

St Mary's

Bryanston Square
Church of England School



Prospectus

2011-12

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ST. MARY'S BRYANSTON SQUARE

CHURCH OF ENGLAND PRIMARY SCHOOL

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Welcome to St Mary's

Welcome to all readers of our prospectus, whether you are a parent looking for a place for your child, a teacher, governor, student or visitor. The information in this prospectus is correct at the time of publication but it may change during the year.

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Preface

We believe that successful education depends on open and full communication between home and school. We hope that this booklet will provide the answers to many of your initial questions about us: our aims, our curriculum and our organisation.

We are a Christian school whose sole purpose is the education and welfare of the children entrusted to our care. Everything we do is for their benefit, and to do it well, we rely on parents' support and co-operation.

The School



Entrance to the old school

St Mary's is a Voluntary Aided co-educational day school. It was originally founded in 1824 in York Street, next to the parish church. It cost £5000 to build the school, of which a Mr. Tillard gave the huge sum of £4000. His gift is remembered on the memorial stone in the front of the present school.

St Mary's served a wide area until other local schools were built. Children were educated free, but later charged one penny, and then fourpence, a week until free state education came in 1891. An Infants schoolroom was added in 1888 but destroyed in an air raid in 1944.

After the war the school reorganised from its All Age Range status to being a Primary School. In 1969 it moved to a new building in Enford Street, and in 2000 a Nursery Class was added.

Our Mission Statement

- St Mary's School serves the local community and welcomes the children who come here, whatever their background and faith.
- We aim to provide an education informed by the Christian ideal which will enable all children to fulfil their potential.

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Aims and Values

As a Christian school we cherish the commandments to 'Love the Lord your God with all your heart and with all your soul and with all your mind' and 'Love your neighbour as yourself.' These are the foundations of our values.



Ourselves

1. We value ourselves as unique people capable of spiritual, moral, intellectual and physical growth and development.

On the basis of these values, we should:

- develop an understanding of our own characters, strengths and weaknesses
- foster creativity and imagination
- develop self-respect and self-discipline
- make responsible use of our talents, rights and opportunities
- strive, throughout life, for knowledge, wisdom and understanding
- learn to take responsibility for our own lives.
- explore opportunities for worship

Relationships

2. We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

On the basis of these values, we should:

- respect others
- care for others and exercise goodwill in our dealings with them
- show others they are valued
- earn loyalty, trust and confidence
- work cooperatively with others
- respect the privacy and property of others
- resolve disputes peacefully

Society

3. We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good. In particular, we value families as sources of love and support for all their members, and as the basis of a society in which people care for others.

On the basis of these values, we should:

- understand and carry out our responsibilities as citizens
- support families in raising children
- recognise that the love and commitment required for a secure and happy

- childhood can be found in different kinds of family
- support the institution of marriage
- respect the rule of law and encourage others to do so
- respect religious and cultural diversity
- promote opportunities for all
- promote participation in the democratic process by all sectors of our community
- contribute to, as well as benefit fairly from, economic and cultural resources

The environment

4. We value the environment, and our place in it, as the sustainer of life and a source of wonder and inspiration.

On the basis of these values, we should:

- recognise that we are stewards of our planet and accept our responsibility to maintain a sustainable environment for future generations
- understand the place of human beings within nature and our responsibilities for other species

Every Child Matters at St Mary's

St Mary's has been in the forefront of two very important Government initiatives now crucial to children and families. There has been a lot of discussion about the role schools play in educating children and young people, not only in terms of their academic development, but also for life. At St Mary's we provide a wide range of varied and interesting activities and support for children to help them fulfil their potential. Below are examples of what 'Every Child Matters' looks like, day to day.

Be Healthy: *(enjoying good physical and mental health and are living a healthy lifestyle)*

We encourage fun sports at playtimes as well as in the PE lessons; dance, football and cricket clubs after school; walk to school initiatives, healthy eating and packed lunch workshops for parents, and parent workshops on parenting dilemmas. Our school had its status as a 'Healthy School' re-validated in 2010. We also achieved 'ActivMark' and 'SportsMark' in 2007 in recognition of our high quality PE provision.

Stay Safe: *(being protected from harm and neglect)*

Children enjoy rail and road safety talks, and safe cycling courses and take part in 'Junior Citizen' for year 6 pupils. We offer courses and

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workshops for parents, anti-bullying work throughout the school, 1:1 and small group work on social skills and assertiveness.

