

St Mary's CE High School

PROSPECTUS

Please note that information in this Prospectus is accurate at time of publication but remains subject to change to meet national changes required by the DfE and/or Secretary of State and to further improve provision and outcomes for students

Company Reg.No 07999861

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St Mary's Church of England High School

"A Good School" Ofsted January 2015

"An Outstanding Church School" SIAMS Inspection May 2015

St Mary's is an 11-19 co-educational comprehensive school

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Head Teacher: Stephanie Benbow MA Ed., B.Ed. (Hons), NPQH

Chair of Governors: Paul Daniel

St Mary's Key School Information & Policies

The School has a wide range of comprehensive policies in place to support the distinctive ethos and values of the School and to secure high standards, clear procedures and consistent practice. All policies adopted by the Board of Governors of St Mary's CE High School reflect the Christian ethos of the School and our commitment to inclusion and excellence.

Our Mission Statement, agreed by students, staff and Governors is:

'Aspire – Challenge – Succeed'

It is by implementing the standards and practice that are described in our policies that the School has become recognised as a high performing school in the local community, 'a good' school by Ofsted and 'an outstanding' school by SIAMS (Church School) inspectors. The high standard of provision and outcomes for students can only be maintained if all members of the school community ie parents/carers, students, staff and governors, support strongly, and without exception, the policies of the School. For this reason, parents/carers who are applying for a place at St Mary's are asked to check that they are willing and able to commit to this high level of expectation, support and partnership work.

The purpose of this prospectus is to provide an overview of the key policies and standards of St Mary's CE High School. More detail can be found in the specific policies referenced in this document or by contacting the School direct. Parents/carers are encouraged to review the key school policies carefully before applying for a place at St Mary's. Any queries about the policies or working practice of St Mary's can be raised with any member of senior staff or with the Head Teacher.

All policies listed in this document can be viewed and/or downloaded from the School website www.st-maryshigh.herts.sch.uk or are available on request from the School.

'The proportion of students attaining five GCSE grades A-C, including English and Mathematics, has risen in the last three years and now exceeds the national average'*

Ofsted January 2015

1. The Distinctiveness of St Mary's as a Church School

1.1 Christian Ethos and Values

St Mary's CE High School provides a safe and caring learning environment founded on Christian principles of respect for each other and the environment. The School is committed to providing an excellent standard of education for all students allowing each individual to achieve their full potential regardless of ability or social or cultural background.

The School has a strong inclusion policy and is recognised as a high performing, inclusive, multi-cultural learning community. Working together to create a safe, happy and exciting community where individual skills, talents and cultural heritage are respected and valued is central to St Mary's ethos. Working in partnership with parents/carers and the wider community ensures that our students feel supported and experience a broad and balanced education that prepares them to be successful and confident citizens in the twenty first century.

'The distinctive Christian ethos of the school is championed by the entire community'... 'the school lives and breathes its Christian ethos' **SIAMS Inspection Report May 2015**

The key Christian values of **friendship, trust, forgiveness, thankfulness, love** and **compassion** are explicit in School policies and all aspects of our work and serve to make our learning community welcoming and successful.

Students are expected to be responsible for their own learning and their school. They are provided with a range of opportunities to be involved in the operation and work of the School and are expected to make contributions to Student Voice and Year and School Councils.

1.2 Collective Worship

Collective Worship is an important aspect of our community life and reflects the status of the School as a Church of England school. The opportunity to meet in groups and share quiet time in reflection before the start of the school day is valued by staff and students alike. The meeting of groups for Collective Worship or for Acts of Worship in tutorials also provides opportunities for Personal, Social and Health Education (PSHE) and Citizenship Education and contributes to the personal development of students. There are opportunities for all students to attend St Mary's Church for special services and/or to participate in Eucharist/Communion each half term.

'Students enjoy taking part in and leading worship, and talk about its impact on their beliefs, behaviour and attitudes'

SIAMS Inspection May 2015

Collective Worship follows a series of themes that are identified for each week based on the Christian calendar and our Christian values. Members of the clergy team, staff and students lead Collective Worship that may take place in the main hall, a classroom, the amphitheatre or in another appropriate space. Space can be provided for students and staff of all faiths who wish to pray during the school day.

Parents/carers of students applying to attend St Mary's CE High School are expected to support the Christian ethos and values of the School as we believe that this is fundamental to the successful inclusion of all students in our community. The admissions criteria for St Mary's do make specific reference to parents/carers supporting the study of Religious Studies and attendance at Church as part of the School's Acts of Collective Worship.

Whilst all students are expected to attend Collective Worship, no student is forced to participate in worship or to worship in any specific way. During their time at St Mary's, students are provided by information about the Christian faith and other faiths and the ways in which individuals may choose to worship or show their faith/beliefs. A key expectation is that students will be respectful of those who may wish to pray during the time of collective worship.

Parents/carers may choose to withdraw their child from school worship and this request must be made in writing to the Head Teacher explaining the reasons for the request. Parents/carers of students who are withdrawn will need to provide appropriate work to be completed during the worship period. Students will be supervised in a quiet area to complete this work.

Staff welcome the opportunity to discuss any concerns or queries that parents/carers may have regarding Collective Worship.

Please see the [Collective Worship Policy](#) for more detail.

1.3 The Diocese of St Albans & Local Clergy

St Mary's is one of five secondary schools in the Diocese of St Albans and is well supported by the Diocesan team. The Diocese is represented on the Board of Trustees of St Mary's CE Academy and a member of the local clergy team is on the Board of Governors.

Members of the local clergy team led by the local Team Rector, visit the School regularly to lead collective worship and to provide spiritual support for students and staff. Members of the Christian Church as well as faith leaders from other religions visit the School as part of our Religious Studies provision and enrichment activities.

1.4 Religious Studies/Philosophy & Ethics

In keeping with our status as a Church School, all students will study Religious Studies (RS)/Philosophy & Ethics in Years 10 and 11 to GCSE level. This provides students with the opportunity to continue study at A level in the Sixth Form. RS is a popular subject that students enjoy and in which they perform well. In recent years, RS has been one of the School's highest performing subjects.

Please see the [Religious Studies \(Philosophy & Ethics\) Policy](#) for more details.

2. Admissions to St Mary's CE High School

All admissions to the School are made in accordance with the Governors policy for admissions agreed with the Diocese of St Albans. The Governors welcome applications from families with children of any faith or no faith. Families do not have to attend church to qualify for a place at the School.

Parents/carers wishing to apply for a place at St Mary's CE High School should be supportive of the Christian ethos of the School and will need to complete an application form and a Supplementary Information Form (SIF). Completed SIF forms should be sent directly to the School marked for the attention of the Admissions Officer.

All admissions to the School are organised in accordance with the School's admission criteria. These are published in the application pack and on the School website. If 240 or less applications for places are received for Year 7, all students will be allocated a place at St Mary's. If more than 240

applications are received, places will be allocated using the admission criteria. Please note that some older year groups have a different PAN and so less than 240 places may be available.

There are a large number of open mornings organised in the autumn and summer terms and details can be found on the School website. Visits to the School for prospective parents/carers and their children who are applying for a place for Year 7 or any year group are encouraged and can be arranged at any time throughout the year. To arrange a visit to the School, or for assistance in completing the application form, please contact the Admissions Officer.

2.1 Admission into Year 7

Transfer into Year 7 from primary school takes place at 11 years of age. The Planned Admission Number (PAN) for St Mary's is 240.

The admission of students into Year 7 for a September start is achieved through:

- the completion of a local authority application form that must be submitted back to the Local Authority and
- the completion of a St Mary's Supplementary Information Form (SIF). The SIF can be downloaded from the school website and after completion must be returned to St Mary's.

The last date for receipt of application forms is 31st October in the year prior to September entry.

The School has one Secondary Transition Evening each academic year early in the autumn term when students and their parents/carers are invited to tour the facilities, meet staff and existing students and hear the Head Teacher speak about the School. There is a separate Open Evening for the Sixth Form. Open mornings organised each year both in the summer term and autumn term for families interested in applying for a place at St Mary's for their child allow visitors to see our school at work. Dates of open mornings, when prospective parents/carers and children can tour the facilities, ask questions and see the staff and students at work, are published on the School website.

Parents/carers of students with special educational needs are encouraged to contact our SENDCo at the earliest opportunity to discuss student's needs and the support that St Mary's is able to offer.

Please see the Main School Admissions Policy for more details.

2.2 Transition Programme into Year 7

St Mary's has an extensive transition programme to support students moving from primary school into secondary education. The programme has been described as 'outstanding' by Ofsted and very positive feedback is always given by parents/carers and students who have experienced the programme.

All students offered a place at St Mary's are visited in their own primary school and are invited to spend two days at St Mary's in the summer term before joining the school. Parents/carers are invited to a welcome evening in March, after hearing about the allocation of a place at St Mary's, and then have the opportunity to visit the school for information evenings that are linked to the student transition days and to the start of the autumn term.

Students with SEN and those who may find transition challenging will be part of our Moving Up Group and both students and parents/carers will be offered additional support. Please refer to Appendix 1

2.3 Casual Admission of Students into the School at any time other than September of Year 7

The admission of students into any year group, (other than those who are transitioning into Year 7), is achieved through the completion of a local authority application form and the St Mary's Supplementary Information Form (SIF). Parents/carers will be invited with their child to attend a pre admission meeting where the reasons for the move and any student needs will be discussed. This meeting provides the opportunity to make sure that the School is able to meet the needs of the student and that the standards and expectations of the School are well understood. The SIF and Admission policies can be found on the School's website at www.st-maryshigh.herts.sch.uk.

Students will be offered a place at St Mary's if there is a place in the year group for which an application has been made. Where a year group is full, applicants will be considered against the admission criteria for the School and placed in priority order on a waiting list.

