aim to create a safe, inclusive, nurturing and stimulating environment in which pupils can learn, play and grow to reach their full potential. We hope to develop individuals who have the cultural capital to become successful members of the community.

At St Mary's, pupils study a representative curriculum, where they learn about role models from a variety of cultures and ways of life. Through our resources and opportunities, such as visitors, trips, topics, supporting the wider community and our rich PSHE/RSE curriculum, the pupils are given the chance to broaden their understanding of the wider world.

We deliver a curriculum tailored for our school and ensure our school values have a high profile throughout all subjects. We draw upon our strong links with the church, utilising our Worship Council to preserve and develop our Christian vision and motto.

Our aim is that all school staff should have the highest expectations of all pupils, including those who are disadvantaged and those in receipt of Pupil Premium funding, irrespective of background or barriers to learning. All pupils' efforts are identified and celebrated.

We support and encourage the involvement of parents/carers in the development of their child so that all pupils have an equal opportunity to thrive.

Aims and objectives

Through our ambitious, broad and well-balanced curriculum our aim is:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, Mathematics, Science and Computing;
- to teach Religious Education, including understanding of other faiths;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

As a staff, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum across both key stages, and there is planned progression in all curriculum areas. We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4
Each year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We use a cross-curricular way of teaching where possible across the school and topics taught are based on the children's views of what they are interested in learning about. We continue to review our long-term plan to ensure coverage across the Key Stages in all areas of the curriculum.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths, showing adaptation for groups of children with different abilities. A weekly/half termly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and adaptation within these lessons and where cross-curricular links are evident.

Children with special needs and disabilities – SEND

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to significantly adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted and advice has been sought from external agencies e.g. an Educational Psychologist, physiotherapist, Speech and language therapists. If a child has special educational needs, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs and disability. If a child displays signs of having special needs, the class teacher and Inclusion Leader assess this need. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or targeted support from Learning Support Assistants, Teaching Assistants and Teachers.

The school provides a One-Plan for children whom require support that is additional and different to the whole class provision. This sets out the child's strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile. The school uses the graduated approach: assess; plan; do; review cycle, as set out in the SEND code of practice. One Plans are reviewed and re-written three times through-out the school year in

collaboration with Learning Support Assistants, Teaching Assistants, Teachers and the Inclusion Leader. Parental consent is required to complete the One Plan process.

It is a statutory requirement that the school keeps a Special Educational needs and Disability register. This information is private and confidential.

Key Skills

Our curriculum ensures progression in the following key skills:



- a positive, forward thinking mindset;
- independence;
- resilience;
- reasoning;
- fluency;
- enquiry;
- working with others and communication;
- improving own learning and performance;
- problem-solving and creativity;
- computer skills.

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The Curriculum Lead is responsible for the day-to-day organisation of the curriculum. The Headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and short-term planning where appropriate, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Reading and Phonics

At St Mary's, our Phonics Scheme is Little Wandle High Quality Letters & Sounds. Our high-quality phonics scheme includes a range of teaching methods to ensure that we meet the differentiated learning needs of all children. This includes using visuals, actions and songs as well as phonic activities.

The Early Years Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the EYFS Foundation Stage Profile and Development Matters. Since September 2012, we have adopted the EYFS Foundation Stage Framework. Our curriculum planning focuses on the Early Years Development criteria and developing children's skills and experiences, to work towards a Good Level of Development (GLD) by the end of the Reception year. Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning and develops their skills and abilities ready for the transition from Reception to Yr1.

We have built up strong partnerships with the local pre-schools and nurseries in the area, and have an excellent relationship with Oliver's Lodge Pre-school, which is located on our school site, where many of our children transition from. During the children's first half-term in Reception, the class teacher completes the Reception Baseline Assessment, which was introduced by the government in September 2021. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year. The children's learning journey is captured online on Tapestry (an online platform) and in the children's class books.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. As well as parent/carer consultations, we invite parents and carers to workshops such as phonics, maths and encouraging independence so they can see how the children are taught in school. We also have phonics resources available to the parents and videos for them to watch on the school website. Once a term, an individual child is a 'Focus child' and we ask for parent views and discuss the child's next steps.

Swimming Lessons
Swimming lessons are part of the curriculum for Year 3 upwards and take place on a Friday morning at the Lord Butler Leisure Centre. Children will need a swimming costume (one pieces only – no bikinis please!), a towel and a purple swimming hat (these can be purchased on Amazon). Although we can fund much of the overheads, we do ask for a contribution to help cover the cost of swimming. The contribution goes towards the hire of the pool, specialist swimming teachers and the transport to and from the leisure centre. This can be paid via School Money.

