

ST MARY'S CATHOLIC PRIMARY SCHOOL



NEWSLETTER

SEPTEMBER 2019

"Everyone directly involved in the school is a part of the school community: teachers, directors, administrative and auxiliary staff. Parents are central figures, since they are the natural and irreplaceable agents in the education of their children. And the community also includes the students, since they must be active agents in their own education." (From 'The Religious Dimension of Education in a Catholic School', 1998, n32)



Welcome to a new term and year at St. Mary's. It was lovely to see the children come back safe, refreshed and happy today. I hope that everyone had an enjoyable and restful summer break. A very special welcome to all families who are starting with us this term.

Our school received an overall effectiveness

grading of good from a School Improvement Adviser from the London Borough of Enfield following termly visits to the school last school year.

In autumn 2014, Section 48 Ofsted inspectors judged the school to be very good in terms of Religious Education and outstanding for the Catholic Life of the school. As you know our school's standards over time were also assessed by Ofsted in June 2018 and found to be good.

Thank you parents for your valuable support for the school which definitely assisted us in receiving these very pleasing judgements.



Where can I find out more about St. Mary's School?

If you visit www.ofsted.gov.uk and click on 'Inspection Reports' you can access the full inspection report for our school.

Also if you visit the website for the Diocese of Westminster at www.rcdow.org.uk and click on 'Find a School' you can read the full Section 48 inspection report for our school (I know many of you are aware that our school is also inspected by inspectors from the Diocese of Westminster).



New Staff

A warm welcome to the new staff who have joined us.

We hope they will enjoy their time with us. I know the children have already made them feel very welcome.

Re-establishing the Friday Penance

As you are aware a key resolution of the Catholic Bishops of England and Wales, released after their May 2011 plenary meeting, was "to re-establish the practice of Friday penance in the lives of the faithful as a clear and distinctive mark of their own Catholic identity".

This act of common witness formally came into effect on Friday 16th September 2011 (the anniversary of the visit of Pope Benedict XVI to the UK).

As you know we formally began our practice of not serving meat to the children / staff on a Friday right from the start of September in 2011.

Thank you parents for not including meat as part of your child's packed lunch on a Friday.

Although our children are young we know that you agree that it is good to establish the practices of our faith right from the start. This good habit formed when young will hopefully be part of your child's way of life as he /

she grows up. He / she will see abstaining from meat on a Friday as a distinctive mark of his / her Catholic identity.

Parents thank you for your wonderful support with the re-establishment of the Friday penance.



Secondary Transfer

Secondary Transfer Meeting for Parents of Year 6 (Year 5 parents also are very welcome too) will be held in the School Hall on Thursday 5th September at 6.30pm. Headteachers from St. Ignatius and St. Anne's will attend.

Developments in the Curriculum

Social and Emotional Aspects of Learning - we plan to teach the first unit, 'New Beginnings', primarily through sessions of class Circle Time.

During the time up to the half-term break the children will be exploring how to create a learning

environment that helps the children learn together in a happy, busy and safe way. They will also learn about the feelings they have when they are happy, sad, scared and excited, and how to manage these feelings in the classroom.

Over the term we will introduce activities to do at home. Some of these will be best done together with an adult. We hope you will enjoy doing these with your child.

I know your child's teacher will be happy to talk to you about this if you have any questions.



Thinking Skills - staff reviewed their training on Edward de Bono's Six Thinking Hats for Education last school year. We intend to refresh our knowledge again this year. This is a whole school thinking programme which can be used across the curriculum in all subjects. Dr. de Bono is a pioneer in the teaching of thinking in education. He has written 60 books in the general area of thinking and his

material is used all over the world.

As you may be aware the work in our school has been assessed and the school has been awarded (following a number of days of rigorous assessment by external assessors) the Dr. Edward de Bono Thinking Schools' Award and the Thinking Schools' Award which links the school with the University of Exeter.

As you know our thinking is usually affected by emotional responses, prior knowledge and experience and at times confusion. The de Bono '6 Thinking Hats' method provides a framework for thinking. We think in one direction at the time.

In the '6 Hats' method thinking is divided into six different modes, each of which is represented by a coloured hat.

White Hat - Information (facts, information, questions. What you have. What you need. Where to get it.).

Red Hat - Feelings (emotions, hunches, intuition, instincts, feelings).

Black Hat - Caution (caution, judgement,

assessment, weaknesses, difficulties, dangers and potential problems).

Yellow Hat - Benefits (benefits, values, good points, likelihood).

Green Hat - Creativity (alternatives, possibilities, new ideas, options, new concepts).

Blue Hat - Organising the Thinking (thinking about thinking, next steps, summarising, clarifying).

Ask your child to see if he / she can tell you anything about the hats. Perhaps you might like to try it at home when coming to a decision about / discussing something with your child.



Habits of Mind

'Successful people keep moving. They make mistakes but never quit' - something Conrad Hilton said.

Staff have received training on 'Habits of Mind' - these are a set of habits or dispositions which focus on developing

a mature, independent and successful learner / citizen in the long term.