2.4 Induction Programme for Casual Admission Students

Students who join the school as a casual admission student will follow a comprehensive induction programme that will provide support while they settle into St Mary's and become familiar with the day to day operation of the School. This usually includes parent/carer meetings, the allocation of a buddy and a named member of staff who will make sure they feel welcomed and provide support as required.

Students who move schools midway through secondary education are particularly vulnerable to underachievement and so additional learning (homework), intervention and support may be required to 'catch up' and make sure students have no gaps in learning. Parents/carers and students who are transitioning to St Mary's are expected to positively engage in all support that is offered.

2.5 Admission into the Sixth Form & Leadership Centre

Students wishing to continue their education after Year 11 are encouraged to apply to become a member of the Sixth Form & Leadership Centre. St Mary's High School has its own Sixth Form, based in a dedicated Sixth Form Centre and will consider applications from any student who wishes to study Post 16. St Mary's offers a range of academic and vocational courses Level 3 (A Level/BTEC) and Level 2 (GCSE/BTEC). The School welcomes applications from students who already attend St Mary's and those transferring from other schools and/or sixth forms.

Students wishing to study in the Sixth Form (Years 12/13), either continuing their education at St Mary's or transferring from another school, will be provided with information about the organisation of the Sixth Form and the courses offered. There is an annual Sixth Form Course Information and Open Evening in the autumn term. A brochure and course information is available on the school website and on request from the school. Students are required to complete an application form indicating their preference for courses to study indicating how their course choices support their Post 16 progression pathway and career aspirations. Acceptance for study in the Sixth Form will be based on the published admission criteria and subject to meeting the entry requirements for courses on offer.

2.6 Induction Programme into the Sixth Form & Leadership Centre

All students who join the Sixth Form at St Mary's are offered a comprehensive induction programme following the completion of summer examinations in Year 11. The Induction programme provides the opportunity for students to be introduced to their Post 16 courses and to access support that will help them prepare for more independent learning that is required of Post 16 students.

Please see [Sixth Form Admissions Policy](#) for more details.

3. Attendance for Learning (A4L)

There is a clear link between student progress and attainment and attendance and punctuality. Students who have excellent records of attendance and punctuality achieve well and are more successful in school.

The School has a very clear Attendance for Learning (A4L) Policy and issues of poor attendance and punctuality are taken seriously. The staff of the School can only support students to achieve their full potential if they attend school every day. All students are expected to attain the highest possible attendance record. They are expected to have an attendance record of at least 96% and an aspirational target of 100%. Excellent and improved attendance is recognised and celebrated.

“Attendance is above national average...because students feel safe and enjoy coming to the academy”
Ofsted January 2015

Students who have an attendance record of 90% or less are considered by national government standards to be ‘persistently’ absent’ and as such will attract considerable attention from statutory authorities. The School will work in partnership

with families to support the highest standards of attendance but unauthorised absence from school cannot be tolerated and the School is required to use formal, including legal, processes to address unsatisfactory attendance and ongoing punctuality issues. The School will use FPN (Fixed Penalty Notices) when applicable/appropriate.

Where a student has a genuine medical need verified by a doctor or consultant, the Inclusion Team will work with parents/carers and medical specialists to provide an appropriate, adjusted education programme.

The School does not support, (and will not authorise), the taking of holidays during term time and expects parents/carers to work with the School in minimising the need to take students away from their learning to attend medical appointments.

Students are expected to attend school every day arriving punctually at 8.15am ready for the start of the day at 8.25am. The School uses an electronic registration system and registers are taken six times each day to track student attendance and punctuality to ensure the safeguarding of all children on site.

The School operates a ‘Truancy Call’ system to ensure the safety of our students. Parents/carers are contacted automatically if a child is marked absent from the first register of the day and the School has not received a reason for that absence.

School staff work closely with Attendance Improvement Officers (AIO) and families to ensure students attend school. The School policy refers to the use of Fixed Penalty Notices (fines) and will support referral of families to Court where attendance is a continuing serious cause for concern.

Please see the [Attendance for Learning Policy](#) for more detail.

4. Behaviour for Learning (B4L)

St Mary’s has a reputation for very high standards of behaviour that has been recognised by recent inspections and visitors to the school. A positive attitude to learning is fundamental to good learning and progress as well as contributing to a community that is safe, calm and harmonious.

Students are expected to demonstrate high standards of conduct by arriving at all lessons on time with the correct equipment and working to the best of their ability at all times. They are expected to work together with others to ensure that the staff can teach and all students can learn so making every learning opportunity count. Excellent behaviour and positive attitudes to learning are recognised and encouraged through the use of praise, positive feedback and rewards. There are many opportunities throughout the year to celebrate student achievement and positive contributions to the learning community. This includes Annual Prize Giving ceremonies and regular achievement events. The expectations of student behaviour for learning are detailed in the Behaviour for Learning Policy.

'Students behave well and they develop positive attitudes to learning'...'students are clear about the high expectations of their behaviour and the consequences of poor behaviour'

Ofsted January 2015

The purpose of the Behaviour for Learning Policy is to ensure that we can provide a safe, orderly and stimulating teaching and learning environment for all. All students are supported to conduct themselves in a manner that promotes a positive and business like learning environment. A range of support strategies can be accessed via pastoral support staff, the Student Centre and The Hub when students need intervention to promote excellent behaviour for learning.

Inappropriate conduct and more persistent behaviour that disrupts teaching and learning is dealt with quickly and effectively. There is a range of school sanctions including after school detention, internal exclusion and in more serious cases, fixed term and permanent exclusions. Where appropriate the School will work with Police and outside agencies to support students and families.

The School believes that students have the right to learn and teachers the right to teach. As such, the Behaviour for Learning (B4L) Policy ensures there are clear expectations of high standards of conduct with recognition for students who demonstrate excellent effort and high standards. The policy states clearly that no individual will be allowed to compromise the learning of others. The policy defines a range of sanctions that will be used to support improved conduct or, when necessary, exclude students from the School. Parents/carers and students who accept a place at St Mary's are expected to support the implementation of the policy without exception.

Please see the [Behaviour for Learning \(B4L\) Policy](#) for more detail.

4.1 Code of Conduct

There is a Code of Conduct to support excellent conduct and behaviour for learning at St Mary's. The Code of Conduct was created through consultation with students and governors and summarises the principles on which high standards of behaviour are based. All students are expected to comply with the Code of Conduct. There is a separate Code of Conduct for Staff and Governors.

Please see the [Code of Conduct](#) for more detail.

4.2 Uniform & Personal Presentation

Personal presentation is extremely important at St Mary's CE High School and is considered to be an aspect of behaviour for learning. The way the uniform is worn and students are personally presented is indicative of self-respect, respect for the School and all that the School represents. All

'Students are proud of their academy and their academy environment. They take pride in looking smart in their uniform'

Ofsted January 2015

students are expected to wear full and correct uniform in school and on the journey to and from school. Post 16 students and staff adhere to a business dress code. As a community we are committed to upholding the very highest standards of personal presentation reflecting our quest to demonstrate excellence in all that we do.

The uniform is also important as it identifies students as being part of the St Mary's learning community. We believe that all students should be proud to be ambassadors for the School, wearing the uniform with pride. Parents/carers are asked for their full support in ensuring that their children have the correct items of clothing and are appropriately dressed for school every day. Students who arrive at school incorrectly dressed may be sent home to change and/or not allowed to join lessons with their peers in addition to other sanctions.

Items of student crested uniform and that which are specific to St Mary's CE High School can be purchased from our school supplier the details of which are shown below:

J Smiths & Sons

155-157 Lancaster Road, Enfield, EN2 0JN

Tel: 0208 363 2424

www.smithsschoolwear.co.uk

OR 25 Station Parade, Cockfosters Road, EN4 0DW

Tel: 0203 818 3622

Email: schoolwear@jsmith-sons.co.uk

A full uniform list and details about the wearing of jewellery, hair styles and make-up can be found in Appendix 2 and on the school website.

Sixth form students have a Dress Code that requires a jacket to be worn with dress/trousers appropriate for business ie, shirt and tie for boys and smart skirt/trouser suit for girls.

See the [Personal Presentation & Uniform Policy](#) for more details.

4.3 Anti-Bullying Statement

Bullying will not be tolerated at St Mary's and the Anti Bullying Statement makes this commitment clear. Students are encouraged to speak to a member of staff, inform their Student Manager, Year Leader, a friend or a parent/carer if they think they are being bullied or if they witness behaviour that could be considered to be bullying. This applies to all members of St Mary's CE High School.

All students are taught about bullying as part of their ongoing education programme, and this includes what bullying is, the different forms that bullying can take and strategies to deal with bullies through tutorial and PSHE. The School's Behaviour for Learning Policy provides clear guidance about the sanctions that can be deployed if bullying is found to have taken place. Support is offered to students who are considered to have been bullied and those who are doing the bullying. All bullying is recorded in line with national requirements and linked to student records.

Whilst support will be provided for students who are found to be engaging in bullying behaviours, repeated or persistent bullying is unacceptable and will attract the most serious of sanctions including permanent exclusion from the school.

Please see the [Anti-Bullying Statement](#) for more detail.

4.4 Serious Breaches of the Behaviour for Learning Policy

The School operates a zero tolerance approach to bullying, abuse, aggression and threatening behaviour, use of violence and weapons, drugs and any other activity that is deemed to compromise the health and safety of students, staff or other members of the school community. The full range of

sanctions, including permanent exclusion, exist to support the very high standards of discipline in the School and these will be used to full capacity to ensure the safety of students and optimise their learning opportunities whilst at St Mary's CE High School.

'Behaviour about the Academy is calm, sensible and orderly. Students' conduct is good. They are polite and courteous to each other and visitors'
Ofsted January 2015

Staff will keep parents/carers fully informed of any issues relating to their child's conduct so that school and family can work together to support rapid improvement. It is expected that parents/carers applying for student admission to St Mary's will support in full the school's Behaviour for Learning Policy and respect the School's authority to discipline students.

