



**St Saviour's  
School**  
*Poplar*

Care | Respect | Inspire



**2018 - 2019  
PROSPECTUS**

[www.stsavioursschool.org.uk](http://www.stsavioursschool.org.uk)

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# THE ST. SAVIOUR'S SCHOOL GOVERNING BODY

NAME	COMMITTEES	APPOINTING BODY
Chris Coyle	Chair of Governors Chair of Resources & Premises Committee Health & Safety Committee Admissions Committee	Parent
Beki Rogers	Curriculum Committee	Foundation: Deanery Synod
Fanoula Smith	Curriculum Committee, Resources & Premises Committee	Headteacher
Jacqui Buchan	Safeguarding Committee Child Protection Committee Headteacher Performance Management Admissions Committee	Foundation: PCC
Philippa Downs	Vice Chair Chair of Curriculum Committee Resources Committee Admissions Committee Appraisal & Pay Committee	Foundation: LDBS
Rev Jane Hodges		Foundation Rector
John Connolly III		LDBS
Louise Ruzzaman		Parent
Michael Mulchachy		Parent
Sian Ackerman		Local Authority
Elizabeth Stout		Foundation: PCC
Thomas Dunford		Staff
Aune Turkson-Jones		Associate Member
Jen Fox		Associate Member

***“A well-managed school where leadership is ambitious for it to be in the top 5% of schools nationally.”***

SSAT Peer Review Report

# WELCOME FROM THE HEADTEACHER

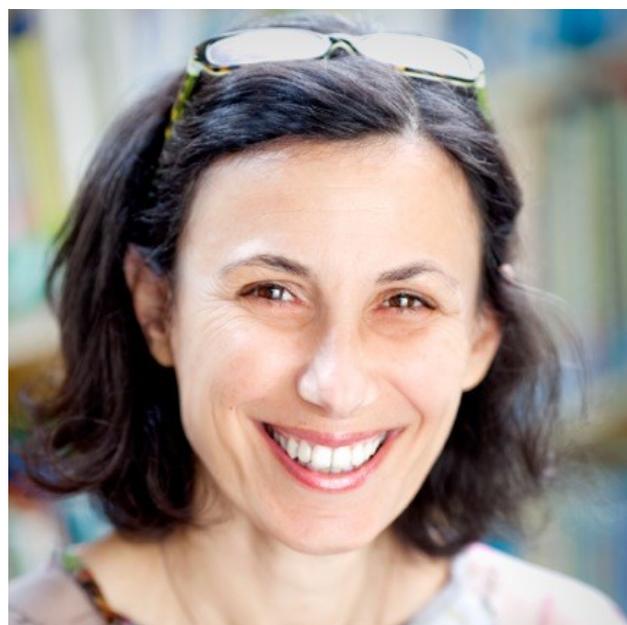
At St. Saviour's we believe that the first years in school are the most important and can shape your child's attitudes to learning and living, long after they leave school.

We pride ourselves not only in achieving great academic results, but also in providing our children with a warm and friendly environment in which to grow and prosper. We value every child for who they are and we encourage them to be all that they can be. We are very lucky to have an extremely dedicated and loyal staff who work hard to provide the best opportunities for all our pupils.

We very much value and appreciate the positive support of our parents and of the wider community and we strive for an open and welcoming environment where we can work in partnership for the benefit of all our pupils.

I hope that this prospectus gives you an indication of our aims, values and the varied educational experiences on offer at St. Saviour's. If you have any suggestions, comments or questions please do not hesitate to contact the school.

Fanoula Smith



***“The headteacher is a strong and determined leader. This is a key factor in the school's rapid and continuing improvement.”***

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# OUR MISSION, AIMS AND SCHOOL VALUES

*At St. Saviour's we invite parents to be part of our community, and to share and uphold our values and aims for your child at all times. All adults are role models that can inspire children to be the best they can be. We know you are the child's first teacher and continue to play a key part in their education and development of their character.*

## Our Mission



St. Saviour's was established by the National Society in 1865 for the education of children in the parish of Poplar, guided by the principles of the Church of England.