Enjoy and Achieve: *(getting the most out of life and developing the skills for adulthood)*

There are many clubs at St Mary's, for example: chess, French, homework club, various music and sports clubs, a breakfast club and an after school care club. We support parents with homework and other parenting dilemmas. We help to establish friendship groups when necessary and work with volunteers to support readers at school. In 2010 we were awarded 'Confucius Classroom' status and this helps us to offer a broad curriculum as well as develop links with schools in China.

Make a Positive Contribution: *(being involved with the community and society and not engaging in anti-social or offending behaviour)*

We have a pupil-led school council, playground council and 'Green Team.' We run self-esteem groups to build confidence and use special pupil helpers in school to show visitors and prospective parents around the school. Lunchtime helpers support the Meals Supervisors. Pupils represent the school at borough wide school events such as concerts, singing and poetry competitions. In 2009 we were awarded 'Eco Schools' status.

Achieve Economic Well-Being: *(not being prevented by economic disadvantage from achieving their full potential in life)*

We help children realise their learning potential in primary school. We offer homework clubs, extra 1:1 and small group teaching support as well as transition work to help the move to Secondary School.



Extended Services

To complement the 'Every Child Matters' initiative, schools have also been looking at the role the school plays in the wider community and the development of 'Extended Schools'. St Mary's School, guided by our Extended Services Co-ordinator, is recognised as meeting the challenges of the 'Core Offer' required by the government. This core offer comprises these 5 elements:

Quality Childcare: We have a Breakfast Club (from 8 am) and our After School Club runs until 4.45, Monday to Friday.

A Varied Menu of Activities: All children and parents receive details of the wide choice of after school and lunchtime clubs and activities offered by the school. Some are free and some charge a small fee. The school also gathers and displays information about other clubs and classes available in the local area, both for children and for parents.

Parenting Support: We work closely with parents and our Learning Mentor has drop-in sessions for parents to talk over any concerns they may have with their child regarding morning routines, bedtimes, settling-in or friendship worries. We have a close link with the Portman Family Centre and Adult Education Services who organise workshops for parents on topics such as 'Helping Your Child to Listen' and 'How Praise Really Helps.'

Swift and Easy Referral: St Mary's works closely with a variety of agencies to ensure that parents and children who need specialist information, help or support can access this quickly and effectively through either local or national organizations. We have regular visits from the School Nurse, and Speech and Language Therapist, half-termly visits from our Educational Psychologist, as well as frequent contact with the Marlborough Family Service and Sure Start to name just a few.

Community Access: Our school premises are in almost constant use after school hours throughout the week and frequently at weekends for local clubs and activities open to our local community. These vary from time to time and have included: Karate, Rainbows, Cubs, Scouts and Guides, a fly-fishing group and a Chinese cultural group. These happen after the school is closed and our Schoolkeeper makes sure everything runs smoothly.

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Admissions to St Mary's

Currently, children are admitted into the Nursery (F1) in September.

Children are admitted to the Primary School Reception Class (F2) in September.

The closing date for applications for next year's Reception Class is 15th January, 2012. Places will be offered during the week beginning 18th April, 2012. If you are offered a place, which you accept, you will be invited to come to an induction afternoon with us shortly before your child starts school.

Parents who want to visit the school before applying for a place can come to an open morning in the Autumn Term, when they can see the school at work and talk to the Headteacher. Please telephone the secretary if you would like to be included.

The governors' current Admissions Policy and procedures can be obtained from the school and are also available on our website.

Attendance and Punctuality

Our pupils' attendance and punctuality are good. Consistent attendance and punctuality are crucial if children are to thrive in school. Individual children are awarded certificates for outstanding attendance and an attendance cup is awarded to the class with the best attendance for each term.

If a child is ill, parents should telephone the same day to let us know.

We strongly discourage parents from taking children out of school in term time. There is no automatic entitlement and holidays during term time will not be authorised.

All absences are classified as 'authorised' or 'unauthorised'. Authorised absences are for illness or for which leave of absence (granted only in exceptional circumstances) has been obtained from the Headteacher. Unauthorised absence is classified as truancy and can have serious consequences.

The Local Authority's Education Welfare Officer also regularly checks the registers for lateness and absence and may follow up their findings with letters, home visits or fixed penalty notices.



The Education Welfare Service also provides for needs such as free school lunches. Applications are dealt with in strict confidence, and if parents think they may be entitled they should speak to the school secretary.