In line with its Christian ethos, the School asks all parents/carers and visitors to the School to work together in a respectful, polite and cooperative manner, modelling high standards of conduct in all aspects of our work together. Aggressive or abusive conduct will not be tolerated from any adult working with students and appropriate action, including limiting access to the School, will be taken to protect our students and staff. This will apply to parents/carers, staff and governors as well as any visitor to the school site.

Please see the [Behaviour for Learning Policy](#) and [Anti Bullying Statement](#) for more detail.

4.5 ESafety

St Mary's recognises the need for students to be confident in the use of technology, IT and electronic devices and supports students to use these responsibly and safely.

'Students say they feel safe and well cared for by their teachers'
Ofsted January 2015

St Mary's has a clear policy on the use of the Internet and electronic devices that is explained when students join the school and regularly thereafter. The School has a very secure firewall provided by HertsGrid as well as internal systems to prevent misuse of the IT and data systems in school. This firewall prevents student access to websites and material that are deemed age inappropriate eg, material that is violent, sexual or pornographic.

Students will receive information about appropriate use and how to keep themselves safe when using electronic devices. Parents/carers are expected to support the School's request for privacy settings to be used and devices monitored at home. The sending and receiving of offensive, bullying or pornographic messages will not be tolerated and the School will involve relevant authorities such as the police when dealing with inappropriate use of IT. The School policy is clear that the School reserves the right to check student's mobile phones and use of IT and to delete or pass on materials to the police, especially when safeguarding is concerned.

Please see [eSafety Policy](#) for more detail

4.6 Mobile Phones and Electronic Items

At St Mary's we recognise that some parents/carers may wish their child to have access to a mobile 'phone when away from home. The School allows students to bring mobile 'phones (and other electronic devices) into school on the understanding that this is at their own risk, they will be used responsibly and must be placed in a student locker during the school day. The only exception to this is where there is clear permission or a request by a teacher to bring the device to class to support learning. The use of mobile 'phones (and electronic items) during the school day is not acceptable and disruption to teaching and learning by inappropriate use of mobile phones and electronic items

will be taken very seriously. At the time of publication, mobile phones (and electronic items) found in classrooms during learning time will be confiscated for a period of one week for a first offence and two weeks for a second offence.

The School can accept no responsibility for mobile 'phones or other valuables brought on to the School site. Parents/carers are advised to provide a low value basic phone for students to use in School and to check that they are covered by home insurance. Where possible phones should be marked with the owner's name and/or postcode. Please note that lost phones or those reported as 'stolen' cannot be dealt with by staff in school.

If a parent/carer needs to contact their child(ren) or for emergency communication between student and parent/carer between 8.15am and 3.20pm this should only take place via the School office.

Please see the [Mobile Phones and Electronic Devices Policy](#) and the [IT Acceptable Use Policy](#) for more details.

4.7 Confiscation of Inappropriate Items in School

If inappropriate items or personal belongings are brought on to the School site or if electronic items are used contrary to school policy, this will result in their confiscation for a fixed and extended period of time. Parents/carers are expected to support this policy and may be asked to collect valuable and/or confiscated 'phones/electronic items from school.

4.8 Valuables on School Site

Students are advised not to bring expensive items of equipment or jewellery on to the School site. The School can take no responsibility for any item of personal property that is lost on the School site. Parents/carers are asked to label clothing and equipment clearly with the student's full name. The School is not able to accept responsibility for a student's personal belongings.

5. The Curriculum at St Mary's

5.1 The School Day

The school day starts at 8.25am and finishes at 3.05pm (4.05pm for Post 16 students). The School day is organised into one thirty-minute tutorial period and five one hour lessons. An extended day/sixth period (3.05-4.05pm) operates for Post 16 students and increasingly for Year 10 and 11 students to provide additional study time. Students studying triple/individual science will have at least one period 6 each week.

This provides a standard 25 hours of subject teaching and 2.5 hours of tutorial time each week. Parents/carers are expected to encourage and actively support students to complete homework/extended learning tasks which are set daily or over longer periods of time. Homework/Extended learning complements and supports learning that takes place in the classroom. The School provides resources and support for students to complete extended learning in school every day up to 5.00pm.

At least twice each week during tutorial time, collective worship and assemblies take place.

There is a 30 minute break after period 2 operating from 10.55 – 11.25am. Lunch break is staggered and operates from 12.25 to 1.05pm or 1.25pm to 2.05pm.

5.2 Curriculum Provision

A key characteristic of an inclusive school is the provision of a curriculum that meets the needs of all students. The curriculum at St Mary's is continually reviewed and developed to ensure that the most appropriate courses, progression routes and accreditations are available to meet the needs and aspirations of the students in the school.

'The inclusive and personalised approach to learning makes certain that every student can fulfil their potential'

SIAMS Inspection May 2015

A range of curriculum adaptations including courses focusing on key skills and/or work experience are used to personalise education programmes for individual students.

Recent changes to the qualifications and courses that students will be taught and the way they are assessed/examined means that from September 2015, students will have received their GCSE targets and are effectively working towards their end of Year 11 examinations from the point at which they joined St Mary's in Year 7.

Please see the [Curriculum Policy](#) for more detail.

5.3 Organisation of Teaching Groups

Throughout Years 7, 8 and 9 the majority of subjects will be taught in mixed ability groups while others, such as Maths and Science, will be taught to students in sets. All staff are trained to ensure that the planning of lessons and learning materials will meet the needs of all students allowing all to be supported and extended regardless of ability. It remains an expectation that all students will have the potential to make at least good progress as a result of the teaching they receive.

During Years 8 and 9, extensive consultation takes place between students, parents/carers and staff to determine how the curriculum will be personalised to support progression pathways. Students in Year 9 will start a new curriculum during Year 9 ahead of graduation to Year 10 in September. This provides additional time for students to learn the materials for the new courses and for them to extend their study over the summer holiday period.

In Years 10 and 11, teaching is delivered in sets in some core subjects that have tiered examinations eg Maths and Science, and in mixed ability classes or option choices in all other subjects. Students will always be placed in groups based on learning needs.

Personalised or alternative courses are offered to students where it is deemed appropriate to make sure that learners' needs are met. Parents/carers will be involved in discussions about any alternative arrangements that are proposed for students. These courses may involve increased time spent on core subjects, supported coursework options, work related learning and work experience placements.

5.4 Curriculum for Years 7 & 8

Students in Years 7 and 8 follow the same subject based curriculum. There is a very strong focus on key skills for literacy and numeracy that will be a feature of all subjects. From September 2015, new subject courses have been introduced in line with national changes that require different subject content and assessment procedures.

All students will study core subjects of English, Maths, Science and Technology (Food, Resistant Materials & Textiles) as well as IT/Computing, RS, a modern foreign language (French and Spanish), History and Geography, Art, Music, Drama, PE and PSHE and Citizenship.

During Year 7, students will experience learning French or Spanish dependent on which language was taught in primary school. Some students who require a little more time to secure their basic skills may have their curriculum adjusted to replace language study with increased time for English and Maths.

In the spring term of Year 8, students will be given the opportunity to make a limited number of choices that will begin to personalise their curriculum for Year 9. Students will select to study two Performing Arts subjects (from four), choose a Technology subject and be given the choice of studying Business Studies or IT/Computing. These choices provide an opportunity for students to start reducing the number of subjects they are studying for their Year 11 examinations and hence they can focus on material they will need to learn. This also provides more time for staff to deliver the expanded course content.

5.5 Curriculum for Year 9

Year 9 students will continue to study the core subjects:

- English
- Maths
- Science

Plus compulsory foundation subjects:

- Religious Studies
- History
- Geography
- PE
- PSHE & Citizenship

Students are able to have a choice within the following subjects:

- A modern foreign language (French / Spanish)
- Technology (a choice of two technology subjects)
- IT/Computing or Business Studies
- Performing Arts (a choice of two performing arts subjects)

Specific details of these courses will be provided to parents/carers and are available on the School website.

The table overleaf indicates the structure of the curriculum for lower school year groups.

Year 7 – Year 9 Curriculum Overview Summary			
Subject	Year 7	Year 8	Year 9 (Sept-May)
English	7	7	7
Mathematics	7	7	7
Science	6	6	6
Technology	4	4	4
IT/Computing	2	2	N/A
IT/Computing OR Business Studies	N/A	N/A	2
History	3	3	3
Geography	3	3	3
PSHE and Citizenship	2	2	2
Modern Foreign Languages (MFL)	4	4	4
	Spanish & French	Spanish OR French	Spanish OR French
PE/Games	4	4	2
Religious Studies (RS)	2	2	2
Art	2	2	Total of 6 periods to study two Performing Arts (including PE)
Music	2	2	
Drama	2	2	
(Figures represent hours per fortnight)			

5.6 Curriculum for Years 10 and 11

Students in Years 10 and 11 have personalised timetables that comprise compulsory subjects and a number of subjects chosen by the student leading to L2 (GCSE/technical) qualifications. Most students will study a curriculum that will lead them to achieve ten qualifications.

All students study English Language and Literature, Mathematics, Core PE (not examined), and RS. All students study Science with most students completing a double award course and some being able to access individual sciences at GCSE level. There is an opportunity to study subjects that make up the English Baccalaureate (EBACC) that includes English, Maths, Science (x2), Geography or History and a Modern Foreign Language (MFL).

In keeping with our Christian Ethos, all students study courses that lead to accreditation in Religious Studies/Philosophy & Ethics. Personal, Social, Health, Education (PSHE) and Citizenship is delivered through the tutorial programme and enrichment activities.

Details of the courses that are offered to Year 10 and 11 students may be adjusted each year to meet the needs of students and to accommodate changes that are made by the Department of Education (DfE). St Mary's offers a range of Level 2 GCSE and technical (vocational) courses to support the aspirations and progression pathways of our students. The option choices provided for current Years 10 and 11 students can be found on the school website.