We have at our heart the spiritual and moral well-being of all our pupils, striving for excellence whilst not being elitist, keeping the faith whilst remaining inclusive in serving a multicultural community.

We aim to provide a good education so as to enable every child to flourish in their potential as a child of God.

## Our Aims

- To be a safe, happy, caring community of learners.
- To help all individuals regardless of their race, gender or disability to acquire the skills and knowledge needed to achieve or exceed their full potential in a rapidly changing world.
- To promote the Christian faith whilst developing an understanding of and respect for a wide range of religious values, languages, cultural traditions and different ways of life.
- To encourage an enjoyment of life-long learning, curiosity, creativity and perseverance.
- To foster the virtues of hope, honesty, friendship, fellowship, justice, endurance and reverence.
- To encourage positive parental and community involvement.
- To promote healthy lifestyles including social, emotional and mental well-being.
- To provide a curriculum that is inspiring, progressive, broad and balanced.
- To celebrate achievement in all fields.
- To promote our partnerships within our community in Poplar and beyond.

## Our Values



### Care

- For each other and the school.
- For our local community.
- For God's creation.



### Respect

- Aiming for the best from ourselves and for others.
- Honouring our Christian values.
- Valuing the difference in others.



### Inspire

- Being open to new challenges and experiences.
- Fostering creativity in everything we do.
- Deepening our sense of the spirit.

*“The school’s core values of ‘Care, Respect, Inspire’ underpin every aspect of school life.”*

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# A HISTORY OF OUR SCHOOL

St. Saviour's School has a long and rich history stretching back over 150 years. During this time, the school has mirrored many themes and local and national events which have shaped Poplar life since Victorian times: from being founded in the 1860s to help the poor, to suffering bombing during the first half of the 20th century and being rebuilt at a time of hope in the 1950s.

The school was designed in a grand Gothic style by the architects F. & H. Francis. The design, which included brick and stone elevations and an imposing steeple, reflected its function as a beacon of learning and advancement and to look impressive from the three streets which surrounded it: Arcadia Street, Northumbria Street (now Northumberland Street) and Hill Place Street.

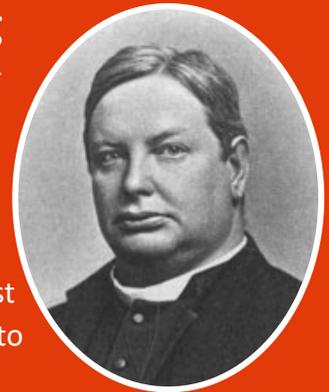
The school was constructed by builder William Howard of Covent Garden at a total cost of £3,687. It was opened on 1 December 1865 by Dudley Ryder, 2nd Earl of Harrowby (1798-1882). Internally, the school could accommodate up to 900 or 1,000 pupils and was laid out in a quadrangular plan.



St. Saviour's School, north elevation from Arcadia Street.

## Father Dolling

The legendary Father Robert William Radclyffe Dolling (1851–1902), known as Father Dolling, was an Anglican priest whose life work was to serve the poor and



improve living conditions in deprived areas. Born in Northern Ireland to a wealthy family, he was educated at Harrow School and Cambridge University.

Dolling became vicar of St. Saviour's Church in 1898 - at a time when parts of the district had developed a distinctly grim character. The area around St. Saviour's was thought to be *'the poorest part of Poplar'* with *'rows of mean and small houses of that dreary sameness so usual in the East End'*.

Dolling worked tirelessly to improve the living standards, health and sanitation for the people living in these slums and wrote public notices appealing for money to help increase the support the church could provide. However, Father Dolling's own health continued to suffer and he preached his last sermon at the afternoon Children's Vespers at St. Saviour's on Easter Sunday, 1902. He cared for the children of St. Saviour's so deeply and it was fitting that this should be his final public act. He died a month later on 15 May.



A group of St. Saviour's School pupils at the seaside during Old Tree Camp, 1938.



Victorian Wall, St. Saviour's School, 2015 by Sara Heywood, in association with Bow Arts Trust.

St. Saviour's School continued its good work within the community after Father Dolling's death. The school found much favour with school inspectors during the first forty years of the 20th century with numerous positive comments.

