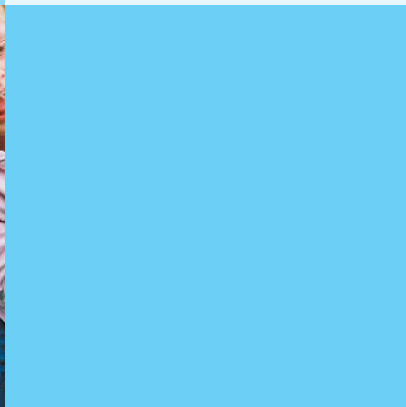
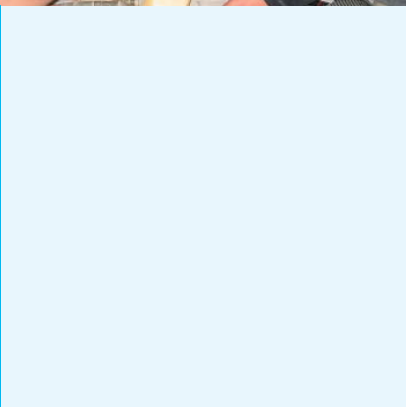
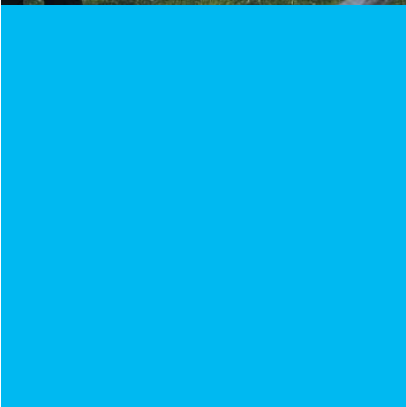


# St Catherine's Catholic V.A. Primary School

the school of choice



St. Catherine's Catholic  
V.A. Primary School

Headteacher  
Mrs Halina Richards

Chair of Governors  
Mrs Pauline Baldwin



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# A message of welcome from the headteacher

Dear Parents,

On behalf of everyone at St. Catherine's, I would like to introduce our school to you and your family. We are a Christian school community that welcomes both Catholic children and those from other denominations.

By reading our prospectus, we hope that you will gain an insight into our life as a happy, caring school community.

We believe that St. Catherine's is a very special place where all are given the opportunity to develop their full potential. We seek to build on the foundations of the first educators of our children, you, their parents, and work in close partnership with you to enable them to flourish in the widest sense.

Whilst celebrating our outstanding academic standards, we seek to educate the whole child through a broad, balanced curriculum.

Hopefully, our prospectus will provide you with a flavour of St. Catherine's, but the best way to find out about us is to come and visit our lovely school.

Yours sincerely,

*Halina Richards*

Halina Richards  
Headteacher



INVESTOR IN PEOPLE

# An introduction to St. Catherine's Catholic V.A. Primary School

St. Catherine's is a Voluntary Aided, Roman Catholic Primary School based on Christian values in which the members are encouraged to:

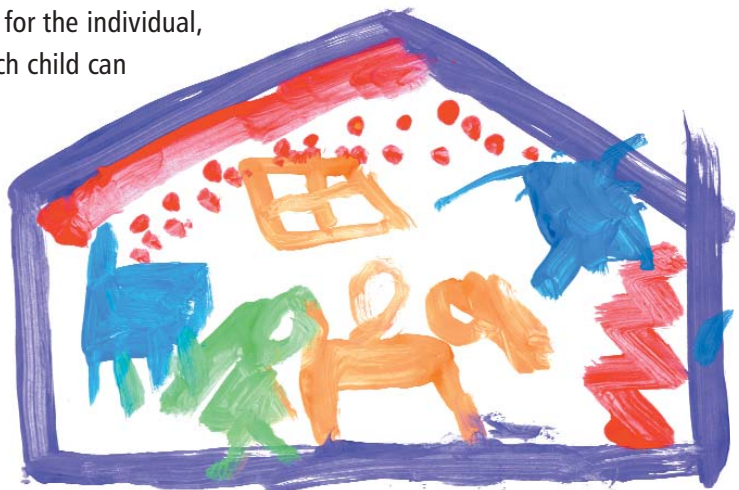
- experience the love of Jesus Christ and come to know and love Him by their membership of this Catholic community
- care for and share with each other
- respect both people and property
- learn self-discipline
- show consideration and thoughtfulness towards all members of the school community.