Behaviour

We have high expectations of behaviour at St. Mary's and encourage the children to be active members of a community that respects, cares for and helps others. The children have worked together to produce our school's 'Golden Rules' which remind them of the foundations of good behaviour.

1. We respect and value each other, treating others as we would like to be treated
2. We value our school and keep it safe and tidy
3. We come to school ready to work and to help each other work.
4. We show we belong by wearing the correct school uniform.

We believe that all children have a right to a peaceful, happy, unthreatened school life, free from anxiety. We will not accept bullying of any kind, either verbal; such as name calling, teasing, mocking, harassing or threatening; physical, such as kicking or punching; or psychological, such as threatening, excluding or ganging-up.

We teach children that they have a responsibility to see that the rights of others are not infringed, as they would wish their own rights to be protected. If it is found that bullying has occurred, the school has a policy of 'no blame' for the first offence. This is to reassure victims that it is safe to speak up. The offender is counselled about his or her behaviour, but if it happens again, measures will be taken against the offender that will involve the parents of both the bully and victim.

We celebrate our multi-cultural community and refuse to accept racist attitudes or speech. Any incidents of racism should be reported immediately to the Head or Deputy Head Teacher. We ask parents to support this policy.

Home and School Communications

Children, parents and the staff of St. Mary's work in partnership with each other. There are many opportunities, formal and informal for sharing information and exchanging views. Teachers are always willing to make individual appointments to talk to parents. Please send a note or speak to the teacher at the end of the day to make an ar-

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rangement. See our 'Communicating with Parents Policy' for details

- In the Autumn Term all parents come to a general class meeting to discuss class routines and expectations. Later in the term parents are invited to meet their child's teacher to discuss progress and share information.
- In the Spring Term all parents are invited to discuss their child's progress.
- In the Summer Term all parents receive their child's Annual Report and this is followed by an opportunity to meet with the class teacher and discuss the report.
- Newsletters are written weekly to the whole school and to classes for particular events.
- The governors write a report on the school each year. Lots of the information in our *Governors' Report* is also available from our School Information Profile on the internet (<http://schoolprofile.parentscentre.gov.uk/>)
- Teachers send home topic information (topic webs) each half term to outline the work that will be covered
- Homework diaries and reading diaries are kept
- The school website (www.bryanston.net) contains lots of information about the school including many school documents that can be downloaded. The weekly school newsletter is also published on the website.

THE SCHOOL DAY

9.00 am - 3.15 p.m.

Punctuality is very important to give the day the best possible start.

Our Nursery hours are 8.45 to 3.30 for full time pupils, 8.45 to 12.45 for part-time children in the morning and 12.30 to 3.30 for part-time children in the afternoons.

At the Start of the Day

Before the start of the school day parents and children should enter the site through the Enford Street playground entrance and wait in the playground.

The playground gate is opened at 8.30. Children arriving at this time must remain in the care and supervision of the adult who brought them.



Children should normally arrive on site at **8.50am** so that lessons can start promptly at 9 o'clock. From this time a classroom assistant is on duty in the playground.

Young children must remain in the care of the adult who brought them until 9 o'clock, when they are passed into the care of the class teacher. The parents of older, junior children may choose to leave them from the time the playground is supervised (8:50 am).

Children are not allowed to play football before school as it is a hazard for families waiting for the doors to open.

The playground gate is locked at 9.10 for safety reasons. The school runs a breakfast club for pupils from 8 o'clock every morning. Pupils need to be registered and a small charge is made.

At the End of the Day

The playground gate is locked at 3.30. Nobody is allowed to remain in the playground after 3.30pm without a legitimate reason (eg. parents waiting to see teachers, children waiting for the start of after-school clubs). No children are allowed to wait in the playground without being supervised.

After school

There is an after-school care facility from 3.15 until 4.45 each day. It is organised by a committee of parents and run by two of the school's teaching assistants. There is a charge for this and school rules apply. Parents of children in Reception to Year 6 may register their child in the school office.

The Curriculum

Curriculum

The basic curriculum for all Primary schools in England consists of Religious Education, three 'core' subjects: English, Mathematics and Science, and seven 'foundation' subjects: History, Geography, Art, Music, Physical Education, Design Technology and Information and Communication Technology (ICT). In addition to these compulsory subjects, we also teach Personal, Social and Health Education.

The curriculum is divided into stages, starting with the Foundation Stage Curriculum (Nursery and Reception classes - F1 and F2) followed

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by Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6).