During the war years - World War I (1914-18) and World War II (1939-45) - life for the residents of Poplar became even harder. In addition to the extreme poverty, people had to endure the fear of terrifying bomb raids. One night during the Blitz of 1940/41, where heavy air raids targeted industrial areas and ports, the school was destroyed by Nazi bombs. The derelict remains were eventually demolished some ten years later in or after 1953.

Around the same time in the mid-1950s, the new school was built in its current location on Chrisp Street. The building followed the popular architectural style of the period which had been first used for the Festival of

Britain development on the Lansbury Estate and Chrisp Street Market. It was a light, modern, single storey structure which was in complete contrast to the towering Victorian building of the past and the devastated post-War landscape surrounding it. The school expanded further in 1969 with the building of an infant's department - opened by HRH Princess Margaret on 31 October.

To commemorate the school's 150th birthday, artist Sara Heywood, in association with Bow Arts Trust, created the *Victorian Wall*, a Victorian-inspired installation displaying many wonderful pieces from the school's archive along with items found during building projects. The interactive exhibition brings the school's history to life for our pupils and provides many valuable learning opportunities.



Pupils celebrating the school's 150th birthday in 2015.



# SAFEGUARDING AT ST. SAVIOUR'S SCHOOL

Safeguarding is a duty of care that all staff have for all the children in school. As part of our statutory duties, we are bound by the guidance of and in line with *Keeping Children Safe in Education*, DfE (2015), and have a duty to prevent radicalisation and other local and national arrangements.

As such staff are tasked to notice any changes in children and report any child reported incidents to the Designated Safeguarding Lead (DSL). All staff, volunteers and parents play an active role in making sure children are protected from harm.

Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

St. Saviour's School has a Child Protection Policy which can be found in the following location on our website:

[www.stsavioursschool.org.uk/policies](http://www.stsavioursschool.org.uk/policies)

## Designated safeguarding staff

The Designated Safeguarding Leads (DSLs) are:



**Fanoula Smith**



**Paula Prichard-Duggan**

The designated safeguarding governor is:  
**Jacqui Buchan**

***“Safeguarding procedures are strong.”***

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The Governing Body is responsible for the admission of children to the School and will admit 30 to the reception year. This admission number has been agreed between the Governing Body and the Local Authority and applies to the 2018/19 school year. In order to meet the statutory requirement on infant class size (5, 6 and 7 year olds), the reception year will have a maximum of 30 pupils per class.

Children are admitted to the reception year in the September of the school year in which they attain the age of 5 years. (The school year runs from 1 September to the 31st August.) Parents/carers may opt to defer entry to the reception class until the beginning of the term after their child is five years old, but cannot defer entry beyond the end of the school year. Parents of children with birthdays in the summer term should therefore be aware that, if they wish to defer, they will need to apply for a Year 1 place for the following September, and that, if the school is oversubscribed, they are very unlikely to obtain a place. Parents may also request that their child attends part-time until their child reaches compulsory school age.

## **(A) Foundation Places**

The Governing Body has designated up to 21 places to be offered to children whose parent or guardian is an active member of All Saints or St. Nicholas, or another Christian church, and live or worship within the Parish of Poplar. A map of the parish is available in the School office.

Written evidence of applicants' commitment to their place of worship will be required at the time of application on the School's Supplementary Information Form which must be returned to the School; this evidence must be endorsed by your priest, minister, church or religious leader.

If there are more than 21 applicants, places will be allocated according to the following criteria. These are stated in order of priority:

1. children looked after and those who ceased to be children looked after because they were adopted, or because they became subject to a residence order or a special guardianship order (see note 1);
2. children who will have a brother or sister (see note 3) in the school at the time of admission whose parent/carer is an active member of a Christian church and live or worship within the Parish of Poplar;
3. children whose parents or guardians are active members (see note 2) of All Saints or St. Nicholas church in the Parish of Poplar;
4. children whose parents or guardians are active members (see note 2) of other Christian denominations, according to the list published by Churches Together in Britain and Ireland, and live at an address within the Parish of Poplar (see note 4);
5. children whose parents or guardians are active members (see note 2) of a neighbouring parish church for whom this is the nearest church school.