Additional Literacy and Numeracy provision is included in the personalised curriculum for students who require more time to secure basic skills.

Year 10 and Year 11 Curriculum Overview Summary		
Subject	Year 10	Year 11
English Language and English Literature	8	8
Mathematics	8	8
Science Double Award (and Triple)	7 (+2)	7 (+2)
RS/Philosophy & Ethics	5	5
PE/Games	2	2
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5
(Figures represent hours per fortnight)		

5.7 Religious Studies (Philosophy & Ethics)

In keeping with our status as a Church School, all students will study RS/Philosophy & Ethics from Year 7 through Years 10 and 11 to GCSE level. This provides students with the opportunity to continue study at A level in the Sixth Form if they should choose. All Post 16 students still receive a core Religious Studies provision as part of their enrichment programme. This usually will be in the form of debates, conferences or visiting speakers

All courses of Religious Studies (RS) at St Mary's reflect the Christian ethos of the School. The RS curriculum in Years 7 – 9 is modelled on the Hertfordshire Agreed Syllabus. In RS lessons students will study Christianity and the main religions of the world.

See the [Religious Studies \(Philosophy & Ethics\) Policy](#) for more details.

5.8 Sex & Relationships Education

The aim of sex and relationships education is to enable students to take personal responsibility for their sexual health and behaviour with due regard for legal and moral considerations within a Christian context.

Sex education is delivered through a range of subjects including Personal, Social Health & Citizenship Education (PSHE and Citizenship), Science, PE and RS. Parents/carers have the right to withdraw their child from discrete elements of sex education and are required to contact the Head Teacher in writing with their request.

See the [Sex & Relationships Education Policy](#) for more details.

5.9 Personal, Social, Health Education and Citizenship (PSHE and Citizenship)

PSHE and Citizenship is delivered by the Humanities staff and tutor teams and as part of tutor programmes and enrichment activities. The course includes the development of key learning skills such as PENN resilience, problem solving, relationships, sex education, studying independently and working as part of a team. It will also include the Healthy Minds programme.

5.10 Homework/Extended Learning

Homework/Extended Learning Homework/extended learning is a vital extension of the curriculum offered at school, and is critical for success throughout Key Stage 3, 4 and 5. It is designed to promote independent learning and often builds on, or extends, topics covered in the classroom. High levels of attainment in examinations are reliant upon the effective and regular completion of homework/extended learning. Classroom staff will put homework/extended learning tasks on

ShowMyHomework (an internet program) so that students can access their work from a home PC and parents/carers can monitor its completion.

Homework/extended learning can be completed at home or in study clubs at school and students in Key Stage 3 are expected to be studying regularly each evening for approximately one to two hours. Parents/carers are expected to provide students with a quiet space for their work at home and encourage them to get into regular study habits from the very beginning of term. Details of work and activities set can be found on the website www.st-maryshigh.herts.sch.uk.

5.11 Intervention, Study Support and Stretch & Challenge

There are many activities that are organised for students who need support with their learning to either boost their learning or to increase the pace of progress and challenge for more able students. A programme of activities for higher ability students is offered to make sure that opportunities to extend learning and apply higher level skills required to achieve higher standards and examination grades/levels can be practiced.

Independent study skills are encouraged by all staff throughout all learning experiences from Year 7. St Mary's uses the Building Learning Power (BLP) programme to specifically encourage students to develop skills that promote their learning and help students to understand how they learn best. Homework /Extended Learning tasks are set for students to promote their ability to problem solve and work independently.

Study spaces are provided around the school that can be used by students during breaks and lunchtime as well as before and after school. The Student Centre runs a number of clubs and activities before school and during breaks and lunch times. The Dining Room can be used from 7.30am for breakfast and study. The Learning Resource Centre (LRC) is supervised each afternoon from 3.05pm to 5.00pm so that students can have access to computers, a quiet study space and learning support if required. A Study Café is organised for Year 10 and 11 students in the Dining Room which is supervised by staff who are available to support study and examination preparation from 3.10pm to 5.30pm.

6. Post 16 Curriculum Provision (Sixth Form & Leadership Centre)

All students who join St Mary's are encouraged to consider remaining at the School to continue learning beyond Year 11 as part of the Sixth Form and Leadership Centre. Sixth form courses can be accessed by any student who is committed to learning and for whom curriculum provision can be provided.

Post 16 students are an important part of the school community and are provided with a range of opportunities to be involved in contributing to the working life of the School. There are

'Students are very well prepared for the next stage of their education or employment'

Ofsted January 2015

prefect/tutor/mentoring systems where older students support younger students with academic work such as reading and mentoring, or charity events and social activities. Post 16 students are expected to model the very highest of standards and demonstrate high levels of initiative and responsibility to manage their own programmes of personal development and study.

On average, up to 80% of St Mary's Post 16 students choose to make applications to university. In recent years, all St Mary's students making applications to university have been successful in securing offers of places.

6.1 Curriculum Provision for Years 12 & 13

St Mary's is able to offer a wide range of courses to support a range of career progression routes into further and university/higher education or into training programmes and employment. Courses include Level 2 (GCSE & BTEC), Level 3 (BTEC & A level) and technical (vocational) qualifications in subjects such as Sports, Applied Science, Business and ICT. GCSE/L2 Maths and English will be included in the curriculum offer for any student who needs to achieve at least a grade C/5 pass.

6.2 Professional Learning Placements (PLP)

Professional Learning Placements (PLP) are popular with Post 16 students and provide the opportunity to gain experience of the work place, making a genuine contribution to a business/industry and to enhance applications for university, apprenticeship or employment. The PLP is combined with accreditation in work skills. This runs alongside the curriculum/subject provision.

Please refer to the [Sixth Form Brochure](#) for more details about Post 16 education at St Mary's

6.3 Post 16 Academy Programmes at St Mary's

St Mary's has a number of Post 16 Academy Programmes that provide opportunities for Post 16 students to participate in high quality programmes and gain experience in a range of specific subjects to support career aspirations or leisure interests. (Please see the relevant sections below for more information). Students in Years 7 to 11 access parts of Academy programmes to support their aspirations and career pathways as well as provide challenge and extension activities.

Post 16 Academy students are expected to coach and mentor younger students as part of their commitment to the Academy. Post 16 students have to balance their academic studies with their Academy skills training and can only remain part of the Academy programme if they study well and uphold the high standards expected of them.

6.31 Phoenix Performing Arts Academy

The Performing Arts Academy offers a programme to support career or personal interests in Drama, Music and Dance. The programme is overseen by the Phoenix Academy Lead, and includes opportunities to access Performing Arts accreditations such as LAMDA and London School of Music (LSM) examinations. Students are also supported to participate in experiences outside of school with local performing arts companies so that they can access professional performances and productions. Students will also be involved in outstanding showcases and be invited to be part of a range of high quality performance opportunities.

6.32 Thunder Basketball Academy

The Basketball Academy offers a programme for basketball players interested in combining elite training and competition with academic study. The programme is overseen by the Academy Director of Basketball alongside a professional basketball coach.

Post 16 students are coached to develop their individual basketball skills, how to apply these skills to produce elite team performance, understand how to train effectively and learn about nutrition to support high level athletic performance. Post 16 Academy students are expected to coach and mentor younger students as part of their commitment to the academy.

6.33 St Mary's ASE Football Academy

Post 16 students interested in pursuing an interest or career in football can access the Football Academy programme alongside their academic courses.

The Football Academy provides opportunities for students to train with a professional coach and participate in local and national league competitions. The Academy students train regularly throughout each week combining individual and team activities. Students will have access to coaching and refereeing qualifications. Although based at St Mary's, most home matches are played on astroturf pitches at Cheshunt Football Club.

6.34 St Mary's Business & Enterprise Academy

The Business & Enterprise Academy is aimed at supporting students who wish to progress into a career focussed on business and administration at the highest level. Post 16 students will have access to a range of Business, Computing, Programming and IT related courses and additional accreditations as well as nationally recognised enrichment activities such as Young Enterprise.

Please refer to the [Sixth Form Brochure](#) for more details about Post 16 education at St Mary's

7. Curriculum Enrichment & Extra Curricular Activities

In order to make teaching and learning interesting and relevant, and to provide a broad range of experiences contributing to personal development, many opportunities are offered to students to participate in enrichment activities. These can enhance and extend the curriculum through the use of visiting speakers, practical demonstrations and theatre group productions or visits to museums and places of special interest. In addition, there are enrichment days and other exciting opportunities to participate in a variety of field trips and activities. Visits to Europe to practise language skills or explore historical sites and skiing trips for the more adventurous might be offered in any one year at St Mary's. The School has been accredited with the Quality in Study Support (QISS) Award in recognition of the high standard of extracurricular and enrichment provision.

In addition to the standard curriculum offer, students at St Mary's are able to take part in a wide range of extracurricular activities that take place before and after school. These include a very wide range of sporting activities such as football, netball, basketball, dance, trampolining, cross country, archery, swimming and athletics. Students will have opportunities to represent the School in local, regional and national competitions. Other extracurricular activities that prove very popular at St Mary's include study and breakfast clubs, Christian Union, drama and music clubs, school production groups, choir, band and chess club. Parents/carers are asked to encourage students to attend at least one activity/club each week from the start of Year 7. When students are in Year 10 and 11, they will be expected to be attending Study Support, Intervention or Stretch & Challenge Activities each week to support their own learning.

8. Careers Education, Information, Advice and Guidance (CEIAG)

It is very important that students have clear aspirations and ambitions for their own future so that they can understand the purpose of their learning. For this reason, CEIAG is considered to be a very important part of the provision at St Mary's for all students.