You will recognise many habits of mind immediately as you will have tried or are currently trying to develop these dispositions in your own children.

There are sixteen habits / dispositions in total. They are:

Persisting,
Managing impulsivity,
Listening with understanding and empathy,
Thinking flexibly,
Metacognition,
Striving for accuracy,
Questioning and posing problems,
Applying past knowledge to new situations,
Thinking and communicating with clarity and precision,
Gathering data through all senses,
Creating, imagining, innovating,
Responding with wonderment and awe,
Taking responsible risks,
Finding humour,
Thinking independently,
Remaining open to continuous learning.

We are introducing these again gradually to the children. Ask your child if he / she has focused on

any of the habits of mind in school. Don't hesitate to ask the teacher about the current habit of mind focus in your child's class.

Higher Order Thinking Tools (HOT Tools)

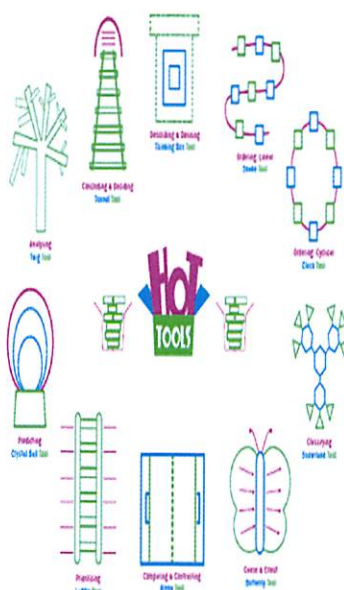
A couple of years ago staff attended after school training on the Higher Order Thinking Tools and reviewed their knowledge last year. These tools bring literacy and thinking skills together. The 10 HOT Tools give form and shape to thinking and provide the literacy structures to turn thoughts into extended text. When thinking and literacy are combined in this way, they offer a shared language of learning across the school. The tools include:

1. Twig Tool - Analysing
2. Tunnel Tool - Concluding and Deciding
3. Thinking Box Tool - Describing and Defining
4. Snake Tool - Linear Ordering
5. Clock Tool - Cyclical Ordering
6. Snowflake Tool - Classifying
7. Butterfly Tool - Cause and Effect

8. Arena Tool - Comparing and Contrasting
9. Ladder Tool - Prioritising
10. Crystal Ball Tool - Predicting

Beginning with simple thinking tasks such as describing and ordering, HOT Tools progress to equip students in the more complex thinking tasks of analysing and evaluating. The teaching programme of HOT Tools spans primary and secondary, offering students an insight into the requirements of public exams.

Ask your child whether or not he / she has used any of the HOT Tools yet this term.



Please Be Safe!



We had the zig-zag lines on the road outside the school repainted a few years ago. They are still clear and visible. Please try hard to park safely when you drop off or collect your children so that you don't put other families in danger. Thank you to the great number of parents and child minders who always park safely.

Key Points to Remember:

- Do not park on the zig-zags.
- Do not make any three point turns in front of the school.
- Do not park in / across the driveways of our neighbours.
- Do try to get to school a little bit before 9am / 3pm. Park a bit away from the school and walk with your child.
- Do not block the pavement before or after school.

Punctuality

Try to ensure that your child is on time for school each day i.e. in the classroom before 9am on time to begin work with his / her class and is collected promptly from school (3pm for Infants and 3.15pm for Juniors) at the end of the day. In doing this you are helping your child to develop good habits for the future and also helping the organisation of the school.



We are obliged to keep and report records of lateness to the Education Welfare Officer.

I would respectfully ask you not to accompany your child on to the playground in the mornings before school.

Attendance

During the summer term we had a number of pupil absences. The absences were mainly due to coughs, colds, bouts of flu, Chicken Pox and a few tummy bugs. A small number of children took time off to go on holiday early.

It's very important that we really try during this first half term to continue to improve pupil attendance. It was 97.5% at the end of the summer term! This is due to the hard work of a large number of parents to ensure their children are in school and on time each day).

We are required now also to report on Persistent Absence. A very small number of children who have taken a lot of time off are currently being monitored.

The DfE's persistent absence threshold is 10% from Autumn 2015!

The DfE's guidance on the 2014/15 school census explains that from the 2015/2016 academic year onwards, a pupil will be considered to be persistently absent if he/she is away for over 10% of school sessions in an academic year.

Pages 72-73 of the DfE's guidance, linked to above, contains a table which sets out the estimated thresholds that will be used to define persistently absent pupils.

15 per 10 per

	cent	cent
Half-term 1	10 or more sessions	7 or more sessions
Half term 1-2 (autumn term)	22 or more sessions	14 or more sessions
Half term 1-3	30 or more sessions	20 or more sessions
Half-term 1-4 (autumn term and spring term combined)	38 or more sessions	25 or more sessions
Half term 1-5	46 or more sessions	31 or more sessions
Half term 1-6 (full academic year)	56 or more sessions	38 or more sessions

Please (unless of course your child is ill) ensure your child is in school each day.