In the event of oversubscription in any of the above criteria, priority will be allocated to children who have a brother or sister at school at the time of admission. Where more than one applicant fulfils this criteria, priority will be determined in order of straight-line distance from home to school, as measured by Tower Hamlets Council's Geographical Information System (see note 5). Where more than one applicant has the same distance a decision will be made using random allocation.

If there are less than 21 qualified applicants for foundation places, any unfilled places will become additional open places. Unsuccessful applicants for foundation places will be considered for any open places remaining unfilled at the end of the allocation procedure.

## **(B) Open Places**

The Governing Body has designated up to 9 places as open places, to be offered to children who do not qualify for a foundation place, but whose parents have chosen the school for the type of education it provides. Parents applying for an open place do so knowing that the school aims to provide an education based on Christian principles and, therefore, the Governing Body expects that all children will take part in the Christian worship of the school and attend religious education lessons.

If there are more applicants than places, places will be allocated according to the following criteria. These are stated in order of priority:

1. children looked after and those who ceased to be children looked after

because they were adopted, or because they became subject to a residence order or a special guardianship order (see note 1);

2. children who will have a brother or sister (see note 2) in the school at the time of admission;
3. children who live at an address within the Parish of Poplar (see note 4). A map of the Parish is available in the School Office;
4. children who live at an address outside of the Parish of Poplar (see note 4).

In the event of oversubscription in any of the above criteria, priority will be allocated to children who have a brother or sister at school at the time of admission.

Where more than one applicant fulfils this criteria, priority will be determined in order of straight-line distance from home to school, as measured by Tower Hamlets Council's Geographical Information System (see note 5). Where more than one applicant has the same distance a decision will be made using random allocation.

## **Admissions to Year 1 - Year 6**

Application for admissions to all other year groups will be considered in accordance with the order of priority in the Oversubscription Criteria above.

## Notes

1. A child looked after is a child in the care of a local authority or provided with accommodation by that authority in accordance with section 22 of the Children Act 1989. An adopted child is defined by section 46 of the Adoption and Children Act 2002. A residence order is defined by section 8 of the Children Act 1989. A special guardianship order is defined by section 14A of the Children Act 1989.
2. An active member is defined as a minimum attendance at church twice a month for at least two years and taking part in church life in two or more of the following ways:
  - being a communicant member;
  - being on the church electoral roll
  - baptism of a child;
  - attendance by a child at Sunday school or worship.
3. Qualifying siblings are brothers and sisters, half-brothers and -sisters, step-brothers and -sisters, foster and adopted brothers and sisters who share the same home and attending a reception, infant or junior class.
4. The address is the place where the child lives for at least 50% of the school week. Applicants must provide the School with proof of address as specified on the application form. Independent verification may be sought.
5. The straight line distance is measured from the centre point of the address to the centre point of the nearest available school entrance in constant use, as determined by Tower Hamlets Council's Geographical Information System. Distances measured by other means i.e. private car, pedometer or internet websites are likely to result in different calculations that should not be relied upon as evidence that the local authority's distance calculation is incorrect. Where applicants have identical distance measurements, priority amongst them will be determined at random.

*“All groups of pupils make good progress.”*

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## Co-ordinated admission arrangements

The School is part of the locally agreed co-ordination scheme and the timescales for applications to be received and processed are those agreed with the local authority.

Parents must complete their home Local Authority's Common Application Form and return the form to their home Authority, even if they are applying for a school in another Local Authority area. If parents are applying for a place at this School, they must name this School as one of the preferences on their home Local Authority's Common Application Form. Parents who wish to apply for a foundation place must also complete the school's supplementary form and return this to the School by the end of January.

Failure to return the supplementary form will mean that the school cannot consider the application under the church criteria, in this case the application will be considered under the next most appropriate criteria based on the information on the Common Application Form.

## Children in the school nursery

Applicants should be aware that a child's attendance in the School's Nursery Class does not guarantee a future place in the Reception Class or Years 1 to 6. A fresh application must be made by those seeking places in any year group.