From the time that students join St Mary's, they will be encouraged to think about what they would like to achieve for themselves and the type of career pathways in which they are interested. The CEIAG programme allows students to explore their own strengths and to experience a wide range of opportunities to learn more about potential career sectors and the different pathways that can be taken. For example, students will learn about apprenticeships and training programmes as well as routes into university and higher education. From Year 7, students will start to create a personal career plan that will develop as they move through the school and help guide them as they make options choices and collate their achievement portfolio.

All students will have opportunities to do work shadowing, CV preparation, interview practice and to go to at least one week of work experience. Staff work closely with a large number of local businesses and industries to make their subjects relevant to the world of work. St Mary's works with Connexions to provide independent careers advice and every student has access to Connexions personal advisors and mentoring to support their career progression.

The St Mary's CEIAG programme has been deemed 'outstanding' by Ofsted because of the high quality and comprehensive programme that threads throughout the curriculum.

9. Assessment, Recording and Reporting at St Mary's

9.1 Target Setting and Expected Progress

On entry to St Mary's students are set aspirational targets in each subject (excluding PSHE and Citizenship) to achieve by the end of Year 11. The targets are set using data collected from primary schools, SATs tests and baseline tests. All students have targets that have a basic (ie minimum) expectation of at least good progress being made during the time that they are at St Mary's. A minimum expected target is also set for each student to achieve at least 96% for attendance.

9.2 Student Progress and Attainment

The School uses a wide range of data to analyse and track the progress of students throughout the school year. This allows staff to make sure that students are on track to achieve their target grades.

Subject staff will assess students on a continual basis throughout the year using a range of assessment strategies. Assessment will include the use of terminal examinations, (tests that are taken at the end of the year, or a significant time period), to test knowledge and understanding. This is to prepare students for their formal examinations that will be taken in Year 11, 12 and 13. For this reason, it is important that students learn and review their work for each subject as they go through each academic year. Staff work with students to support their learning and revision techniques and will provide advice for parents/carers to help with learning at home. From September 2015, new assessment processes have been introduced in line with national changes. Specific details of these changes and how they impact on students, are provided to parents/carers and are available on the School website.

'Students from all backgrounds make good progress and finish key stage 4 with standards of attainment which are above national averages overall'
Ofsted January 2015

Each academic year the School will provide a full written report to parents/carers. Information about targets and progress data is produced up to three times each year although parents/carers can review their child's data and reports using SIMS Learning Gateway at any time (See section below 'Working with Parents/Carers').

Parents/carers will have the opportunity to meet with tutors at least once each term as part of Progress Review Days or consultation events to discuss progress, review targets and identify how best to support students to maintain and further improve progress. Information Evenings and other events aimed at providing opportunities for the School and parents/carers to work better together to support students are held throughout the school year. Parents/carers who are considering applying for a place at St Mary's are asked for their strongest level of commitment to attending these events so that parents/carers and staff can work in partnership to support rapid student progress allowing attainment to be optimised.

Please see the [Assessment, Recording & Reporting Policy](#) for more detail.

10. Inclusion at St Mary's

St Mary's CE High School is proud of its commitment to inclusion which actively values students of different faiths or none and from different backgrounds, abilities and cultural heritage. The School works to ensure that all members of the learning community have equality of opportunity and are treated with respect. The school has been accredited with the national Achievement for All (AfA) Award (July 2015).

'The inclusive and personalized approach to learning rooted in the Christian values...makes certain that every student can fulfil their potential'

SIAMS Inspection Report May 2015

St Mary's prides itself on being a place where all students can achieve irrespective of their ability and/or background. Each student is considered as an individual with potential to achieve highly. Individual and collective achievements are recognised and celebrated both publicly and privately. Students are encouraged to support each other in their learning, respecting their different strengths.

At St Mary's we believe that, from time to time, all students may require support in order to make progress or to tackle different issues that arise in daily routines and lives. Support is available for any student as it is required and can be accessed through self or parent/carer request or via staff referral. Parents/carers are always consulted when support is being considered and are fully involved in monitoring student progress whilst receiving support in school.

10.1 The Student Centre

The Student Centre provides support for students who are experiencing short or longer term difficulties with learning. This could be for a range of reasons, include for example, following bereavement or family crisis or as a result of an identified learning need. The Student Centre is managed by the Director of Inclusion. A strong team, including a Special Education Needs Coordinator (SENDCo), specialist teaching staff, Student Managers and Learning Support Assistants (LSAs) work with teachers to plan and prepare learning materials. The LSA team also provides specialist support for individual learning needs and will deliver programmes of literacy, numeracy and focused intervention within normal classrooms and as part of Stretch and Challenge and support programmes.

The staff in the Student Centre and The Hub work with a number of other agencies including School counsellors and Connexions to co-ordinate appropriate and specialised programmes of support as required.

10.2 Students with Special Educational Needs and Disabilities (SEND)

Where students have identified special education needs or disabilities (SEND) they will be supported by the Student Centre and monitored by the SENDCo. Parents/carers are a very important part of partnership working to support students with SEND and the School will communicate closely with parents/carers regarding all aspects of their learning and support.

The Student Centre provides students with SEND with the support they require through a variety of strategies including one to one tutorials, small group activities, in class support and a range of differentiated materials available in classrooms. A range of resources, including IT based programmes,

There is a '...focus on resilience, responsibility and self-worth. Pupils make good progress and provision for disadvantaged and vulnerable students is outstanding'

SIAMS Inspection May 2015

are also available. Parents/carers are fully involved in the identification and monitoring of support.

A copy of the School's (SEN) Information Report (SIR) can be found on the school website. This document provides information about the strategies used by staff at St Mary's to identify and provide support for students with special educational needs or students who have a disability. A hard copy of the report can be requested by contacting the School.

10.3 The Hub

The Hub provides short or longer term support for students who need to improve engagement with their learning. The Hub is coordinated by the Hub Manager who is part of the Inclusion Team. Aspire Mentors work in The Hub to provide personalised support.

10.4 More Able / Higher Achieving Students

The School works to extend and enrich the educational experience of students identified as more able or 'higher achieving'. All students, regardless of ability, can expect to be challenged in all lessons. More able students will however, have the opportunity to take part in additional enrichment activities aimed at providing them with extension and challenge so they can develop and use higher level skills. The School employs a Lead Teacher to coordinate programmes for more able students.

A programme of activities is organised throughout the year for higher achieving students and/or those making rapid progress and may involve work offsite and participating in special projects with other schools and universities. Extended curriculum activities, master classes and higher level accreditations are offered as part of the School's curriculum provision for higher achieving students.

Please refer to the [Inclusion Policy](#) for more details.

10.5 Pupil Premium Grant (PPG)

PPG is paid to the school for students who are currently claiming, or who have been eligible for free school meals at any point in the previous six years. Students at St Mary's that are eligible to receive Pupil Premium Grant (PPG) are supported in a variety of ways to ensure that they are able to progress and attain at least as well as students who are not eligible. Examples of how the PPG is used include payment to take part in fieldwork and study support classes, booster literacy and numeracy lessons and to purchase resources to support learning at home and in the classroom. Resources are also used to encourage and assist students to access the wider curriculum.

Please see the [PPG Report](#) on the School website for more detail.

The School has a strong reputation for ensuring inclusion of all students and will use a wide range of strategies and resources to ensure that students are provided with every opportunity to achieve and fulfil their potential.

11. Student Wellbeing & Pastoral Care

There is a high focus on safeguarding and student wellbeing at St Mary's that reflects our commitment to ensuring that students feel safe and well supported at school so that they can learn well and enjoy their time at school. The School has developed a reputation for the high quality of care and support for student personal development that is achieved at St Mary's. This is underpinned by significant investment by governors in the development of support staff and high quality resources to support student wellbeing and pastoral care. Good levels of student wellbeing promote and support individual personal development and academic achievement.

11.1 Safeguarding

The highest priority is given to safeguarding of students at St Mary's. Our Safeguarding Officer oversees all aspects of safeguarding and staff work with a wide range of specialist agencies, police and social services to promote the safety and wellbeing of every child.

11.2 Organisation of Pastoral Care

At St Mary's each year group from Year 7 to Year 11 has a Year Lead who is responsible for the Year Tutor team. There are up to nine tutor groups in each year group. Tutors stay with their tutor group as they move through the School from Year 7 to Year 11. In this way, the tutors get to know students and parents/carers very well and relationships between home and school are very strong.

In the Sixth Form, students have personal tutors who are members of the Sixth Form Team. The Post 16 tutors meet daily with students and provide support with personal and academic development, career progression and applications for university, apprenticeships and employment.

A Post 16 Academic Mentor provides additional intervention, one to one and small group support as well as liaising with parents/carers.

11.3 Pastoral Support

Every student at St Mary's has a personal tutor who meets with them on a daily basis. The tutor is responsible for the day to day care of students making sure that students are well prepared and able to engage fully in their learning each day.

The Year Lead and a Student Manager attached to each year group focus on students' personal development and their ability to engage fully in their learning. They use a wide range of data and support strategies to monitor students and make sure they are attending well, are on time to lessons while making at least good progress in their lessons. The Student Manager will be checking on a daily basis that students are upholding the highest standards with regard to their conduct and personal organisation. Student Managers will liaise with parents/carers and organise for intervention to meet individual or group need for example, bereavement counselling or protective behaviours training.

Aspire Mentors support students while they work through more complex issues that might limit or impede learning. An Aspire Mentor is linked to a number of identified students and makes sure that their students have intensive support to improve their personal skills and abilities to be more independent and engaged in their learning.

11.4 Positive Mental Health & Place2Be

St Mary's has introduced a professional service (Place2Be) to support and promote positive mental health and wellbeing of students. A Place2be Manager and Counsellors will be based in St Mary's for at least two days each week. The governors have engaged Place2Be to provide the very highest quality specialist support to promote positive mental health and wellbeing.

Students can refer themselves to Place2Be or be referred by a member of staff. Place2Be offer a range of different services that includes Time to Talk, counselling and general drop in advice sessions.