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If your child is away from school it is important that you always let us know to avoid having the absence recorded as unauthorised. Always try to phone us on the day and it is school policy to request a short written note explaining the absence.

Remember that if your child takes time away from school without permission / explanation this time is deemed to be unauthorised and will go on your child's school record as unauthorised.

Thank you parents for your support as your children's presence in school creates positive percentages

Sickness

We have been advised by the London Borough of Enfield that any child who has been sick must not return to school for 48 hours.



After School Activities

You will receive news about activities as they are organised.

Uniform

Please read the attached list. Uniform can be purchased online by logging onto ParentPay and clicking on the school shop link. Items purchased will be available for collection from the school office.

Please ensure that your child's clothing is labelled. Labelled clothing when found can be returned to its owner while unlabelled items generally remain in lost property.

Please encourage your child to wear the correct uniform **and to leave jewellery at home.**

If it is very warm your daughter is more than welcome to wear her summer dress if she prefers.

If you do decide to let your daughter wear trousers please buy tailored trousers. Your daughter will not be allowed to wear any other kind in school.

Uniform is part of our identity at St. Mary's. Thank you to all of the children (and their parents) who have come back to school wearing neat correct uniform.

Hair

Please ensure long hair is tied back in school colours only (blue / black / white). No highlights, designs, lines or dyes to be put in hair please. Mohican hairstyles are not permitted.

Nails

False nails or nail polish are not permitted in school.

Walk to School on Wednesday

We were delighted that more and more children are walking / cycling / scooting etc (rather than coming by car) to school at least one day each week during the last school year.

If children were unable to walk on Wednesday they could walk on another day instead.

Development of School Building and Site - School Fund



As I know you are aware we had a number of improvements made to our playground during the Easter break six school years ago including a new climbing frame. Our school council children were involved in designing these improvements to the playground - they are still greatly enjoyed by the children. The work cost in the region of £60,000.

We managed too over Easter six years ago to complete the work to replace 4 of the older internal doors and the new stage lighting was set up in the school hall. We had some external lighting replaced and made repairs to part of the roof.

We had some repairs done to the drains in front of the school just after the half term break in 2012.

During the summer holidays (2012) we had the fence and gates to the front of the school replaced, further improved the external lighting and replaced the flooring in the main school hall (£140,000 approx worth of work). We were fortunate to successfully apply for some funding to support us with this work as well as using your

donations to the School Fund.

During summer 2013 we had the flat roof at the front of the school and Nursery building replaced, the floors in the Year 1 rooms sanded and sealed, an old door replaced with a more secure door, a new carpet laid in the main entrance, and additional security cameras installed. Again we were fortunate to apply for and receive some funding as well as using your donations to the School fund. The total cost of this work is approximately £171,830.

In summer 2014 we finalised arrangements to have a new additional industrial oven installed in our school kitchen. Again we were fortunate to apply for and receive some funding as well as using your donations to the School fund. The total cost of this work was approximately £18,000.

During autumn 2014 we had the fencing at the top end of the school site replaced and the playground surface renewed in that area. This cost approximately £73,000 (grant received).

During the summer two years ago we renewed the

toilets used by the female staff (these were in very poor condition). We also had some work done on the drains again. This work cost £40,000 (grant bid put in and grant received).



Our hall was extended two school years ago to enable the children to have a little bit more indoor space for assemblies, eating and PE. This work cost in the region of £333,000.

I'm also delighted to tell you that we secured about £46,000 in funding to replace one of the boilers following a bid we put together. This work was completed at the end of the summer term in 2016.

Two years ago during the summer break we had new lighting fitted in Red, Amber, Green and Orange classes as well as in the main corridor and offices. We also replaced a number of older ceilings. I am very pleased to say we managed to secure a grant of approximately £80,000 to fund the

completion of most of this this work.

Last year we replaced the roof covering to the school kitchen. We were fortunate to secure a grant of £100,000 towards the completion of this work.

During the summer holidays this year we renewed the toilets for the Reception children after securing a grant of £90,000.

Remember your donations to the School Fund assist the school in improving the facilities provided for all of the children. This is part of your commitment to the wider community and Catholic Education.

Thank you to all who made contributions last school year. Up to the end of July 2019, £11,506.20 was received in School Fund donations.

Your support for the School Fund will make a real difference to what we are able to do for the children.

School Fund costs £2.00 per week / £25.00 per term / £76.00 per year for one child.

For two children School Fund costs £2.50 per week / £32.00 per term / £95.00 per year.

If you have three children in the school School Fund costs £3.00 per week / £38.00 per term / £114.00 per year.

If each family in our school paid its School Fund for one year we would have at least £20,000 in donations! This money would make a real difference to our school and to our provision for the children.



Own Clothes' Day - July 2019

£185.20 was donated.
Thank you children and parents.

Play Equipment

Parents please support the school by **not** allowing your children (including toddlers) to play on the playground equipment at the end of the school day. This request is made

purely for health and safety reasons.