## Late applications

The Governors will consider late applications in accordance with the procedure in the local authority's co-ordinated scheme as published in its Starting School brochure.

## Waiting list

If there is no place available at the School, parents/carers may have their applications placed on the School's waiting list. In the event of a vacancy arising in any year group the Oversubscription Criteria (see above) will be applied in order to determine the offer of places.

Periodically, those applicants on the waiting list will be contacted and asked to confirm if they wish it to remain on the waiting list. If confirmation is not received by a given date the application will be removed from the waiting list.

## Appeals

Our appeals go to the Chair of Governors via the Clerk of Governors.

## In-Year Admissions

Applications for In-year admission must be made to the Local Authority's Pupil Admissions Team on the 'in year' application form available from the school office or from the Local Authority's Pupil Admission Team. The Local Authority will refer the application to the school which will inform the applicant whether or not a place can be offered and advise the Local Authority of the outcome.

## Protocols on 'hard to place' children

The School is committed to taking its fair share of vulnerable children who are hard to place, in accordance with the Local Authority's Fair Access Protocol. Accordingly, outside the normal round of admissions, the Governing Body is empowered to give absolute priority to a child where admission is requested in agreement with both of the Governing Body and the Diocese for the current admission year. The Governing Body has this power even when admitting such a child would exceed the school's normal admission number.

## Children with a Statement of SEN or E.H.C. Plan

Parents of a child who has a Statement of Special Educational Needs or Education, Health and Care (E.H.C.) Plan are required to apply for a school place separately through the local authority - from which advice is available. If a child with a Statement/E.H.C. Plan is placed in the school by the local authority before the normal admission round, the number of places available to other applicants will be reduced.

# ARRANGEMENTS FOR THE ADMISSION OF DISABLED PUPILS



The Department for Education (DfE) has published non-statutory guidance on how schools can fulfil their duties under the Equality Act. Since 1 October 2010, the Equality Act has replaced previous equality legislation, including the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

Under the Equality Act, schools have a duty to make 'reasonable adjustments' for people with disabilities. In paragraph 4.13 of the departmental advice document, the DfE summarises the duty as:

- Where something a school does places a disabled pupil at a disadvantage compared with other pupils, then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled

pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison with non-disabled pupils.

St. Saviour's School ensures procedures are in place to meet this guidance so that:

- Disabled pupils are supported to participate in the school curriculum to their maximum ability.
- The school environment enables disabled pupils to take advantage of education and associated services.
- The ethos in school prevents disabled pupils being treated less favourably than other pupils.



# THE EARLY YEARS FOUNDATION STAGE

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.*

*A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”*

Early Years Framework, 2014

The Early Years Foundation Stage (EYFS) applies to children from birth until the end of Reception year.

## The Early Years

St. Saviour’s School aims to provide children in the Early Years with:

- A happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- A structure to learning that has a range of starting points and unlimited opportunity for development;
- A wide range of new and exciting learning experiences and allowing them the opportunity to consolidate, explore and test them out;
- The opportunity to develop socially, physically, intellectually and emotionally;
- The opportunity to develop independence in a loving and secure environment, alongside recognising their own strengths and achievements whilst continuing to work towards personal goals.

## Admission

Children are admitted to the Early Years in one annual intake in September. There are 31 places in our Nursery - 21 full time, 10 part time. Full and part time places are allocated taking age into account.

Our Reception class offers 30 places, in line with the Department of Education’s guidance on class sizes. Families make a separate application for Reception in accordance with the Tower Hamlets guidance and the school’s admissions policy.

All places are allocated according to the school’s admission policy by the governing body.

## The EYFS principles

The Early Years is based upon four principles:

- A Unique Child.
- Positive Relationships.
- Enabling Environments.
- Learning and Development.

# THE EARLY YEARS: A UNIQUE CHILD



## Unique learners

At St. Saviour's School we recognise that every child is a unique learner who can develop confidence, resilience, persistence, curiosity and determination. We recognise that children are individual and thus develop in unique ways and at varying rates demonstrating a variety of the Characteristics of Effective Learning.