12. Working in Partnership with Parents/Carers at St Mary's

Working in partnership with parents/carers is very important to make sure that students are supported effectively and they can make the most of opportunities that the school provides. The positive impact of parental support on student progress and attainment is proven through

educational research. Research shows that parents/carers who are strongly involved with their children's education and schooling will achieve more highly and make more progress than those children whose parents are not involved.

School staff will provide advice and guidance on how parents/carers can get involved and it does not require parents/carers to have a great deal of knowledge about the subject that the student is studying. Interest in what a child is learning and just asking about a school day will positively support learning.

12.1 Keeping Parents/Carers Informed

The School provides as much information as possible to support parent/carer involvement in children's learning. It is particularly important that parents/carers make regular reference to the following:

- The School website www.st-maryshigh.herts.sch.uk
- Parent/carer newsletters/updates (sent by email)
- KeepKidsSafe – texts sent directly to parents/carers with key messages and reminders
- School Twitter [@SMHSch](https://twitter.com/SMHSch) – provides daily updates and reminders
- School Facebook - st mary's church of england high school

To support this process, the governors have invested in specialised tools to give access to parents/carers to student information. There are two key on line systems as follows:

SIMS Learning Gateway (SLG) – This can be accessed from a home computer, mobile phone or tablet that provides parents/carers with access to their child's attendance, behaviour for learning records, progress data and attainment information.

Show My Homework (SMH) – This can be accessed from a home computer, mobile phone or tablet that provides information about the homework that has been set for your child. The system also reports when the homework is due and if / when the homework has been submitted.

Parents/Carers are asked to log into these systems for which they will receive passwords on admission to the school. Each system should be checked regularly and the information discussed with the student. Research conclusively shows that students who complete (or at least attempt) homework/extended learning will make more progress than those who do not.

12.2 Parent/Carer Information & Celebratory Events

The School organises many events throughout the school year to which parents/carers are invited. These events will include opportunities to meet your child's tutors, pastoral and subject staff to discuss learning as well as to be a guest at celebratory and special events that include school productions, talent shows and gala evenings.

Parents/carers are expected to attend all events that involve discussing student learning, progress or where information is being provided to support subject choices or career progression pathways. It is always encouraging and supportive of students to see their parents/carers in the audience for school productions, shows and other awards evenings. Parents/carers are asked to do their very best to be present or to send a family member to these special events.

12.3 Family Support

In keeping with our Christian ethos to support families and serve the local community, St Mary's is the Lead School for the Local Schools Partnership and the Broxbourne West Children's Centre Group. Family Support Workers are available to work with parents/carers who need support with their

children or any aspect of family life such as housing, finance or parenting. All support workers are based in Allsorts Children's Centre which has its own dedicated building on the St Mary's site. For more information go to www.allsortschildrencentre.org.

The pastoral support team within each year group works closely with the Allsorts Children's Centre to support the whole family where appropriate.

12.4 Children's Centre

Families with children aged 0-5 can access support from Broxbourne West Children's Centre Group that is based on the site of St Mary's CE High School. Please contact their staff on 01992 633761.

13. Payments & Student Accounts at St Mary's

The School operates a cashless system with every child having a catering account linked to their student card that is worn on a lanyard and forms part of the school uniform. Parents/carers can top up the student card via the Internet so that students do not need to bring cash into school. Students can top up their own accounts by paying cash into machines that are in school. Parents/carers will pay for school meals, lockers, trips/visits and the purchase of other resources such as text books via their ParentPay account. Parent/carers will be sent details of their account once a child is allocated a place at St Mary's.

The School remains committed to keeping costs to parents/carers at a minimum and where possible will provide information about activities requesting payment in advance to support financial planning. Assistance may be available for families where required and details relating to this are provided for all parents/carers in letters relating to individual activities. Funding that is available to support students from families that are entitled to receive free school meals will be used where appropriate to make sure that students are not disadvantaged by an inability to pay.

13.1 Charging and Remissions

The School's funding for curriculum related activities and provision comes from central government. The School uses the funding to ensure that this is used efficiently and to achieve best value. This funding is not sufficient to cover all the costs of enrichment activities, such as workshops or visiting speakers and extracurricular trips that are not a compulsory part of the curriculum. The School values these aspects of our provision and will explore and use any appropriate source of funding to enhance extracurricular activities and enrichment.

13.2 Student Fund Donation

Parents/carers are asked to make an annual voluntary donation to the Student Fund. The collected funds are used to support/subsidise various aspects of the School's work including fieldwork, special projects, equipment and resources to improve the teaching and learning environment. The suggested level of donation is £50 per family per year but the Board of Governors is appreciative of any donation no matter how large or small. The form for making a donation can be found on the School's website.

13.3 Textbooks and Specialist Equipment

Textbooks and specialist equipment will be provided by the School to support the delivery of the curriculum. A replacement charge however, will be made for non-accidental breakages, damaged and lost textbooks or exercise books, school equipment or resources. The School operates a scheme for parents/carers to purchase textbooks voluntarily for their children and will provide advice for parents/carers wishing to purchase additional study materials for their child(ren). Subject staff can offer advice about texts and relevant resources that parents/carers may wish to purchase for use at home.

13.4 Examination Entry Fees

Examination fees are paid by the School. A charge will be made for non-attendance at examinations (except for certified medical reasons) and may be made where a re-sit or special entry is required.

13.5 Study Support, Extra Curricular and Enrichment Activities

The majority of these activities are offered to students free of charge. Activities that require a charge would not normally form part of the standard curriculum provision. When specialist coaches or instructors are employed by the School to run activities however, a charge for attendance may be made. Some extracurricular and enrichment activities will require parent/carers to make a voluntary donation towards the costs of these special and very popular events. Where insufficient donations are made to cover costs, activities may be cancelled.

13.6 Technology/Art & Curriculum Materials

The School provides a significant proportion of resources for practical subjects however, from time to time parents/carers may be asked to make a voluntary contribution towards the cost of specialist materials. This is particularly applicable where students are making/building projects as part of examination courses.

13.7 Music and Performing Arts Lessons

Individual instrument/singing/drama tuition will be charged to parents/carers. Opportunities for learning a range of instruments and for singing tuition will be offered by the Performing Arts staff and visiting peripatetic tutors. There are also opportunities to take courses in Performing Arts that may involve a charge particularly where examinations are taken.

13.8 Fieldwork, Trips and Visits

Any activity that forms an integral part of the curriculum in principle should be free for all students. When an activity incurs a cost however, such as an overnight fieldtrip, voluntary contributions are sought from parents/carers. If an activity takes place in school and during school hours, no student will be excluded because a parent/carer has not contributed. If the costs of the activity however, are not covered by voluntary contributions, the activity may be cancelled for all students.

Student participation on trips and visits will be dependent on exemplary levels of attendance, behaviour and progress within school. Should these be unsatisfactory, then the school reserves the right to withdraw any student from the trip or visit at any point prior to departure. Any student who drops out of the trip or visit, or who is withdrawn by the school, will be liable for the full cost of the trip or visit.

Please see the [Charging and Remissions Policy](#) for more detail.

14. Equality

The School is fully committed to the duties encompassed in Section 149 of the Equality Act 2010 and will work to positively ensure that stereotypes and discrimination based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief are avoided and actively challenged.

*'A culture of fairness,
respect and tolerance is
promoted and shared by all'*
Ofsted January 2015

Please see the [Equality Policy](#) for more details.

14.1 Disability Equality Scheme (and Accessibility Plan)

St Mary's is committed to providing equality of access to the School's building, specialist facilities and all aspects of provision. The school buildings include two lifts, giving access to all levels and are fully Disability Discrimination Act (DDA) compliant.

14.2 Students, Staff & Visitors with Disabilities

St Mary's welcomes staff, students, members of the learning community and visitors to the School who have disabilities. They will be accommodated as far as practical and possible. The school buildings offer fully inclusive facilities including appropriate disabled access to all areas.

Parents/carers seeking admission for any student with disabilities are encouraged to discuss their expectations and the nature of any special facilities required with the School well in advance of the expected admission date. This will allow the School to work with parents/carers and other professionals to assess need and to support transition.

Although we can offer no highly specialised provision for students with substantial physical or mental impairment, the School will ensure every effort is made to make appropriate provision to meet needs within the resources available and will work with health professionals to ensure appropriate provision is put in place.

Please see the [Disability Equality Scheme](#) and [Accessibility Plan](#) for more details.

14.3 Race Equality

In keeping with our Christian ethos and commitment to Inclusion, racism or prejudicial behaviour will not be tolerated and the School works to challenge robustly behaviour that could be considered to be racist and/or prejudicial.

The School's Race Equality policy makes clear that there will be no discrimination based on race or cultural heritage at St Mary's. All members of the community will work to value positively racial and cultural differences, celebrate the diversity of our community and to promote actively racial and cultural harmony.

Our Behaviour for Learning Policy and Codes of Conduct are clear in their statement of expectation regarding avoidance and challenge of prejudicial behaviours. The full range of sanctions will be considered for behaviour that is considered to be racist or prejudicial. All incidents of racist and prejudicial behaviours are recorded as required and persistent inappropriate racial/prejudicial behaviours will attract consideration of permanent exclusion from the school.

See the [Race Equality Policy](#) for more details.

15. Academy Information

St Mary's CE High School is the trading name of St Mary's CE Academy, Cheshunt. The School converted to academy status on 1st July 2012. The company registered number is 07999861 and the registered office is Lieutenant Ellis Way, Cheshunt, Herts EN7 5FB.

St Mary's CE Academy also operates a Trading Company. The Company registered number is 07994307 and the registered office is St Mary's CE Academy, Lieutenant Ellis Way, Cheshunt, Herts EN7 5FB.

St Mary's is the Lead Agency for the Broxbourne West Children Centre Group and is responsible for managing the Allsorts, Longfield and Great Wood Children's Centre services. The Children's Centre Group provides services for families with children aged 0 – 19 (25 years for children with SEN).