Children are also asked not to cycle or use their scooters / bicycles / tricycles while on the playground after school. As the area is very crowded it is easier and safer for all if children walk with their bikes or scooters until they leave the school premises.

Parents / childminders please keep your children with you once you have collected them from the classroom / teacher.

Thank you as always to the great number of parents who are very supportive of all school requests. We have only noticed a minority of pupils doing the wrong thing. With the support of their parents or child minders this will easily be sorted out.



School Dinners

School meals cost £2.50 per day / £12.50 per week (from September 2016).



Please pay in advance (at least a week in advance) online using the Parent Pay system or ask the Office staff for a Pay Point card.

Remember that if your child has school meals (and is not entitled to free meals) and you don't pay for them the school has to find the money to pay your debt. Always pay for your child's meals.

Your child may be entitled to free meals. To qualify for free school meals parents or guardians must be in receipt of:

- Income support
- Income based job seekers allowance
- Asylum seekers subsistence payment (support under part VI of the Immigration and Asylum Act 1999)
- Child tax credit (but not working tax credit) only and have an annual income of less than £16,190

Please contact the school office if you feel your child qualifies for free meals.

Open Evening



There will be an opportunity to meet your child's class teacher on Wednesday 18th September. Each teacher will give a talk on the routines and practices in his / her class, arrangements for homework etc. You are very welcome to attend.

4-4.30pm - Year 1, Green and Year 1 Orange. Year 2, Yellow and Year 2, Ruby

4.30-5pm -Year 3, St. Cecilia and Year 3, St. Bernadette. Year 4, St. Peter and Year 4, St. Paul.
5-5.30pm - Year 5, St. Anthony and Year 5, St. Joseph. Year 6, St. Christopher and Year 6, St. Catherine.

Holidays and Absences

I would urge you to try not to book holidays during term time as time away from school can unsettle children and affect their progress. I regret that we are unable to authorise time off during the term which is requested for holidays.

Any requests for time off

(special circumstances will only be considered) must be put in writing in advance to the Headteacher.

It is not school policy to provide homework for absence during term time.

We are required to ask for a written note to explain any absence from school.

Finally I would like to thank you for your tremendous support to date and wish you well for the term ahead and this new year in school. I look forward to seeing you as the term progresses.

Miss M. Creed
Headteacher.



Do you have time to help in school? We need volunteers. All volunteers must be police checked for the safety of our children. Please enquire at the office.

Do you have any free time? Would you like to volunteer to read with the children in school? Please contact the School Office if you are interested.

We were fortunate to have support in school from a very efficient group of volunteers during the last school year.

EASS offers instrumental tuition to pupils in Enfield schools within the school day and on Saturdays. Please enquire at the office if you (or your child) are interested.

New applications for lessons starting in the spring term should reach EASS by 1st October.

Some Dates for this term

Monday 2nd September:
Staff Training

Tuesday 3rd September:
Staff Mass and Commissioning Service in Church at 9.30am Staff Training.

Thursday 5th September:
Secondary Transfer Meeting in School Hall at 6.30pm.

Wednesday 11th September:
PGL School Journey Meeting for Year 6 Parents at 6.00pm in the Hall.

Thursday 12th September:
The Most Holy Name of Mary: School Mass in Church, 9.30am, Years 1-6.

Wednesday 18th September:
Parents' Evening.

Tuesday 1st October: Month of Rosary begins. We say a decade of the Rosary each day after school. Some

Year 6 pupils will lead the Rosary. All are welcome to attend.

Thursday 3rd October:
Harvest Mass in Church for Years 1-6 (Mrs Deane's 12th anniversary). Father John will bless Rosary Beads.

Monday 7th October and Wednesday 9th October: E-Safety sessions for children.

Monday 7th - Friday 11th October: Year 6 School Journey.

Friday 18th October: Own Clothes' Day.

Monday 21st October - Friday 25th October: HALF-TERM (No School)

Friday 1st November: Feast of All Saints - School Mass in Church, Years 1-6, 9.30am.

Tuesday 5th November:
Bring your Mum to School, 9.30-12.

Thursday 7th November:
Infants' Mass in School Hall, 9.30am.

Thursday 14th November:
Years 3 and 4 Mass in School Hall, 9.30am

Wednesday 20th November:
Parents' Information Morning - Writing focus

Thursday 21st November:
The Presentation of the Blessed Virgin Mary - School Mass in Church, 9.30am, Years 1-6..

Friday 22nd November: Own Clothes' Day - Items for Bazaar.

Saturday 23rd November:
Parish Bazaar (Parish Hall)

Sunday 24th November:
Feast of Our Lord Jesus Christ, Universal King.

Thursday 28th November:
Reception and Year 1 Christmas performances AM (parents with babies and toddlers).

Friday 29th November:
Reception and Year 1 Christmas performances AM (adults).

Monday 2nd December:
School Mass in Church, 9.30am to bless the Advent Wreath (Years 1-6).

Thursday 5th December:
Year 2 Christmas Carol Service in School Hall (for Nightingale Hospice) at 9.30am.

Friday 6th December:
Nursery Christmas Performances.