Curriculum Policies
There are also a number of Curriculum policies on the school website Policies section, which include our Teaching and Learning policy as well as our Curriculum policy, Mathematics Policy, Homework Policy, Remote Learning Policy, Calculation Policy (for Key Stage 1 and Key Stage 2). Please follow this link to read these documents:
https://www.stmaryssw.org.uk/policies/

How do we inform you of your child's progress?

- **Regular parent / teacher consultations.**
- **End of year annual report**

Throughout the year the class teacher assesses each child's development in all areas but with particular emphasis on speaking and listening, reading, writing, mathematics, RE and science.

Parents have a number of opportunities to meet with the class teacher and discuss their child's progress. This may be by the formal arrangements of consultation evenings held in Autumn/Spring terms or by individual appointment made with the class teacher. In the summer term parents receive an annual written report on their child towards the end of the term and parents with children in the Reception have an extra parent consultation with the teacher.

The teacher and teaching assistant will keep records on children's experiences and attainments in line with the school's Marking and Assessment Policy. Assessments of development and learning needs will be ongoing throughout the school year. During the first half of the autumn term the teacher will carry out a baseline assessment for every child in order to establish where they are in aspects of their learning and development. By the end of the year the teacher will have built up an accurate profile of each child's development which will be shared with you in an end of year report.







School Clubs
We offer a wide variety of clubs that take place during lunchtime and after school. We feel such activities contribute an important part of a child's educational development. The majority of our clubs are run by school staff. Full details are sent out at the start of each term. If your child does attend an afterschool club, at the end we ask that you collect your child from the main front door, by the Office at 4.00pm or 4.15pm (club dependant). Please let us know if someone other than known parents/carers will be collecting.

Instrumental Music Tuition



Essex Music Services offer guitar, woodwind and brass instrument lessons; these are run by Mr James Free, Mr Ben Bouzan and Mrs Caroline Grantham and can be booked directly with Essex Music Services. Further information please visit their website - www.essexmusichub.org.uk

Forest School/Sports and Physical Education

Forest School

Introduction



Here at St Mary's we are incredibly lucky to have weekly Forest School sessions for Reception and Year 1 classes run by Mrs McInnes (a Level 3 qualified Forest School leader). Katie is passionate about children and their learning. She has seen in her 15 years as a teacher how much children enjoy learning outside and how much they gain from the experience. She has observed children of varying abilities and backgrounds thrive in the outdoor environment which allows them to take risks in a safe environment, explore in a free and independent way, use their creativity and imagination whilst also developing their communication skills and physical strength. Forest School is shown to have gains in the following (taken from *An Evaluation of Forest School in England report by Murray and O'Brien 2006*):

Confidence and Social Skills

This is characterised by self-confidence and self-belief that come from the children having the freedom, time and space, to learn, grown and demonstrate independence. The children demonstrate an increased awareness of the consequences of their actions on other people, peers and adults, and acquired a better ability to work co-operatively with others.

Language and Communication

The children develop more sophisticated uses of both written and spoken language prompted by their visual and sensory experiences at Forest School.



Motivation and Concentration

This is characterised by a keenness to participate in exploratory learning and play activities as well as the ability to focus on specific tasks for extended periods of time

Physical skills

The children develop physical stamina and their gross motor skills through free and easy movement round the Forest School site. They develop fine motor skills by making objects and structures.

Knowledge and understanding

Increased respect for the environment is developed as well as an interest in their natural surroundings. Observational improvements can be noted as the children started to identify flora and fauna.

New perspectives

The teachers and practitioners gain a new perspective and understanding of the children as they observe them in a very different setting and are able to identify their individual learning styles.

Ripple effects beyond Forest School (including Stress Relief)



The children bring their experience home and more likely to ask their parents to take them outdoors at the weekend or in the school holidays. Parent's interest and attitude towards Forest School can change as they see the impact on their children.

Added to this, there are huge benefits of being outside in a natural environment:

Being outside in a natural environment has been shown to relieve stress by reducing the levels of the stress hormone, cortisol, in the brain. Children are increasingly assaulted by stressful environments (media, increasing emphasis on targets and testing, screen time, ever busier urban environments), being out in the woods gives them a much-needed time to relax, enjoy themselves and have some stress-free time.