St Mary's is the Lead School for the Local Schools Partnership known as the Allsorts Partnership. The Partnership coordinates family Support for parents/carers of students and children attending St Mary's and local primary schools.

16. More Information

General information about the School can be found on the school website www.st-maryshigh.herts.sch.uk

Information about the School's performance can be found in

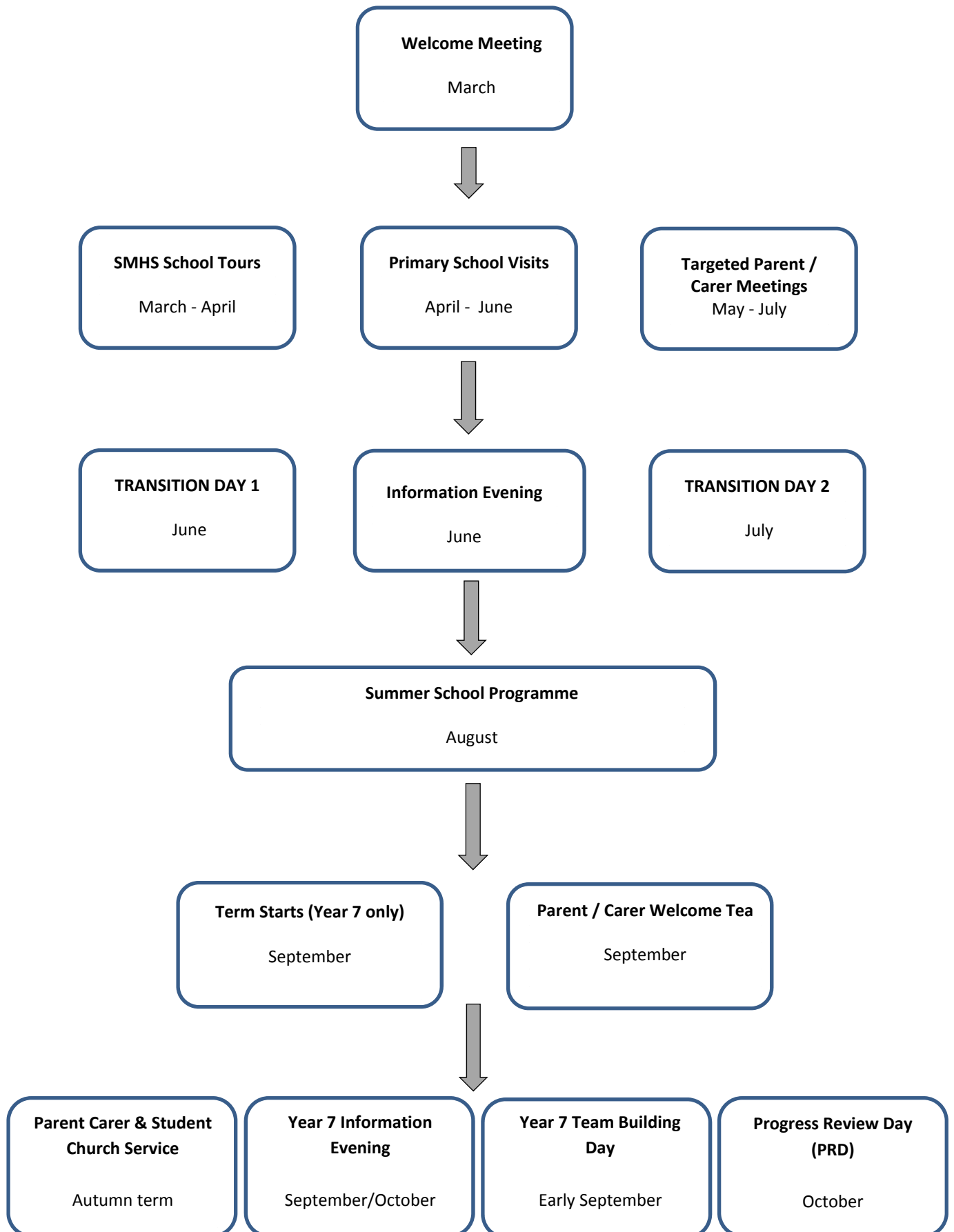
- the School's results booklet (published annually with the School brochure)
- School Achievement and Attainment Tables on the DfE website.
- Latest inspection reports can be found at OFSTED (Website - www.ofsted.co.uk) and
- SIAMS (Website - [www.churchofengland.org/education/church-schools-academies/national-society/statutory-inspection-of-anglican-schools-\(sias-and-siams\)-reports.aspx](http://www.churchofengland.org/education/church-schools-academies/national-society/statutory-inspection-of-anglican-schools-(sias-and-siams)-reports.aspx))

The School also has a Twitter account @SMHSch and a Facebook account (st mary's church of england high school) on which information updates and messages for parents/carers and students are posted. Parents/carers are encouraged to follow the school on Twitter and Facebook to access reminders and updates.

Information contained in this prospectus is correct at the time of publication (September 2017). For further details or clarification about the information contained in this Prospectus, or about St Mary's CE High School, or to organise a visit to the school please contact the School on 01992 629124.

We hope that this Prospectus has provided the information you require to support your choice of school for your child(ren). We look forward to welcoming you to our high performing school, and working with your child(ren) to achieve their full potential.

APPENDIX 1: The Transition Process



APPENDIX 2: School Uniform

J Smiths & Sons

155-157 Lancaster Road, Enfield, EN2 0JN OR 25 Station Parade, Cockfosters Road, EN4 0DW

Tel: 0208 363 2424

Tel: 0203 818 3622

www.smithsschoolwear.co.uk

Email: schoolwear@jsmith-sons.co.uk

Please note that this is the only authorised supplier of St Mary's school uniform who will provide correct advice about the school uniform. Other suppliers may not provide correct information or uniform that will be acceptable to meet the requirements of school policies. A full uniform list can also be found on the school website.

Boys Uniform List	Girls Uniform List
<p>School Uniform – Boys (Yrs 7 – 11) SMHS crested black blazer SMHS crested black sweatshirt, jumper or crested cardigan SMHS crested red tie (Yr 7-9) SMHS crested striped tie (Yr 10-11) White collared shirt (short or long sleeved) Black tailored trousers Black shoes (no boots or trainers) with black laces Indoor shoes for Drama (e.g. plimsolls, dance shoes) Plain black socks School lanyard (issued by SMHS with replacements at cost to parent/carer)</p>	<p>School Uniform – Girls (Yrs 7 – 11) SMHS crested black blazer SMHS crested black sweatshirt, jumper or crested cardigan SMHS crested red tie (Yr 7-9) SMHS crested striped tie (Yr 10-11) White collared blouse (short or long sleeved) / shirt and tie OR rever collared shirt and no tie School kilt (knee length) or black SMHS tailored trousers (no lycra, no leggings) Black (plain) shoes (under 2" heels, no boots or trainers). Any laces should be black Indoor shoes for Drama (eg plimsolls, dance shoes) Plain black socks (with trousers only) or plain black tights (with kilt only) School lanyard (issued by SMHS with replacements at cost to parent/carer)</p>
<p>Outdoor Wear Plain black/dark blue coat or jacket (no suede, denim, leather or logos) Plain black scarf/hat (optional) SMHS crested black/red trim collared sweatshirt (optional) can be worn under the SMHS blazer ** SMHS crested black/red trim rain jacket (optional)</p>	<p>Outdoor Wear Plain black/dark blue coat (no suede, denim, leather or logos) Plain black scarf/hat (optional) SMHS crested black/red trim collared sweatshirt (optional) can be worn under the SMHS blazer ** SMHS crested black/red trim rain jacket (optional)</p>
<p>Boys PE Kit: SMHS crested black polo shirt * SMHS crested black/red trim shorts * Plain black jogging bottoms White socks SMHS black/red trim long football socks Protective Equipment e.g. gum shield & shin pads (essential for safety reasons) Trainers or plimsolls (non marking) Football boots (essential for safety reasons) Sports bag</p>	<p>Girls PE Kit SMHS crested black polo shirt * SMHS crested black/red trim shorts * SMHS crested black/red trim skort * Plain black jogging bottoms White socks SMHS black/red trim long football socks Protective Equipment e.g. gum shield & shin pads (essential for safety reasons) Trainers or plimsolls (non marking) Football boots (essential for safety reasons) Sports bag</p>
<p><i>*Item can be embroidered with child's initials</i> <i>**Sweatshirts can be used in PE and as an item of uniform under the blazer for the journey to/from school</i></p>	

All clothing should be clearly labelled with the owner's name. Hair bands, clips and ribbons should be of School colours (white, red or black). Fashion accessories are not allowed e.g. flowers/beads/bows. Long hair must be tied back for practical subjects ie Technology, PE, Science.

No jewellery other than a wristwatch bearing the owner's name and one small pair of gold/silver studs (one in each ear lobe) is allowed. 'Obvious make up', including nail varnish and false nails, are not appropriate. Facial or body piercing is not permitted for health and safety reasons. A small cross or religious symbol may be worn on a necklace as long as it can be worn out of sight under the school shirt. It is a legal requirement that all jewellery must be removed for PE or other subjects where health and safety may be compromised.

Extreme fashion hairstyles, including whole/part shaved or shaved patterns (in hair or eyebrows), skin fade styles, obvious colours, excessive use of gel or coloured extensions/dip dyes are not permitted.

Sixth form students have a Dress Code that requires a jacket to be worn with dress/trousers appropriate for business ie, shirt and tie for boys and smart skirt/trouser suit for girls.