Tuesday 10th December:
Globe Players to perform 'Beauty and the Beast' for the Infants.

Thursday 12th December:
Years 5 and 6 Mass in the church at 9.30am. Reconciliation Service in Church, years 5 and 6, 10.30am.

Monday 16th December:
Christmas Lunch. Years 3-6

Tuesday 17th December:
Christmas Class Parties PM. Carol Service, 7pm in Church (for Nightingale Hospice).

Friday 20th December:
Last day of autumn term - School Mass in Church at 9.30am - Years 1-6 attend (Mrs. Derwin's 15th anniversary Mass). Early

Closing at 1.30pm. Own Clothes' Day.

Monday 6th January 2020:
Return to school for Spring Term.

On occasions it is necessary to change dates. I apologise in advance for any inconvenience this may cause.

We are endeavouring to learn / say The Angelus each day at 12 noon in the Junior classes. This is a wonderful prayer which reminds us that God the Son became man in order to save us.



You might like to say this prayer with your child at home. It can be said in the morning, at noon or in the evening.

Year 2 will begin to learn to say 'The Angelus' this term.

The Angelus

The Angel of the Lord declared to Mary:
And she conceived of the Holy Spirit.

Hail Mary...

Behold the handmaid of the Lord:

Be it done to me according to your word.

Hail Mary...

And the Word was made Flesh:

And dwelt among us.

Hail Mary...

Pray for us, O Holy Mother of God.

That we may be made worthy of the promises of Christ.

Let us Pray.

Pour forth, we beseech you, O Lord, your grace into our hearts, that we, to whom the Incarnation of Christ, your Son, was made known by the message of an angel, may be brought by his passion and cross to the glory of his resurrection, through the same Christ our Lord. Amen.

May the divine assistance remain always with us and may the souls of the faithful departed, through the mercy of God, rest in peace. Amen.



These are some of the prayers we say with the children each day in school. You might like to say these in the morning with your child, at meal times or before he / she goes to bed.

Morning Offering

O My God, you love me,
You are with me night and day.

I want to love you always
in all I do and say.

I'll try to please you
Father.

Bless me through the day.
Amen



Night Prayer

God our Father, I come to say,

Thank you for your love today.
 Thank you for my family,
 And all the things you give to me.
 Guard me in the dark of night.
 And in the morning send your light. Amen.

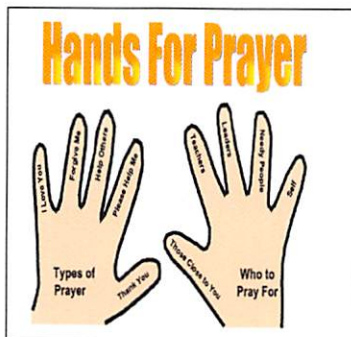


Grace Before Meals

Bless us O Lord
 As we sit together.
 Bless the food we eat today.
 Bless the hands that made the food.
 Bless us O Lord. Amen.

Grace After Meals

Thank you God
 For the food we have eaten.
 Thank you God
 For all our friends.
 Thank you God
 For everything.



Wednesday Word

Have you started to read 'The Wednesday Word' yet?

The Wednesday Word is a gift to you and your family because of your connection with our Catholic school.

Every Wednesday, a 'word' (inspired by the Sunday Gospel) will be suggested for you and your family to talk about in your home. This weekly Family Time is structured around the Sunday Gospel because evidence shows that Gospel values really do help family relationships to thrive.

Regularly spending quality time with children is without doubt one of the most important aspects of parenting. *The Wednesday Word* seeks to support you in this important task: to help you and your children maintain a special closeness throughout the

school years.

The Wednesday Word 'Family Time' leaflet is designed to ensure that all family members feel included. It presents an effective way for even the busiest of parents to enrich relationships with their children through spending a very special 5 or 10 minutes together each week.

We suggest Wednesdays for *Family Time* because it is the day that the Catholic Church dedicates to St Joseph - the Patron Saint of Families. But rather than miss out, any other night would do just as well.



Dear God,
 We thank you for giving us your peace.
 Help us to spread peace at home and at school by loving and caring for one another.
 Help us to spread peace by listening to one

another, even when we don't agree.

Help us to spread peace by sharing our time with those who are lonely and who need a friend.

Help us to spread peace by thinking and praying for children who have no food or who are frightened and live in fear.

Let us pray every day for peace for our families, for our friends and for ourselves. Amen.

The God Who Speaks- Year of the Word (from 30th September 2019)

Throughout 2020, the Catholic Church in England and Wales in partnership with Bible Society, is focusing on meeting Christ in the Scriptures.

Benedicto XVI

EXHORTACION APOSTOLICA POSTSINODAL
VERBUM DOMINI



2020 will be the 10th anniversary of Verbum Domini – Pope Benedict's Apostolic Exhortation on 'The Word of the Lord', and the 1600th anniversary of St Jerome's death, providing a strong rationale for deeper

diocesan-wide Scripture engagement.