We use appropriate targeted praise and encouragement to develop a positive attitude to learning. Furthermore we encourage a growth mindset in all children through a safe environment so that children know that making mistakes is a part of the learning journey.

All children's ideas and contributions are valued equally. We value each child as a child of God. This means that every child is equally enabled to reach their full potential.

## Health, safety, welfare and inclusion

Children learn best when they are healthy, safe and secure, when their individual needs are met and they can form positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2014).

We need to:

- promote the welfare of children;
- promote good health, preventing the spread of infection and taking action when children are ill;
- manage behaviour effectively in a manner appropriate for children's development and needs – house points are awarded in Reception to praise children for positive behaviours;
- ensure that the adults looking after the children are appropriately vetted and suited to doing their job;

- ensure that every child receives enjoyable and challenging learning to meet their needs;
- ensure that the premises, furniture and equipment is safe and suitable for purpose;
- maintain records, policies and procedures for safe and efficient management of the setting and the children.

We aim to include all children regardless of their gender, ethnicity, faith, socioeconomic background or cultural group. Children with additional needs are assessed in order to have their needs met. Please ensure this medical information is updated with any changed circumstances to keep your child safe when in our care.

All support staff are trained in first aid and the school nurse is able to ensure medical information and any care plans are kept up to date. We aim to provide a safe and secure learning environment at all times whilst also recognising that children learn through taking risks in challenges, and that younger children can at times be prone to taking more risks. We talk to the children about the need for rules to be followed by themselves and others, and the children learn to follow class rules and routines in their play and with their peers.

When out on educational visits the children will wear high visibility jackets and have an increased adult/child ratio in order to keep them safe. We aim for children in Nursery to have one adult between two, and in Reception one adult between four children depending on where and how we are travelling.

During the start and at the end of the day a member of staff guards the gates to the

Nursery and the whole school, focussing on the safety and well-being of children entering the premises. Staff are also there to welcome parents, talk about the day and pass on any messages. At the end of the day, if a child has not been collected, then the whole school Child Protection Policy is followed to ensure a child's safety.

At St. Saviour's School children are offered a selection of organic fruit, bagels, water and milk throughout the day. Children are encouraged to help themselves to refreshments and snacks and to also tell an adult if they are thirsty or hungry. Children pay for school lunch in Nursery, while Reception children are entitled to a free lunch through Tower Hamlet's Mayor's Meals. We employ Tower Hamlets Catering service which holds the Gold Food Standard. Menus are distributed to parents so you are aware of the provision. As a Healthy School, we require all packed lunches to meet the Healthy School's standards. This means juice and sugary snacks are not to be consumed unless there is a celebration or a party and this is agreed beforehand with staff. Packed lunches are allowed, but should not be shared due to potential allergies which could put other children unknowingly at risk.

As an inclusive school we aim to meet the needs of all children. Staff run *Talk Boost*, which has been supported by the school's Speech and Language Therapist. The school's Play Therapist can support children facing early trauma or who are experiencing life events that require more emotional support in order to feel happy and to understand the world. Our school's Educational Social Worker is able to support parents with a range of subjects, from how to set behavioural boundaries at home to bedtime routines - as well as supporting adults with other issues.

# THE EARLY YEARS: POSITIVE RELATIONSHIPS



We recognise that children learn to be independent and confident by having secure relationships. We aim to develop caring, respectful and professional relationships with children and their families. In line with our vision and religious character, we promote prosocial virtues such as kindness, generosity, forgiveness, tolerance, trust, moral bravery, ecological awareness and empathy.

We recognise that it is through our relationships with others that we learn how to adopt these characteristics. Staff and adults model positive relationships with each other, and also between children. Older pupils or Early Years Mentors spend time in Nursery and Reception setting up play opportunities for children, reading with them, putting on theatre performances and other experiences. This allows children in the EYFS to be a part of the school and lessens barriers and worries about growing older and older children in the school. It also allows time for siblings to learn and play together.