The school has a Kindergarten on its premises which offers pre-school education from the age of two years, nine months. The school provides full-time education for children aged between five and eleven. Most of our children are Catholic though we also accept other Christian denominations. We draw from the parishes of St. Catherine's, Wimborne and St. Anthony's, West Moors though our catchment extends beyond this and includes Merley, Corfe Mullen, Broadstone, Parley, Ferndown, West Moors, Ringwood and Blandford.

The majority of our children enter the school having attended the Kindergarten. At the end of Year 6, following their eleventh birthday, most of our children transfer to St. Peter's RC Comprehensive School in Bournemouth, thus providing continuity of Catholic Education from three to eighteen.

Set in beautiful and extensive grounds, with large sports fields and a wooded area, St. Catherine's offers a wide and stimulating curriculum with a wide range of extra-curricular activities.

We are a community based on love and care for the individual, providing a unique environment in which each child can grow as a whole person and develop his/her potential to the full.



## The mission and aims of our school

- To build a community rooted in the faith of the Church made up of all who are pupils at the school, staff, parents, governors and all who have contact with our school, whose members help and support each other in living out Christian values and beliefs, both within and beyond that community.
- To recognise and value every member of our school community as a uniquely gifted creation of God, so that each is led to a sense of their own worth and that of each other.
- To provide every child with opportunities and support for spiritual, moral, social, emotional, intellectual and physical growth and development.
- To help equip and motivate each child for life-long personal growth and learning so that they face their future with confidence and hope, able to lead fulfilled lives and to take their place as Christian adults in society.
- To value and respect all adult members of our community, recognising and supporting their need for continuing personal, spiritual and professional growth.
- To promote respect and appreciation for all aspects of God's creation among the members of our community and an awareness of God's unconditional love for us.

As a Catholic School we place the highest importance on our aims as they are the roots from which all our other policies, procedures and decisions grow and the vision towards which we work together.

## Our mission statement – re-written by our children for our children

- To have a school who believe in God which tries to include everyone together and to make everyone friends all helping each other and living in the Christian way.
- To understand that everyone is different and to value every person of the school the same, making everyone know that they are special.
- To give every child equal chances and support in all parts of school life.
- To help each child to learn for life and think about the future, to lead them with confidence and help them be good Christians.
- To give all adults respect.
- To realise how much God does for us and how much He loves us.



## History of St. Catherine's

Our school has an interesting history. The original school building was opened in 1973 as a First School, catering for children from 5-9 years of age. It became a 5-11 Primary School in 1989 as a result of the vision of the headteacher, Sister Kathleen.

Over the years, it has been extended several times with the addition of extra classrooms and a hall. In 2001, the school was transformed when the exterior walls were replaced, new windows and doors were fitted and a new central heating system was installed. At the same time, timber classrooms were erected to provide additional classroom accommodation and a spacious Studio for use by our Kindergarten and After School Club, as well as the school.

Further improvements were carried out internally resulting in an ICT suite, a Practical Room for teaching Science and Design Technology and an enclosed Library.

Most recently, we have improved our play facilities by extending our top playground and installing an adventure playground.

We still have further plans for improvement.



## Pastoral care

Our school is a community based on and committed to Christian values and as such it is part of each child's experience to learn to work and live together with the other members of the community in a way which reflects those values. Our children are encouraged to care for and share with each other, to respect both people and property, to learn self-discipline and to show consideration and thoughtfulness towards all members of the school community. To do this successfully the children are helped to become responsible for their own actions and to make choices and decisions. We encourage a partnership between home and school, so that, should problems arise, parents and school can work together for the benefit of the child.

### Our approach to behaviour

As a Christian community, we aim to base our behaviour on the teachings and example of Christ. In behaving with thoughtfulness and consideration towards others, we follow Christ's call to love our neighbours as ourselves. A secondary good effect of following Christ in this way is that we have a harmonious school community in which teaching and learning can proceed in an orderly and effective manner.

In promoting good behaviour, all members of the school community recognise the importance of setting a good example in all our dealings with others, adults or children. We recognise the importance of reinforcing positive attitudes and genuine effort.

## Our buddy system

To encourage friendships across the school and a sense of responsibility and care in our older children for the younger ones, we have a buddy system.

Older children are linked with younger ones:

Year 6 and Year 3 and Reception

Year 5 and Year 2

Year 4 and Year 1

Buddies share lunch once a week, and share a playtime during which older children may organise games for younger ones.