When children move to their secondary school they will study Key Stages 3 and 4 before entering the Sixth Form.

What is studied in each subject is set out in the National Curriculum. The National Curriculum also sets out expectations and children's progress is assessed against these expectations each year. At the end of Key Stage 1 (the year they turn 7) the children's attainment in Reading, Writing, Speaking and Listening, Mathematics and



Science is assessed by their teachers. A National Curriculum level is then reported to parents. At the end of Key Stage 2 (the year they turn 11) the children sit the SATs (Standard Assessment Tests) in English and Mathematics. The children are also assessed by their teachers (Teacher Assessment). National Curriculum levels in each of these subject areas, and also Science, are then reported to parents.

All parents are fully informed about their child's progress in their end of year Annual Report as well as through formal and informal discussions with their child's class teacher.

In Key Stage 1 (the Infants) the children are taught for $22\frac{1}{2}$ hours each week, and in Key Stage 2 (the Juniors) for $23\frac{1}{2}$ hours.

Children are taught in a variety of groupings: with the rest of their class, in smaller groups and sometimes individually if this is appropriate.

English, often termed 'Literacy', is the most important core subject our children study because it spans the whole of the curriculum. There are three areas: Speaking and Listening, Reading and Writing.

The basis for our English teaching is the Primary National Strategy, which sets out a framework for teaching both English and Maths.

Speaking and Listening is to do with communication skills. It includes giving and listening to instructions, listening to opinions and expressing points of view, discussing, debating and explaining with confidence and fluency.

Reading is much more than speaking the words on a page. It means comprehending not

only the facts but the implications of a text. Reading should be a life-long resource and pleasure to our children. We aim for them to be enthusiastic and independent readers.

Writing is a skill that, possibly more than any other, is thought of as a measure of education. We encourage our children to use their skills in a wide variety of contexts, aiming for accuracy in spelling, punctuation syntax and vocabulary, while expressing themselves creatively.

Mathematics is taught through the daily 'Numeracy' lesson and is based on the Primary National Strategy referred to above. This way of teaching Mathematics puts great emphasis on oral work: number facts are committed to memory, and mental arithmetic and problem solving are developed before formal methods of recording are learned. Our aim is for children to become mentally agile and confident in their ability to use their mathematical knowledge.

In Science, the third core subject of the National Curriculum, children learn to investigate and record their findings in a way that will form the basis for scientific learning later in their school careers.

Information and Communication Technology is an important subject of the curriculum at St. Mary's and we have excellent facilities for computer work. Our ICT room was re-equipped in 2006 and all of our classrooms are networked. All classes from Reception (F2) to Year 6 are equipped with interactive whiteboards. During each year the junior classes make use of Westminster and Kensington and Chelsea's City Learning Centre to extend the curriculum ('Green Screening' workshops, animation workshops, etc)

The Arts: Music, Art and Design Technology are taught as separate subjects and come together, often in combination with other subjects, in performances and displays of the children's work. We have excellent educational links with the Royal Academy of Music and the Wigmore Hall, with regular workshops and visiting musicians. We also enjoy individual teaching in school, on a private basis, for: bassoon, clarinet, saxophone, flute, violin, viola, piano and guitar. Children are encouraged to perform for the school, both in assemblies and our 'Musical Extravaganza.' Music is also supplemented through many free clubs in school, including: choir, orchestra and 'music maestro.' All Year 3 pupils are also taught how to play the recorder.

Personal, Social and Health Education includes teaching on human development, both physical and emotional. Children receive teaching about

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the human body up to the stage of puberty. Safety and citizenship are also important aspects of this subject.

Physical Education

In common with other inner-city schools, our Physical Education programme is constrained by the space and time we can use.

Fortunately, we are able to use the facilities provided by Westminster City Council for swimming lessons within easy travelling distance of the school. We also take advantage of offers we receive from various sports bodies and organisations to provide coaching for our children. Recently these have included cricket and tennis.

The children use the school playground and hall for games and dance.

For many years we have held an annual Sports Day for the whole school in Regents Park in the Summer Term.

We aim to supplement the curricular opportunities for sports by providing after-school clubs that children can join for a small fee. These vary from term to term, but recently they have included: football, basketball, cricket and dance.



The school has been awarded 'Sportsmark' and 'Activemark' in recognition of our high quality PE.

We believe that physical health and fitness are very important to a child's all-round well-being. All classes start the day with gentle exercise, following a programme called 'Activate.'