Connection to nature



Children are increasingly being kept indoors, even before we were in the grips of a pandemic. A recent National Trust survey suggests that children are spending half the time outside that their parents did as children. As a result, they are missing out on the opportunity to get out and connect with nature on a personal level. Forest school gives them the time and opportunity to do that. Connecting with nature will allow our future generations to understand and value the natural world.

All of this is very much in line with OFSTED's current focus on the development of pupils as a whole and the importance of their health and wellbeing. Particularly given the current global pandemic which has undoubtedly affected children's mental and physical wellbeing over the last year, meaning that getting outside and connecting with nature has become even more important than ever before. Let's not forget that we are also in the midst of an environmental crisis and need to nurture more respect for the natural world and the animals and humans that live in it. Respect for nature and living things is at the core of the Forest school ethos as well as a large part of life at St Mary's as a whole

Sports and Physical Education



Here at St Mary's we are passionate about staying active, fit and healthy and PE plays a huge part in that. The intent of our PE offer is to deliver a curriculum which is accessible to all and helps the children to develop their knowledge, skills and motivation to the best of their ability. Using our comprehensive PE scheme to support our wonderful teaching team, children have the opportunity to develop a broad range of skills in many different areas using high quality equipment. For KS1 that includes Games, Athletics, Dance and Gymnastics and for KS2: Invasion Games, Striking & Fielding Games, Net/Wall Games, Swimming, Athletics, Dance, Gymnastics and Outdoor activities. The scheme is progressive, coherent, allows differentiation and applies fundamental movement skills which are year group appropriate. Staff work hard to ensure that their skills and knowledge are up to date, with regular training sessions run by expert external coaches.

In addition to lessons, there are plenty of other opportunities to stay active, healthy and happy at St Mary's: house and local competitions, daily golden mile walks, incredible adventure playground, new trim trail, exciting workshops with professionals such as Jamie Knight, Dance Days, weekly forest school sessions for KS1 as well as a whole raft of after school clubs offering archery, karate, drama, gardening, cricket, rounders, construction, arts, gymnastics to name a few.

We believe that sport and physical activity is inclusive to families and the local community. We have run regular family sporting events such as Family Fun Run Day and Sports Days as well as joining schemes that reach out to the wider community such as Walk to School Day, The Big Pedal and Scootfit.





Key Policies

Homework
At St. Mary's homework is set on a weekly basis. It provides home learning opportunities that are manageable and underpin basic learning at each age. Homework offers you and your child the opportunity to extend their learning and acts to enhance the relationship between home and school. It is vital that homework is completed as it is not repeated in school and may result in learning gaps.

Children throughout the school are encouraged to read or share a book at home for at least 10 -15 minutes on a daily basis. It is also expected that parents and staff will write comments in their reading record when a child is heard reading.

It is expected that children receive support at home with their homework tasks. Tasks set are usually those to consolidate class work. Greater independence for homework is encouraged by the end of Key Stage 2. As a school we do not believe that children, parents or teachers should find homework burdensome and if it becomes so then we ask parents to speak with the class teacher.

Safe Use of the Internet
Occasionally we may ask the children to use the Internet to carry out research as part of their learning at home and at school. We make every effort to minimise the safety risks to children using the internet at school. Our curriculum teaches children about the safe use of the internet to protect themselves from potential harm through termly e-safety lessons.

We strongly urge all parents to adopt a monitoring role at home about children's internet use. Please be aware of your child's use of the Internet and encourage your child to tell you if they come into contact with anyone who makes them feel uncomfortable. We hope that we can work together with you to protect your child.

Pastoral Care & Discipline
The school is a community in which behaviour is based on mutual respect and consideration for others. The class teacher, who knows each child well, is responsible for the care of the children in that class. Particular problems are referred to the Key Stage Leaders and thereafter the Headteacher. We manage behaviour with an emphasis on the positive, rewarding pupils for positive/helpful behaviours. A whole school system ensures that there is consistency and fairness for all pupils.

The values, standards and attitudes of the school community are made clear to the children by example and discussion, so that they are absorbed by them and made their own. Rules exist to govern behaviour on the premises. If a child displays persistent anti-social behaviour, consultation is arranged between the teacher and parents so that an attempt can be made to correct the matter. Essex County policy permits, in the rare cases of serious and persistent indiscipline, exclusion from the school. A detailed statement of this policy is available from school. If a child damages any school property, it is expected that it will be paid for by the parents/carers of that child.