## Our golden rules

We have clear aims and expectations to help us achieve a happy, safe and secure environment for all those who work in or visit our school. We have introduced Golden Rules to help us achieve our aims. These rules emphasise the positive:

Do be kind and helpful...

Don't hurt people's feelings

Do be gentle...

Don't hurt anyone

Do listen...

Don't interrupt

Do work hard...

Don't waste your or other people's time

Do be honest...

Don't cover up the truth

Do look after property...

Don't waste or damage things

To affirm the children in their positive behaviour, the children who observe these rules are given Golden Time, when they can choose an enjoyable activity.





## Celebration of individual achievement

### Gold board

Beside the school entrance hall, there is a display board devoted to the celebration of achievement. It represents excellence in the achievement of individual children.

### Gold book

Class teachers record outstanding achievements in the class Gold Book.

### Headteachers merit assembly

Every half term, at a special assembly, certificates of merit are presented by the headteacher to those children whose work has appeared on the Gold Board or have been included in the Gold Book.

## Celebration of collective achievement

### Our House system

On entry to school, each child joins one of four houses: St. John Bosco (Yellow), St. Francis de Sales (Green), St. Therese de Lisieux (Blue), St. Margaret Clitherow (Red). Each house elects two house captains from Year 6. The children are encouraged to develop an affiliation with their houses and a desire to strive for their success. The house point system supports this. The House Cup is presented termly.

### School Council

We have an active School Council with two representatives, one boy and one girl, from each year group. The school councillors are elected termly and meet fortnightly to discuss issues on behalf of their classes. They are also involved in fundraising to enable the purchase of additional equipment of their choice. In this way, we hope that the children feel that they have a voice in the decisions that shape the life of our school.



# Admissions policy

1. The Admission Number for this school is thirty (30).

2. Reception Class – children aged ‘rising five’.

## Criteria for Admissions

Applications for places in the Reception Class up to the Admission Number are considered by the Governors in the following order of priority:

- children who are baptised Roman Catholic who are resident within the area served by the school
- children who are baptised Roman Catholic who are resident outside the area served by the school

provided that

- the parent of such children accept responsibility for their transport to and from the school
- children of other Christian faith traditions

provided that

- the application and one parent’s membership of a recognised Christian Church is supported in writing and signed by the parent’s Minister of Religion
- the application is made in writing addressed to the Governors setting out in detail the reasons for it
- all applications within the preceding categories have been provided for

3. Children moving into the area

The same criteria for admissions will be used as for Reception class.

4. Appeals

The Governors have resolved that the duty for setting up an appeal committee for the school be delegated to the Secretary of the Plymouth Diocesan Schools Commission.

Parents/guardians whose children are refused admission to the school have the right to appeal. The appeal, in writing, must be made within 14 days of receipt of the Governors letter of refusal to admit. Information on the appeals procedure is available from the school.

5. The Area

The area served by the school is principally the administrative district of East Dorset and also includes Merley, parts of Corfe Mullen, Broadstone and Ringwood.

6. Admissions arrangements

All children enter the school in September on a part-time basis for the first term, becoming full time in January.

## Provision for Disabled Children

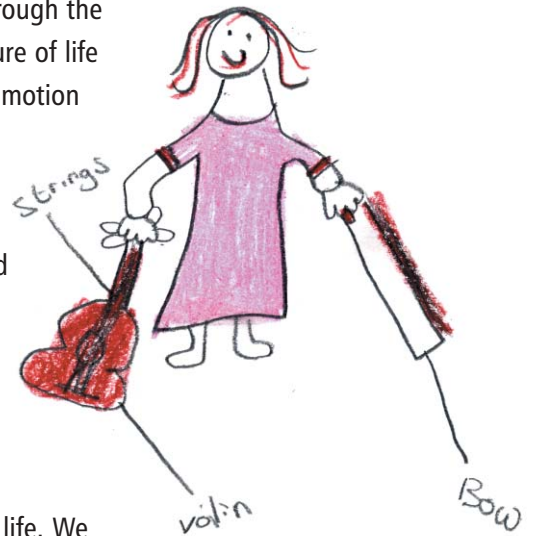
Children with physical disabilities are at all times treated with the same respect due to anyone else in school, and care is taken to provide equal opportunities regardless of gender, race and creed. Specific disabilities which require additional facilities in school are considered in the light of individual need and in consultation with the Local Authority, and parents where appropriate.