APPENDIX 3: School Equipment List

All students are expected to come to school prepared to learn and ready for work. Each day they must bring to school (as a minimum) a large, sturdy school bag, big enough for A4 sized files/books, and a pencil case containing basic items of school equipment as listed below:

- Ink pen and cartridges
- 2 pens/biros (black/blue)
- 2 pencils
- An eraser
- A 30cm ruler
- and a dictionary

Other useful equipment includes:

- Coloured pencils
- Scientific Calculator
- Angle measurer and compasses

All of these items of equipment can be purchased from any general retailer, supermarket or stationery shop.

Some items of equipment may be purchased from the Learning Resource Centre.

All students are expected to have the correct stationery equipment for each lesson every day. This is part of the general expectations for good independent learning. Students will be supported to be well organised and fully prepared for school and learning. Parents/carers will be expected to ensure students have the correct equipment for school. Parent/carer involvement in supporting students to check their bags (and uniform) before leaving for school will have a very positive impact on developing students as good learners.

Students who do not have the correct equipment for school will be sanctioned according to the Behaviour for Learning Policy.

Appendix 4 : Frequently Asked Questions

This section of the brochure lists some of the questions that parents/carers and students ask when they visit our school. The questions have been divided into the following sections:

- The Application Process
- Transport
- General Questions

The Application Process

How do I/we make an application for a place at St Mary's?

Parents/carers must complete a county/borough application form for the county/borough in which they live and send it back to that county/borough. Hertfordshire residents can make online applications to www.hertsdirect.org/admissions Applicants are also asked to complete a supplementary information form (SIF) for St Mary's and return it to the school. (This form is in your brochure pack and on the school website).

How many places are there available at St Mary's?

There are 240 places in the Year 7 cohort for each September intake.

How are places at St Mary's Allocated? Why do I have to fill in a Supplementary Information Form (SIF)*?

Anyone can make an application for a place at St Mary's CE High School. If there are more applications than there are places available, then the admissions criteria on the SIF* will be used to decide who has priority for places.

**this is a form that is used by the School to work out the priority order in which places are offered to families. This form is only used when the School is oversubscribed for places.*

The admissions criteria must be used and are fully explained in the application information in the school brochure. However, a guide to the priority for places is as follows:

Before any other children are admitted, a child with an Education, Health and Care Plans that names the School will be admitted.

1. Children looked after or previously looked after (children who ceased to be looked after because they were adopted or became subject to child arrangements or special guardianship order). The School uses HCC's published definitions for this criteria.
2. Children of Permanent Staff employed by the School
3. Children who have a sibling (brother or sister) in Years 7 to 12 at the School at the time of application. The Governors use the same definition of sibling as the Local Authority
4. Regular worship in a recognised Christian Church
5. Regular worship or regular participants in the activities of a mainstream non-Christian faith
6. Church Primary School
Children who attend a Church of England or Roman Catholic Primary School.

7. Children living within the boundary of the parish of one of the following:

- St Mary the Virgin, Cheshunt
- St Clements, Turnford
- St James, Goffs Oak
- Christ Church, Waltham Cross

The boundary identifying map can be found using www.achurchnearyou.com/parishfinder.php and entering your postcode.

8. Other applicants

In the event of a tie breaker, where two children live equidistant from the School random allocation will be used which will be overseen by an independent person to ensure fairness.

Note: All applicants are asked to be fully committed to the Christian ethos and values of the School if they decide to make an application.

What happens if there are too many applications in one of the admission categories?

Should there be over-subscription within any one priority group within a category, then the deciding factor in that priority group will be the distance from the School to the home. This distance will be measured by the County Council with a computerised mapping system using the method described in the County admission literature (the 'Moving On' book). Those with the shortest home to school distance will be given priority.

What does 'regular worship or regular participants in' mean?

'Regular worship/regular participants' means taking part in faith-sponsored worship or activities at least once a month and for at least the last two years at the closing date for applications.

How is regular worship checked/verified?

Regular worship and attendance at Church /place of worship must be verified by the minister/faith leader of that place of worship. This is done by asking the minister/faith leader to sign the Supplementary Information Form (SIF). If there is a vacancy at the Church/place of worship and no minister/faith leader is available to support the application, another authorised Church/Worship leader will suffice (eg. in the Church of England, a Church Warden).

I/we got to Church/a place of worship regularly. Do I need to get the faith leader to write a letter or include any other evidence in the application?

No. The only proof of worship that is needed is for your faith leader to read and sign the Supplementary Information Form (SIF). No other evidence is required or can be considered.

How do I know if my Church is recognised as a Christian Church?

A Christian Church is a recognised Anglican Church of another Christian denomination which is a member of the Churches Together in Britain & Ireland, the Evangelical Alliance or Affinity. If a Church is considered not to be recognised, an official of the St Albans Diocese will be consulted and their decision will be final.

When can I make an application for a place in Year 7?

County Councils open their application process from 1st September until 31st October in the year before a child will start at secondary school. The Governors of St Mary's need to receive the completed SIF to support your application. SIFs can be submitted to the School at any time from 1st September of the year preceding entry.

I live a long way from the school, do I stand a chance of getting a place for my child?

Places are allocated according to the admission criteria (see above and in your brochure pack /school website). Some other factors are more important than distance in the allocation of places at St Mary's. For example if you regularly worship, your child attends a church primary school or your child has an Education and Health Care Plan, your child will have a higher priority over another family who lives closer to the School.

Our family lives in Enfield/Essex. Will families living in Herts have priority over my child?

Not necessarily, because places are allocated according to the admission criteria. Applicants applying using criteria 8 will be allocated based on distance from the School, regardless of where they live.

I/We are attracted by the Christian character of the school but we are not Christian/practicing Christians/don't attend church. Will it make a difference?

Not necessarily. Anyone can apply to St Mary's and will get a place unless the School is oversubscribed. If oversubscribed, places will be allocated according to the admissions criteria which would give priority to worshipping families over non-worshipping. If your child attends a church/faith primary school you would have priority over those who do not. However, all parents/carers are asked to support the Christian ethos and values of the School and so your application is welcome and would be considered in accordance with the admissions criteria.

School Transport

Do local bus companies provide buses to the school?

Currently public bus routes allow students to alight at Churchgate (outside Bishop's College) and in Goffs Lane. The local bus company has recently added a bus stop to the route of the 242 so that students can leave/join the bus from outside Bonneygrove Primary School in Dark Lane. There is a short walk into St Mary's via the pedestrian path from this stop.

How far is it from existing public bus stops to the school?

It takes approximately 5-10 minutes to walk along the public footpath from existing public bus stops to the School.

Will buses be provided for the School by Hertfordshire Local Authority?

No – unless your child has a need for transport to be provided under the statutory regulations eg medical need. Hertfordshire has reviewed all transport related provision for schools. Details can be found in the Herts 'Moving On' Booklet. Hertfordshire County Council does not provide buses to any schools.

Does the School offer school organised transport to and from St Mary's?

Yes – however it is only on specific routes and subject to conditions. The School can only organise transport for students if the costs are covered by payments from parents/carers. These are made one term in advance and three weeks before each term ends for the next term. Places on buses are subject to the School's usual high expectations of behaviour and personal conduct from students. There are currently two School organised bus routes.

School Organised Transport Routes

The School organises bus/minibus routes according to demand. A bus currently runs to and from Ponders End through Waltham Abbey and Waltham Cross to the School. A second route also runs in the afternoon from School to Brookfield Farm and Hammond Street. Routes and times of operation are fixed for each term. Students are not able to be dropped at different points and would need to make alternative arrangements if not leaving school at the usual time e.g. if playing for a sports team. For more information please contact the Finance office.

How much approximately does the School organised transport cost?

A bus organised by the School is only be deemed viable subject to a minimum number of parents/carers making a clear commitment to the scheme and to the School being able to recover full costs of transport. The current cost (correct at September 2017) of a place on a bus/minibus is £2.32 per single journey for the Enfield route and £2.84 per single journey for the Hammond Street route. The price charged each term may vary depending on numbers who wish to sign up for the journey to and from school. ie higher numbers signing up may result in a reduction in the price the School would have to charge.

Can parents/carers apply for funding for School organised transport?

No, because School funding cannot be used to provide transport to and from school. It is important that parents/carers can organise for students to travel safely to and from school each day and to arrive in good time.

Can students cycle to St Mary's?

Yes - there are a number of safe cycle routes to St Mary's. It is strongly advised that parents/carers ensure that their child is clear about the safe cycling route and safe crossing points that are to be used. Parents/carers wishing for their child to cycle to St Mary's are asked to encourage the wearing of a cycle helmet. Parents/carers need to provide a sturdy chain and padlock to secure the bicycle during the day. Cycles must be in a safe condition to ride. Students are encouraged to have passed a Cycling Proficiency Test before cycling to school. Parents/carers should check home insurance policies to confirm pedal cycle coverage.

Is there a secure place for student bikes/cycles on the School site?

Yes. The School has a large number of cycle hoops just outside the student entrance to which students can lock their bikes. In addition, there is a covered cycle store which is locked during the school day. Students can request a locker for wet weather gear and cycle helmet by contacting the Finance office on finance.office@st-maryshigh.herts.sch.uk. Please note that cycles are left on the School site at the owner's risk and School insurance will not cover damage or theft.

Free School Meals

How do I find out if my child can receive Free School Meals?

Visit your Local Authority website for clarification on the criteria for claiming Free School Meals. The Hertfordshire County Council website (for residents of the County) is:

<https://beta.hertfordshire.gov.uk/services/schools-and-education/at-school/free-school-meals/free-school-meals.aspx>

Appendix 5 : The St Mary's School Prayer

Heavenly Father, we Praise you for giving us the opportunity to learn and grow through your presence and love within our school community

We ask you to guide us on the right path for a successful future and give thanks that you are with us every step of the way.

Grant us the strength and humility to learn from our mistakes and bless those who help us to achieve, making sure that we are the best that we can be.

Help us to have love for one another, to have forgiveness in our hearts and to build kindness into every day.

In Jesus' name

Amen

This prayer was written by the students of St Mary's.