Behaviour
At St Mary's we pride ourselves on the fantastic behaviour of our pupils. We manage behaviour with an emphasis on the positive, rewarding pupils for positive behaviour. A whole school team system ensures that there is consistency and fairness for all pupils.

As part of our behaviour system, all children have the opportunity to discuss what is fair and unfair in their classroom. They are offered 'free talk time' to enable them to give their views on how they can learn best in the classroom.

Behaviour targets are negotiated at the start of each half term and spoken about on a daily basis in all year groups. Children continually learn these behaviours using our whole school behaviour curriculum and are praised when seen to be demonstrating them through the use of stickers, house points and class reward marbles.

A weekly celebration is held to reward achievement and success in various aspects of the curriculum and school life.

All of the above policies are available via our school website www.stmaryssw.org.uk and by following this link https://stmaryschurchofengland.secure-primarysite.net/policies/

St Mary's Governing Body

The Governing Body, which meets at least once a term, is made up of 12 individuals representing the whole school community who bring a wide variety of skills to support the School including finance capabilities, management experience, teaching experience and pastoral care. All undertake their duties with dedication and passion in a voluntary and unpaid capacity. As we are a voluntary aided school we are advised by both the Chelmsford Diocese and Essex County Council.

The term "critical friend" is often used to describe the responsibilities and role of the Governing Body. In essence, this means the Governing Body ensures it understands the School's "big picture" by

- supporting the aims of the School
- working closely with the Headteacher and all staff to gain a strong knowledge of the strengths and weaknesses of the school
- assisting the Headteacher with strategic planning
- monitoring and evaluating the progress made towards the School's targets

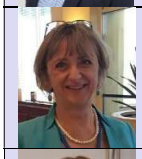
All the Governors have responsibilities with regard to specific areas of the School. In some cases this is via a committee and in others as a sub-group who monitor the School directly with respective leaders. The current committees are as follows:

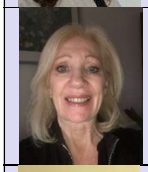
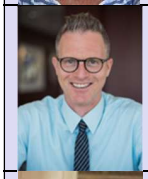
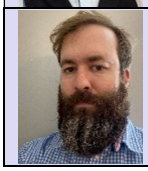
People and Pay – oversees all issues regarding staffing and well-being
Admissions – promotes the school and oversees the admissions process
Headteacher Performance – as part of the School's performance management review process

The Governing Body has several statutory duties including appointing the Headteacher as well as agreeing some of the school policies and procedures. It is accountable for its decisions and has to be prepared to give an explanation for the School's overall performance and explain the decisions and actions taken to those with a legitimate interest such as Ofsted inspectors. All Governors initially complete basic training before participating in more specific workshops related to the different sub-committees to which they are members. Continuous updates and training are provided by Essex County Council and the Diocese to ensure that Governors get the information they need to perform their duties to the best of their capabilities.

As it is essential that the Governing Body maintains high standards at all times, it has committed to a Code of Conduct which includes a commitment to ensure confidentiality is observed at all times as the Governors are privy to delicate information relating to the school and its community. Equally, the Governing Body is not involved with the day-to-day running of the school so any comments of this nature will be directed back to the class teachers and the Headteacher in accordance with the School's policies and procedures.

Governing Body – Roles and Responsibilities

Name	Type of Governor	Committees & Roles	Groups
	**Conor Clarke** **Staff**	**Curriculum, Safeguarding and Inclusion**	
	**Will Coldwell** **Foundation**	**Acting Chair of Governors** **Finance, People and Pay**	**Head Teacher Performance Panel**
	**Carey Dickinson** **Foundation**	**Curriculum, Safeguarding and Inclusion**	
	**Gillian Hayes** **Foundation**	**Curriculum, Safeguarding and Inclusion (Vice Chair)**	

	**Chris Jarmain** **Staff**	**Headteacher** **Curriculum, Safeguarding and Inclusion** **Finance, People and Pay**	**Admissions**
	**Louise Preston** **Parent** **(Year 4)**	**Curriculum, Safeguarding and Inclusion**	
	**Jane Rolfe Local Authority**	**Finance, People and Pay (Chair)**	
	**Sarah Scruby** **Associate**	**Finance, People and Pay**	**Head Teacher Performance Panel**
	**Doron Solomon** **Parent** **(Years 5 and 6)**	**Finance, People and Pay**	
	**Jeremy Trew** **Foundation**	**Curriculum, Safeguarding and Inclusion**	**Head Teacher Performance Panel**
	**Robert Twell** **Associate**	**Finance, People and Pay**	**Admissions Chair**