## Viewing the school

Prospective parents are very welcome to make an appointment to meet the headteacher and view the school.

## The curriculum

Our aims are translated into the realities of day to day school life through the whole curriculum. This is based on a recognition of the spiritual nature of life and gives expression to our values and beliefs as Christians. The promotion of good and positive relationships among all members of our school community is central to this, and to creating a happy, caring family environment. In delivering the curriculum we recognise the individuality of each child, their differing talents, gifts and needs and the implications of this for providing a wide range of opportunities and of teaching and learning styles.



## Religious education

The Catholic Faith underpins and influences the whole of our school life. We have close links with the parishes of St. Catherine's in Wimborne and St. Anthony's in West Moors, supporting in school the work of their parish based sacramental programmes for First Communion and Reconciliation. We recognise that our children's Christian formation is influenced not only by the formal aspects of Religious Education but by their whole school experience, together with their wider experience at home, in their parish and local community.

Religious Education is provided in accordance with the rites and teachings of the Catholic Church. We follow the 'Here I Am' national primary R.E. programme which has the support of the Bishops' Conference for England and Wales. Each term "Here I Am" focuses on one of the basic questions about life, its dignity, its purpose..

Our children have the opportunity to experience a variety of forms of worship. The worship which takes place reflects the life and worship of the Church and at the same time, respects the journey in faith of the individual. Each day, staff and pupils gather together for worship. They do so, either as a class, as a Key Stage or as a whole school.

In law, parents have the right to withdraw their child from Religious Education and the collective acts of worship. Arrangements for withdrawal should be made with the Headteacher.

# Personal, social and health education and citizenship

We have a comprehensive programme for Education in Personal Relationships. Where and when appropriate sex education is taught within the broader context of Education for Personal Relationships. It is given in conformity with the teaching of the Catholic Church and in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

## Citizenship

To enable all our pupils to become involved in, and learn about, the processes and issues surrounding democracy, we introduced Citizenship into our school in 2001. We have an active School Council with two representatives, one boy and one girl, from each year group.

## Early years

Young children learn through their own actions and experiences. Our curriculum for the Foundation Stage in school will therefore be experienced -based and active, and build upon what has previously been learnt.

The curriculum provided will ensure that the children have opportunities to achieve the stepping stones of the Foundation Stage and also prepare for Key Stage One of the National Curriculum.

The curriculum will be presented through a series of topics ensuring continuous progression and will cover 6 areas of learning; i.e. Personal Social and Emotional; Communication, Language and Literacy; Mathematical Development; Knowledge and Understanding of the World; Physical and Creative.

## Curriculum organisation

In planning our school curriculum we consider in addition to the varying and individual needs of our children, the National Curriculum requirements and Dorset County Council Curriculum Policy Statement and Diocesan guidelines, where appropriate.

Our curriculum encompasses within it all the requirements of the National Curriculum Programmes of Study for English, Maths, Science, Design Technology, Information Communication Technology, History, Geography, Physical Education, Art, Music, PSHE and Citizenship. The broader aspects of Religious Education, including Spiritual, Moral, Social and Cultural Development are promoted across the curriculum. This also aims to incorporate the Local Education Authority principles of coherence, breadth, balance, relevance and differentiation. The curriculum is delivered where possible through a topic based approach in order to provide coherence to the children's learning experiences.

Each child's development is supported and promoted through positive recognition of their progress and achievements across the breadth of the curriculum and in all areas of their growth.

## Assessing and reporting progress

Assessment is concerned with the collection of information about children's performance to ensure that their potential is fully developed. Assessment takes a number of forms. The information gathered measures progress and attainment. It is used to set targets for individual children and year groups. Individual learning targets are negotiated with the children who are active participants in their own improvement.

Parents receive an annual report in the Summer Term. Year 2 and Year 6 children undertake Standard Assessment Tasks as they complete Key Stage 1 and 2 respectively of the National Curriculum.

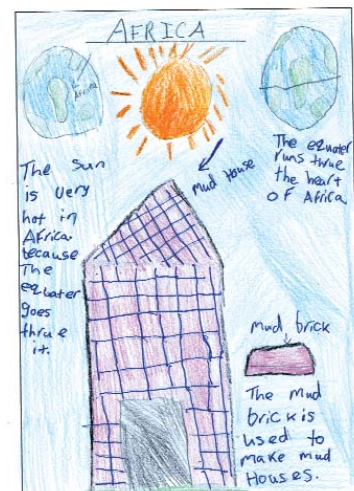
## Home learning policy

Home learning is seen as a means of supporting work and forming a link between the home and the school.