It is important that parents support us by ensuring that their child has his or her PE kit in school at all times.

Humanities is a term which covers **History and Geography**, which are taught throughout the school. There are certain topics in both subjects to be studied each year, but the scope of Humanities is much wider than these two subjects. It links them to many other aspects of the children's learning, including: citizenship, current affairs and, especially, Religious Education.

We are very fortunate that our situation in central London enables us to make their stud-

ies more relevant by visits to museums, galleries, historical sites and other places of interest.

Children also study the local area, which is rich in historical, geographical and multicultural interest, during walks in the neighbourhood to observe and record.

The Humanities curriculum aims to encourage children to understand their world and to make connections so that they begin to acquire habits of scholarly thought and life-long interests in the world and its past.

Modern Foreign Languages

All of our junior classes learn Spanish and have been doing so since September 2007. Specific lessons are taught by a specialist teacher and class teachers are encouraged to follow these lessons up during the week.

Religious Education

Besides Christians, we have children at St. Mary's who belong to most of the great World Faiths, and also those who belong to none.

The belief which unites us is that peace, co-operation and unselfishness are values learned in the earliest years of a child's life, and it is only by creating a place for children where these ideals are lived out that we can hope to build a better society. As Christians we adhere to the teachings and life of Christ to provide the moral guidance and example that we wish for our children. We therefore teach our children to give to those in need, to forgive those who hurt them, to care for others at their own expense, to share those things provided for their use and to be just and truthful in their daily lives.

We believe that this code is acceptable to people of goodwill, whatever their faith or creed. We recognise, however, that unless parents sincerely affirm these teachings, we have no power to influence our children for good.

Religious Education is taught as a classroom subject in which children learn about religious themes and ideas, and about the faiths of Christianity, Judaism and Islam.

Religious teaching also takes place at other times such as in assemblies and in the study of other subjects where it is relevant.

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Our Foundation Stage Unit

Our Nursery (F1) class opened in the Autumn Term 2000. It was equipped entirely by the efforts of the school community as our Millennium project and was dedicated by the Bishop of London.

Together with the Reception Class (F2), they form our Foundation Stage Unit working on the Foundation Stage curriculum which precedes the National Curriculum. Much of the curriculum is covered through exploration and creative activity; while at the same time the children are learning the social skills and disciplines which will enable them to take full advantage of the opportunities which they will be offered as they move through the school.

By the time they leave the Foundation Stage we aim for our children to be happy, confident members of the school community, well grounded in literacy and numeracy and the other areas of the curriculum which they will study through their school careers.

Homework

All children receive homework at St. Mary's.

Children receive two types of homework daily: reading and tasks. In the youngest classes, it consists of short activities that prepare them for increasing work at home as they go up through the school. By the time they reach the top of the school they will be expected to do up to an hour each school day.

The tasks that are set will vary with the children's ages and the teachers' methods of organisation. They will include: numeracy and grammar exercises; spelling tasks; number games and problem solving; quizzes and information research; preparing presentations; writing, including reviews and observations; projects and finishing work started in school.

For homework to be effective, everybody - children, teachers and parents - need to show positive support and interest.

Equal Opportunities

We have a policy of equal opportunities for all children and staff at St. Mary's whatever their race, gender, culture, class, religion, sexuality, ability or special needs.



Boys and girls have equal rights in all areas of the curriculum and we discourage any preconceived attitudes about the suitability of any activity or aspiration for either gender. Children with special needs will be given access to the full curriculum as far as is possible with regard to their needs.

Special Educational and Additional Needs

Although not all children with disabilities have special educational needs, and not all children with special educational needs have a disability, we have grouped them together in this brochure because the new Special Educational Needs and Disability Act has changed some of the law.

The arrangements for the admission of disabled pupils are the same as those for any child and if a child with a disability meets these criteria, he or she would be admitted. Any disability or Special educational need would be disclosed on our admissions form.

If a child has a completed statement of special educational needs in which St Mary's is the named school, that child would have the right to be admitted if the school is appropriate for the child's needs.

We have a special educational needs policy, which is available to any parents. In it we state our commitment to equal opportunities, inclusion and anti-discrimination. It begins "At St Mary's we value all children in our school equally."

All teachers have a responsibility to identify and meet the special educational needs of pupils and those children should be taught together with their peers as much as possible.