St. Jerome

The key themes of *The God Who Speaks* will be:

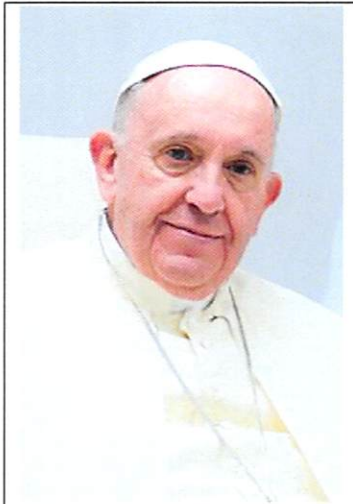
Celebrating God's Word – enriching our worshipping and spiritual community;

Living God's Word – enriching our social action and outreach;

Sharing God's Word – enriching our evangelisation, formation and proclamation.

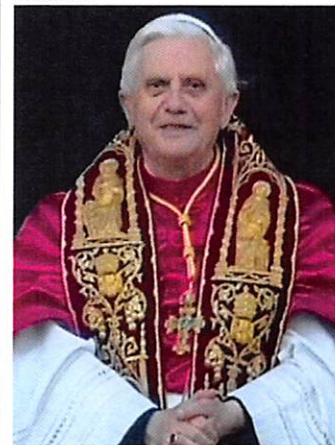
"The study of the sacred Scriptures must be a door opened to every believer. It is essential that the revealed word radically enrich our catechesis and all our efforts to pass on the faith..."

Pope Francis – *Evangelii Gaudium*



"... to help young people to gain confidence and familiarity with sacred Scripture so it can become a compass pointing out the path to follow... witnesses and teachers who can walk with them, teaching them to love the Gospel and to share it....."

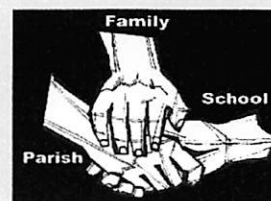
Pope Benedict XVI – *Verbum Domini*



St. Mary's Catholic Primary School

EYFS Topic 1: Beginnings

Autumn First Half-Term 2019



Religious Education

Topic Theme: Beginnings

This unit will explore how we 'begin': in our families, in our Church and at school.

Learning opportunities include:

- Coming to know that God loves each one always and at all times
- Coming to know Jesus is God the Father's Son.
- Experiencing and becoming familiar with the sign of the cross.
- Knowing that they are special within their family and the community.
- Experiencing that a Church is a special place where God's people gather to pray.
- Coming to know that Sunday is a special day for the Church family who come together to celebrate.
- Experiencing and recognising that prayer is talking and listening to God.
- Considering ways in which a Christian family and parish share and celebrate life and show care for one another.

Monitoring opportunities:

Children's development will be monitored through observation and the collection of work samples for their portfolio.

Affective and Spiritual Dispositions

It is hoped that pupils will develop:

- Value being special within their families and communities.
- Appreciate that families come together to celebrate.
- Respect for each other and for adults.
- Good relationships with peers and with adults in the school community.
- Appreciation of their friendship with Jesus brought about through baptism.

Activities to try at home

You are the first educator of your child in faith. Your child's learning in religious education will be much higher if you and the school are engaged in talking about the same ideas and beliefs. Help your child by trying one or more of these activities while this unit is being taught:

- Look over photo albums and recall stories of your family.
- Look at your child's Baptismal Certificate or photos of their Baptism. Explain who their Godparents are.
- Celebrate the friends you have who are from different cultures. Speak positively about difference.

An idea for prayer at home

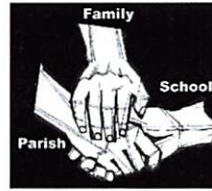
Prayer Activity

Pray with your children

Take some time to walk around the Church and to prayerfully look at the religious items it contains. Allow your child to light a candle and together pray for a special intention.



St. Mary's Catholic Primary
Religious Education Newsletter for
Autumn 2019
(first half-term) – Years 1-6



Religious Education

Key Idea: In the Beginning

This framework of learning is intended as the first for the academic year 2019-2020. This resource framework focuses on the stories of creation as recorded in Genesis, and the Psalms as a form of prayer.

Attitudes and Spiritual Dispositions

Spiritual Outcomes: *It is hoped that pupils will develop:*

- A sense of wonder for creation.
- A willingness to learn from Scripture.
- An appreciation of the truths contained in Scripture.
- A sense of the value of prayer.

Activities to try at home

You are the first educator of your child in faith. Your child's learning in religious education will be much greater if you and the school are engaged in talking about the same ideas and beliefs.

- Listen to your children as they talk about their work in school. Talk about places in creation that are important to you. Creation is the first source of revelation – the first way we learn about God. What do your favourite places say about what God is like?

An idea for prayer at home

Prayer Activity

Pray this Psalm:

Make a joyful noise to the Lord, all the earth.

Worship the Lord with gladness; come into his presence with singing.

Know that the Lord is God. It is he that made us and we are his; we are his people and the sheep of his pasture.

Enter his gates with thanksgiving and his courts with praise. Give thanks to him, bless his name.