Certain aspects of home learning are set regularly. Children in every class are encouraged to take books home to read – or to have them read to them. Class teachers guide and monitor the choice according to the child's age and reading experience. Progress and reading material is monitored through the use of the Reading Record, a home-school booklet completed both by teachers and parents.

Class teachers may ask children to do some other assignments at home when they consider it appropriate to do so. This may be set in order to consolidate learning, to complete a task, to reinforce or extend a concept or to research topics. It may take a variety of forms including written work, discussion, investigation, practical work or the collection of information. The nature and frequency of such assignments will vary with the age, ability and needs of the child.

In Key Stage 2, all children have a home learning diary in which assignments are recorded. Parents are asked to check that the homework is completed and sign the diary to this effect. The diary is also intended to perform a wider function in being the first, direct, informal form of communication between the home and the school and vice versa.



## Special needs

As a Christian community we recognise the importance of provision for the needs of every child. The school has a Special Educational Needs Policy which has been agreed by all staff and governors. This policy document is available at the School Office and parents are encouraged to read this important document.

## Provision for more able pupils

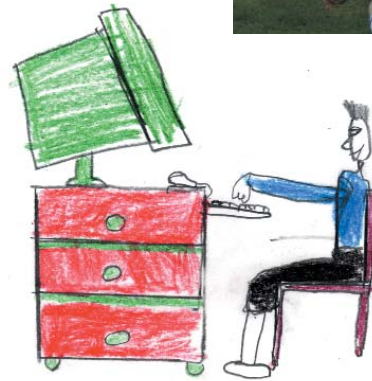
An able pupil is one with ability significantly higher than the majority of his/her peers. This may be all round ability or a talent in a particular field e.g. artistic, musical, sporting, academic. Provision for the needs of the more able are addressed through planning and differentiation.

## Extra-curricular activities

Our children are able to join a variety of clubs and school teams which are run voluntarily by members of staff during lunchtimes, after school or on Saturdays by parents, at various times during the year.

They include

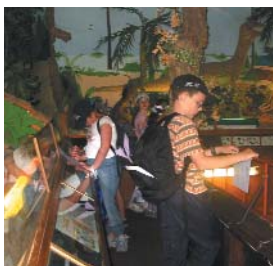
Football	Netball
Computer Club	Guitar
Athletics	Choir
Tennis	Cricket
Hockey	Dance



There are opportunities for the older children to receive tuition from visiting music teachers on violin and woodwind instruments.

### Educational visits

We seek to provide an enriched learning experience by arranging school visits. In Key Stage 1, these may be half or full day visits. In Key Stage 2, visits may be further afield, e.g. to Marwell Zoo, the Science Museum, the Natural History Museum.



In Years 5 and 6 residential field trips are arranged for the children and all children have the opportunity to take part in educational visits. These are designed to extend topics being undertaken in class and are planned as an integral part of this.

There are also after-school Club Français sessions held at school.

## School organisation

### School sessions

Morning	8.30 – 11.45 am Foundation and Key Stage 1 8.30 – 12.00 pm Key Stage 2
Morning break	10.10 – 10.30 am
Afternoon	1.00 – 3.00 pm
Afternoon break	2.00 – 2.15 pm

## Attendance

Schools are now required by law to keep a careful record of attendance.

## Authorised absence

If your child is absent, please be kind enough to inform the School and send a letter explaining the absence when he/she returns.

We hope that parents will arrange to take their annual holiday during school holidays but if this is not possible a holiday request form, available from the office, should be completed.

## Unauthorised absence

There are occasions when a child is late, or a note has not been received giving a reason for absence, or days have been taken outside the scope of the regulations, e.g. occasional days out, holidays longer than 10 days etc. These are regarded as unauthorised absences.

## Permission to leave the premises

No child will be given permission to leave the school premises during the school day without the written permission/request of the parents and the agreement of the Headteacher.

## Illness in school

If a child becomes unwell in school or we have any concerns over the result of an accident, parents are contacted by 'phone. It is essential that the School has an emergency contact number.

# Food and drink

## Morning break – milk and biscuits

Milk is sold in 1/3 pint cartons at the school. Parents wishing to order milk should complete a form available from the School Office.