At present the main facilities we have to improve access include improvements to physical access, for instance the ramp at the school entrance and a newly installed lift which allows access to our first floor classrooms, as well as computer software, and other books, equipment and teaching methods which help to make information and learning more accessible. All of our classrooms are fitted with a 'Soundfield' audio system that supports children with hearing difficulties. There is an induction loop at the school reception desk.

Our accessibility plan is in our School Improvement Plan which is available for parents to read. This is a brief summary but we would be happy to provide any interested parents with more detail.

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Supporting Children with Special Educational Needs

Children with Special Educational Needs are assessed when they arrive in school or as soon as their needs become apparent.

A record of their names, needs, the support they have received and their progress is kept in the SEN audit by the co-ordinator. Parents are consulted at every stage.

Some needs are quite mild, requiring little more intervention than regular encouragement and monitoring; some children need carefully differentiated work, while others' needs are greater, and may require one or more of a range of strategies, varying from daily communication between home and school, or attendance at a sup-

port unit, to extra help from a teacher or helper in a small group or even on an individual basis.

Where the school alone does not have the resources to provide sufficient help for the child a full assessment is carried out and, if the authorities agree to a 'Statement of Special Educational Needs,' help is provided from central funds. This procedure applies to very few children.

Many children make good progress when given some extra help and are then no longer recorded on the SEN audit; others will continue to need support if they are to make progress in the curriculum.

St. Mary's is fortunate in having a building that is mainly on one floor. Since September 2009 we have lift access to the two classrooms on the first floor and can therefore accommodate some children with disabilities. Parents of such children should liaise closely with the Inclusive Education Team of Westminster Education Authority as far as possible in advance of the time of admission.

Alison Bowden is our Special Educational Needs Co-ordinator (SENCO) and Reading Recovery teacher. Support teachers work with individuals and groups of children with Special Educational Needs. Other SEN support staff (Learning Support Assistants) are em-

ployed to support individuals with Statements of Special Education Need. We also receive valuable input from our learning mentor, Sheelagh Leith. Cathy Slater is the link governor for SEN.

Worship at St Mary's

The whole school community worships together daily.

We believe it is important to be as inclusive as possible in our worship, while worshipping in the Christian tradition, so we try to emphasise those things which we hold in common, especially that we worship one God. We use words from other traditions where they are compatible with Christian belief, and acknowledge the holy times of our fellow believers.

Many families from our local, multi-faith community have sent their children to St. Mary's for many years; this sensitivity to their beliefs has proved satisfactory to the families we serve, and they have been happy for their children to participate fully. We hope that this important aspect of our communal life will continue.

Health and Safety

Children's welfare is looked after by all members of staff, but especially our teaching assistants. Our teaching assistants are all trained in first aid as soon as possible after their appointment and they are responsible for administering first aid and contacting parents if children are ill. It is essential that parents keep us fully informed about telephone numbers for use in emergencies.

Parents should not send medicine or tablets of any sort into school except when a child who has recovered from an illness has to finish a course of antibiotics. In this case, the medicine should be brought into the office by the adult, clearly marked with the child's name and the amount and time of the dosage, and left with the secretary. Office staff will not administer medicines, but will supervise children while they take medicines. No cough sweets are allowed. We do not give children any medication if they are ill, but parents will be informed.

In the case of a more serious medical emergency, we are empowered to act in loco parentis - in place of the parent - if a child has to be taken to a clinic or hospital.

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Transferring to Secondary School

Children from St. Mary's transfer to a number of different secondary schools at the age of eleven. These include Church of England and Community schools in Westminster and in adjoining boroughs.

Some children transfer to the independent sector.

At the beginning of their time in Year 6, we hold a meeting for the parents of these children to explain how the process works and what choice of school they will have. Parents are encouraged to visit secondary schools so that they can make suitable applications on the basis of what they have seen and heard.

The Friends of St Mary's

"The Friends of St. Mary's" is an association of people who wish the school well and are prepared to offer their time, talents or money to work for the children in many different ways.

All parents automatically become members when their child joins the school. The Friends also includes staff and governors; former staff, pupils, parents and neighbours.

The Friends support the work of the school in practical ways such as helping in classrooms and on visits, helping to look after the gardens and selling uniform, fundraising, organising social events and many other activities. In recent years the Friends have paid for an Interactive Whiteboard, a new stage, new stage lighting and guided reading books.

The members choose people to represent them on a committee at their Annual General Meeting. This committee co-ordinates the efforts of all the Friends and welcomes volun-



teers who would like to be involved.