For the Lord is good; his steadfast love endures forever and his faithfulness to all generations.





Quality Mark

VISIT FEEDBACK REPORT

School name	St Mary's RC Primary School	Visit date	15.07.19
Headteacher	Maeve Creed	NOR	419
Telephone number	02088042396	Assessor	Barbara Firth
Quality Mark Contact email	office@stmarys.enfield.sch.uk	Quality Mark Contact Name	Maeve Creed

A brief context of the school: St Mary's RC Primary School is a two form entry with a part time Nursery. The school is situated in the London Borough of Enfield. It has a higher than the national average proportion of pupils from ethnic minority groups, who speak English as an additional language and who are designated as disadvantaged.

The school was judged as good by Ofsted in June 2018.

Visit Type	Renewal
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The Assessor spoke to the following people <i>(delete as appropriate)</i> :			
Headteacher and/or Senior Leaders YES	English Subject Leader Yes	Mathematics Subject Leader Yes	Assessment Manager Yes
SENCo YES	Pupil representatives Yes	Governors/Trustees Yes	Parent representative(s) Yes

Does the school meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES
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<p>The previous development points have been implemented.</p> <p>YES</p>	<p>List any noteworthy evidence.</p> <p>By the end of KS2 standards are above the national average at expected in the combined measure.</p>
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Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:	
Quality Mark Elements	
<p>1. A whole school strategy and planning to improve performance in English and mathematics</p> <ul style="list-style-type: none"> • The leadership team including the governors have an in depth understanding of the school which is demonstrated through the quality of planning and determining priorities to ensure all children achieve their best. • Basic skills are a whole school focus and very ably led by informed and enthusiastic leaders. • There is a relentless pursuit for excellence which is impacting positively on outcomes across the school which are above or in line with the national average at expected by the time pupils reach the end of Year 6. • Staff are reflective about their practice; learn from each other and work together to find ways to improve the learning experience for all pupils in English and mathematics. 	
<p>2. Analysis of the assessment of pupil performance in English and mathematics</p> <ul style="list-style-type: none"> • Robust tracking and informal discussions ensure that the school is aware of both its' underachieving children and those that have the potential to attain highly. • Over time, most pupils make good progress from their starting points. 	
<p>3. Target setting for improvement of performance in English and mathematics</p> <ul style="list-style-type: none"> • Targets demonstrate the high expectations that the school has for all of its pupils. • Pupils are involved in setting their own targets and assessing how well they have done against them, giving them ownership of their progress and development. 	
<p>4. English and mathematics for all groups of pupils</p> <ul style="list-style-type: none"> • All pupils, including those with special educational needs are very well-supported and challenged through a range of effective interventions. • The school's in depth approach to text analysis and ensuring that there are clear links across the curriculum for literacy skills to be practised, supports pupils' reading development and ensures that it routinely challenges all pupils to deepen their comprehension skills and enrich their language acquisition. 	
<p>5. Review of the progress made by all groups of pupils in English and mathematics</p> <ul style="list-style-type: none"> • Termly progress meetings and gap analysis ensures that any underachievement is picked up and responded quickly. • Pupils' progress in class is determined through good questioning and assessment of learning. 	
<p>6. A commitment to improving the skills of all staff in the application of English and mathematics in the school</p> <ul style="list-style-type: none"> • Opportunities for CPD and to share successful practice are very good and ensure that all 	

staff, including support staff and teachers new to the profession, is effectively contributing towards pupils' progress.
<p>7. The use of a range of teaching approaches and learning styles to improve English and mathematics</p> <ul style="list-style-type: none"> • Children were observed to be enthusiastic and keen learners. They are encouraged to be independent learners through the use of a self-regulated method of reflection and setting targets for improvement. • Excellent displays and resources available within the classrooms support independent learning very well. Equally, the displays in the corridors celebrate and promote good achievement. Of particular note is the high quality writing displayed around the school. • Leaders are committed to providing the pupils with a broad, balanced and rich curriculum which provides pupils with the cultural capital they need to succeed in life.
<p>8. The use of appropriate teaching and learning resources to improve English and mathematics</p> <ul style="list-style-type: none"> • Pupils use ICT to enhance and research their learning. • Learning walls and other resources are available in the classroom for pupils to refer to during their learning. • The well-stocked library ensures that all pupils have access to an excellent range of high quality and challenging texts. • The indoor and outdoor spaces in the early years provision use every opportunity to support children's early reading, writing and number development.
<p>9. The involvement of parents and/ or carers in developing their child's English and mathematics</p> <ul style="list-style-type: none"> • There are good opportunities for parents to be kept informed about the progress their child is making and to skill themselves so that they can help their children at home.
<p>10. An effective procedure for monitoring, planning and assessing performance in English and mathematics</p> <ul style="list-style-type: none"> • Monitoring of provision is extremely robust and effective. It includes scrutiny of planning, pupils' books and their learning and progress. There is a comprehensive and focused monitoring cycle which supports teaching and learning. The pupils' voice is an important and well-developed aspect of the school's monitoring of impact on learning. • Governors support the school well and are kept well informed about the progress that is being made in all subjects including in mathematics and English.