Nothing other than milk and a digestive biscuit are consumed at morning playtime. There is also a water fountain. It is recommended that every child has a water bottle available throughout the day to prevent dehydration (these are available for purchase from the school office). Key Stage 1 children are also provided with a piece of fruit daily.

## Lunch

Children bring a packed lunch to school each day. They are assisted by a team of lunchtime supervisors. We value their contribution to the smooth running of the mid-day break.

# Health and safety

## Visitors

For reasons of safety and security, all visitors are requested to report to the School Office. Volunteer helpers and other visitors are required to sign in on arrival and out on departure.

## Medicines

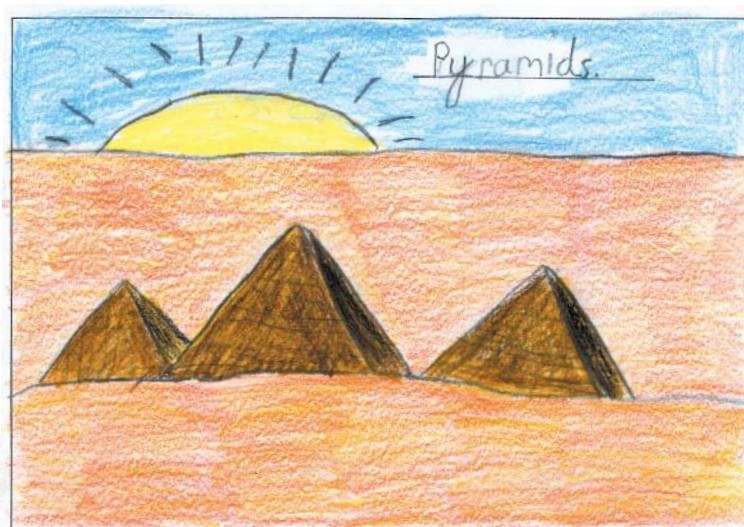
Occasionally, after a short illness, or owing to an ongoing problem, a doctor advises that a child may attend school while still needing medicine at midday. Should this be necessary the medication should be clearly labelled with the child's name, the date and instructions for administration. It should be handed in and collected by a parent, at the School Office, where it can be kept in a locked cupboard. A record of the date and time of administration is kept.

## Beginning and end of the day

If there is any change to the transport arrangements made for any child at the end of the day, it is essential that the School be notified.

## Personal property

Since breakage or loss can cause great disappointment, children should be discouraged from bringing precious toys or fragile personal property to school. Lost property can be located in the labelled container outside the hall.





# Links with home and community

## Voluntary helpers

The help and support of our volunteer helpers in a variety of school activities throughout the year is greatly appreciated.

We encourage parents to participate in school life in a variety of ways. We greatly value the help given by parents, both on a regular basis and for special events. Regular help may include reading support and general classroom help. Occasional help takes many forms, e.g. sewing costumes, accompanying visits, helping with Golden Afternoon etc.

## Parents' Association

This is a very active association to which all parents are invited to belong. Their generosity and fund-raising activities enable additional equipment and resources to be provided for the benefit of the children. It also provides activities where pupils, their families and staff can meet together socially. Some of the events organised by the Parents' Association have included Christmas and Summer Fairs, Sponsored Bounce, Themed Dinner and Dance, Children's Discos, Summer residential camp for Years 3 and 4. The PA are always looking for new ideas for future events and welcome any suggestions.



## Home school links

We recognise that when a child joins St. Catherine's we enter into a partnership with parents to foster his/her development. It is very important to us to have strong home school links, both informal and formal. We have a home school agreement in place.

Weekly newsletters keep parents informed about events and activities in school. There are opportunities for parents to meet staff to discuss their child's progress termly. A written report is sent out in the Summer term.

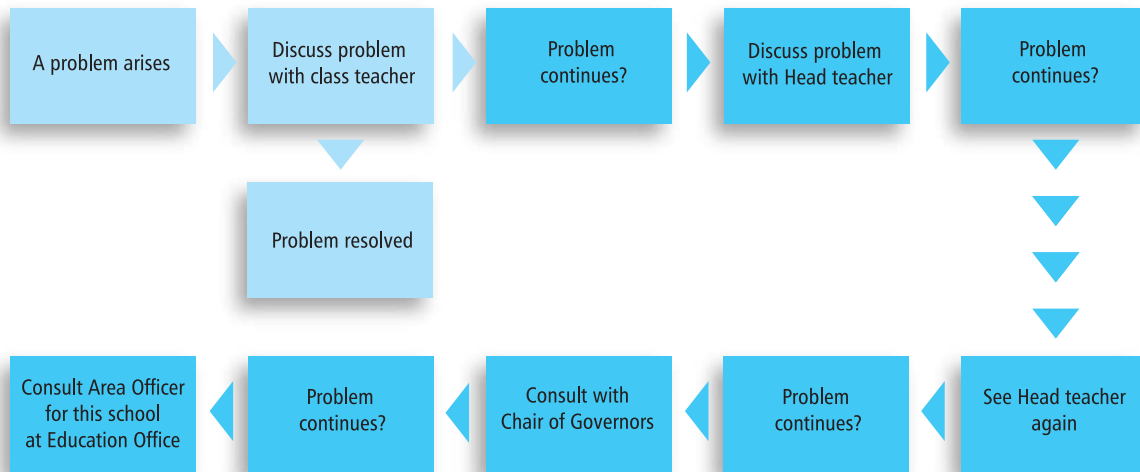
We are delighted to welcome parents/ relatives to our masses, liturgies, concerts and a multitude of other events.

There is an opportunity for parent teacher consultations each term and two open afternoons, in the Spring and Summer Terms when parents are invited to celebrate their children's work and achievements.

All children in Key Stage 2 are provided with a home learning diary which serves as a means of direct communication between the class teacher and parents.

## Dealing with complaints

If you are unhappy about something, please talk to us about your concerns, however small, straight away. Our complaints procedure is outlined as follows:



# School uniform

## Winter uniform

- Boys Black shoes (not trainers), Navy trousers, Pale blue shirt, \*Red tie,  
\*School sweatshirt or Navy V-neck jumper, Navy socks
- Girls Black shoes (not trainers), Long navy socks/ tights, Navy skirt/gymslip,  
Pale blue shirt \*Red tie, \*School sweatshirt or Navy cardigan/jumper

## Summer uniform

- Boys Black shoes (not trainers), Navy shorts, \*Blue polo shirt with logo,  
\*School sweatshirt or Navy V-neck jumper, Navy socks
- Girls Black/Navy sandals (not open-toed), White socks, School dress,  
\*School sweatshirt or Navy cardigan
- Navy or red school cap — optional*

## P.E. kit (boys and girls)

Black plimsolls, Navy socks, Navy shorts, \*Pale blue T-shirt

## Games kit (boys and girls)

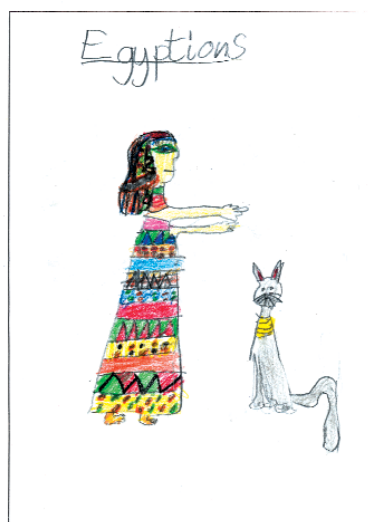
Black plimsolls, Navy socks, Navy shorts, \*Pale blue T-shirt, Navy jogging bottoms,  
\*School sweatshirt, blue or navy

**Please mark all items clearly with your child's name.**

## Jewellery

Children may not wear jewellery to school. Anyone with pierced ears should wear studs during school time.

*\*Items available from our school uniform supplier, other items are available from most large stores.*



# Charging and remissions policy

## Introduction

The Governing Body recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences, can make towards pupils' personal and social education.

The Governing Body aims to promote and provide such activities, both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities.

## Charges

The Governing Body reserves the right to make charges in the following circumstances for activities organised by the school:

- **Residential Visits Organised Mainly During School Hours**

The board and lodging element of residential activities deemed to take place within school hours.

- **Activities Outside School Hours**

The full cost of activities deemed to be optional extras taking place wholly or mainly outside school hours.

- **Individual Instrumental Music Tuition**

The cost to the pupil for providing individual instrumental tuition, except where this tuition is provided free by the County Music Services, or is required by the National Curriculum.

- **Rent for Musical Instruments**

An amount agreed with the School as rental for musical instruments on temporary loan to families.

- **Entry Fees for Music Examinations**

The fee for pupils recommended for entry for music examinations by a recognised board unless the entry is required by the National Curriculum.