A brief summary of the strengths/ developments since the last visit:-

The school's work with Kings College on the Science Ninja's project is supporting pupils' ability to explain their learning in science and further demonstrate their ability to use their literacy and numeracy skills in science.



St Mary's Catholic Primary School



Online Safety Newsletter: September 2019

Fortnite (Rated PEGI 12)

Fortnite is still very popular with lots of young people. It is rated **PEGI 12 for frequent mild violence which means it is not suitable for persons under 12 years of age**. It is important to bear in mind that when rating games, PEGI do not take into consideration the chat features of a game which Fortnite does include.

What do you need to be aware of?

Chat functionality:

Fortnite contains voice and text chat which can contain inappropriate language. You can turn the voice chat off but **not the text chat**. To turn voice chat off, go to Settings, Audio and switch to off. As always, show your child how to report players for any inappropriate behaviour (they can use the in-game feedback tool in the main menu, more information can be found here: <https://epicgames.helpshift.com/a/fortnite/>) and ensure that they know that they should talk to you or another trusted adult if they have any concerns.

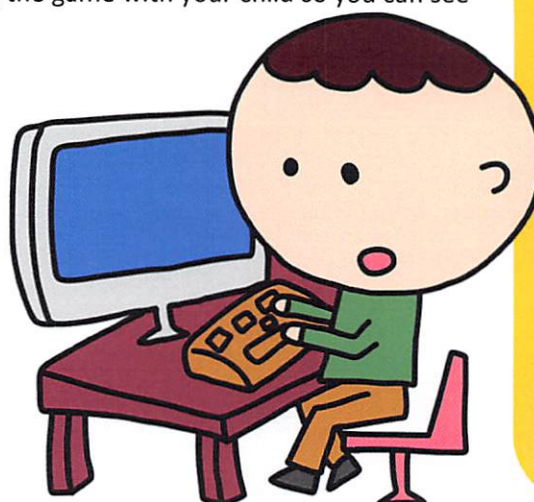
In app purchases:

All users can purchase V-Bucks directly through the game. This currency can be used to purchase items in the Fortnite store so make sure you don't store your credit card details.

We always recommend playing the game with your child so you can see what they are playing and monitor the sort of chat that they are listening to/contributing to.

For further information about Fortnite, Parentzone have produced this great article:

<https://parentzone.org.uk/article/fortnite-everything-you-need-know-about-online-game>



Games to play as a family

It is important to take an active role in your child's online life and playing games online with them is a great way to do this whilst demonstrating to your child good gaming habits. Internet Matters have compiled this list of games that you could play together based on your child's age.

<https://www.internetmatters.org/resources/online-gaming-advice/amazing-video-games-guide-for-families/>

In app purchases

Lots of apps/games are free to download/access but then contain in app purchases.

To prevent purchasing on your child's iPhone or iPad follow these instructions:
<https://support.apple.com/en-gb/HT204396>

To prevent purchasing through Google Play follow these instructions:
<https://support.google.com/googplay/answer/1626831>

PEGI ratings explained

If you see this rating on a game then it means the game contains bad language. This descriptor can be found on games with a PEGI 12 (mild swearing), PEGI 16 (e.g. sexual expletives or blasphemy) or PEGI 18 rating (e.g. sexual expletives or blasphemy).



Sky Broadband Buddy

Do you use Sky Broadband? If so, this app allows you to manage each screen in your home. The app allows you to create different filters i.e. PG, 13 or 18 so they don't see something that they shouldn't. It allows you to set Time Limits, schedule Off Time as well as view what each member has been doing online. Further information is available here:

<https://www.sky.com/help/diagnostics/sky-broadband-buddy/sky-broadband-buddy>

Harry Potter Wizards Unite (Rated PEGI 7)

The creators behind Pokémon Go have released a new game set in the world of Harry Potter. Similar to Pokémon Go, in that the app uses your real location to place you on a map and you need to walk around your local area looking out for magical items on your phone and casting spells to free items or send characters back to their magical world.

This game is free to play but in app purchases to buy coins range from 99p - £99!

The app does warn you to stay alert at all times and to stay aware of your surroundings. Due to the nature of this game, it can be easy to forget where you are going so please remind children to pay attention to their surroundings, particularly when crossing roads.

There are 3 ways to sign in to this app, using a Facebook account, Google account or under 16's will need an adult to create their profile through a Niantic parents account.

You will need to create a code name, this is public so ensure that your child does not include any personal information.

Further information is available here:
<https://www.saferinternet.org.uk/blog/parents-guide-harry-potter-wizards-unite>



Using Google Play store

Does your child use the Google Play store? If so, have you set up appropriate parental controls? Parental controls allow you to restrict content based on your child's maturity level so you can set up parental controls for e.g. apps, games and TV shows to prevent your child from downloading items that are above the rating that you set. Further information is available here:

<https://support.google.com/googleplay/answer/1075738?hl=en-GB>