- **The Use of Materials**

The cost of materials and ingredients in subject areas such as Woodwork, Cookery, Needlecraft, Pottery, Ceramics, Textiles etc., (if provided by the school), where the parents have indicated in advance that they wish to own the finished product.

## General

The Governing Body may, from time to time, amend the categories of activity for which a charge may be made.



## Voluntary contributions

Nothing in this policy statement precludes the Governing Body from inviting parents to make a voluntary contribution towards the cost of providing education for pupils.

Where an activity is dependent upon voluntary contributions and this fails to meet the requirement amount, the Governors reserve the right to cancel the proposed activity.

## Clothing grant

It is an expectation that all children should wear the school uniform agreed by the Governing Body. If parents experience difficulties funding purchase of uniform, the school holds a modest clothing grant. Please approach the school for assistance.

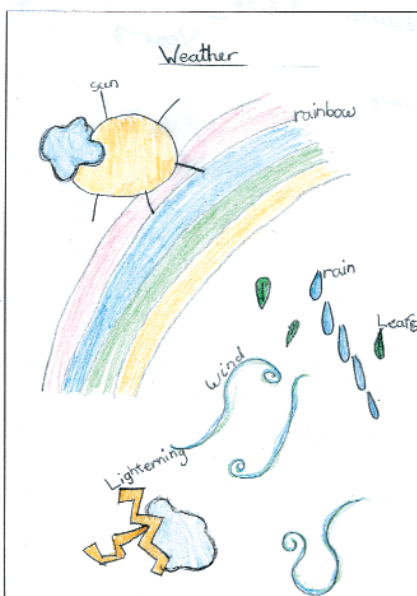
## Remissions

Families in receipt of Income Support, Family Credit or Supplementary Benefit.

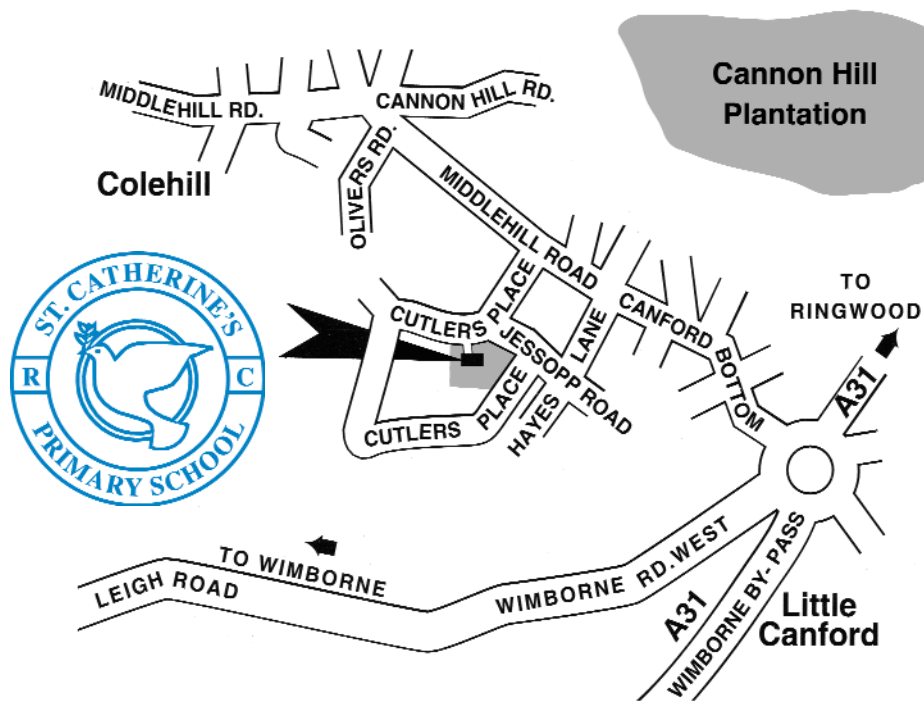
Where the parents of a pupil are in receipt of income support as above, the Governing Body will remit in full, when claimed, the cost of board and lodging for any residential activity that is organised for the pupil if the activity is deemed to take place within school hours, or forms part of the syllabus of a prescribed public examination or the National Curriculum or other activity.

Such claims for remission are to be submitted in writing to the Head Teacher supported by appropriate evidence of income support.

Governors' policy on charging and remissions to conform with the Education Reform Act 1988.







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