We believe that parents and carers are the child's first educator and, therefore, we work closely to ensure they are involved in their child's learning journey at St. Saviour's. We want parents and carers to feel they can talk to us about their child at any time whilst also feeling comfortable in our setting. We begin the transition to school with parental workshops and home visits in order to develop a picture of your child through valuing home experiences and learning and assessing how we can help your child at school. Every class has three formal teacher/parent conferences to share how your child is progressing and their next steps. It is also an opportunity to discuss their learning at home and beyond. Further meetings may be scheduled as needed alongside daily contact with staff and families. We value all forms of learning, both in and out of school, and encourage you to share learning experiences with staff. In the summer term, a written report of the child's learning and progress is produced for both Nursery and Reception children. In Reception this is measured against the EYFS Early Learning Goals.

# THE EARLY YEARS: ENABLING ENVIRONMENTS



At St. Saviour's School we acknowledge that the environment plays a key role in supporting and extending the children's learning.

We aim, therefore, to provide accessible and language-rich environments for the children. Furthermore we begin each learning journey through observing the children and finding out their interests and development stage, before planning challenging, yet achievable, activities and experiences to extend their learning.

*"A stimulating environment."*

Ofsted



# THE EARLY YEARS: LEARNING AND DEVELOPMENT

## The Early Years Curriculum

*“All areas of learning and development are important and interconnected.”*

Early Years Framework, 2014

Through recognising that each child is unique, that they need positive relationships and enabling environments and that practice should include children of all abilities and needs, children are taught the prime and specific areas of the Early Years Framework.

There are seven areas of learning in the Early Years curriculum. Three of these areas are prime areas of learning, with the other four being specific areas of learning.

PRIME AREAS OF LEARNING	SPECIFIC AREAS OF LEARNING
<ul style="list-style-type: none"> <li>• Personal, Social and Emotional Development</li> <li>• Communication and Language</li> <li>• Physical Development</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the World</li> <li>• Expressive Arts and Design</li> </ul>

The four specific areas of learning help to strengthen and develop the prime areas of learning. All areas of the Early Years curriculum depend on each other, carrying equal importance and cannot be delivered in isolation from others.

All areas of the curriculum are delivered through a balance of adult focussed and child initiated activities.

St. Saviour’s is a storytelling school and uses stories as a stimulus for children’s writing and communication and language development. Furthermore we follow the Cornerstones’ thematic curriculum, which supports children in all areas of the Early Years curriculum through firing the imagination and giving children the opportunity to learn about themselves and the world they live in.

All staff are trained in using *Tales Toolkit* which is a way of helping children to tell stories in a physical, inventive manner. Oracy is a key skill in the Early Years curriculum and telling stories is a magical way of developing language, valuing culture and communicating.

## Characteristics of effective learning

The Early Years also includes the characteristics of effective learning and teaching. All activities and learning are planned both in Nursery and Reception around these characteristics. They demonstrate the need for children to think critically about their play, learning and the world around them. The three characteristics are:

- **Playing and exploring:** children investigate and experience, they build on what they know and they ‘have a go;’
- **Active learning:** children focus and keep trying even when they encounter a problem, they also enjoy their successes/achievements,
- **Creating and thinking critically:** children have and develop their own ideas, link ideas and choose ways of doing things.



## Learning through play

Learning through play is an important part of our Early Years practice. We believe that children learn through activities and experiences that inspire them. Using children's interests as a starting point we provide children with stimulating, active play experiences both indoors and outdoors of the provision. This allows children to play and explore whilst developing their learning and understanding the world around them. Children are given the opportunity to think creatively and critically alongside other children or on their own. They are able to practise skills, build on and revisit prior learning and experience at their own pace. Play gives children the opportunity to pursue their own interests and inspire those around them. They learn to adopt, negotiate, communicate, discuss, investigate and ask questions. We believe that adults play an important, active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance right between child initiated play, which is controlled, and adult led activities is very important to us.

Due to the experimental nature of play, children will make muck and mess as part of their exploration. Uniform is expected at all times for all children, so we therefore provide overalls and wellingtons for water, mud and other exciting messy mixtures. Having fun and learning through play and experiences means that children will get their clothes dirty despite the precautions taken.

## Teaching

We include direct, adult led taught sessions either whole class or in small focus groups for the children. These sessions help children to learn specific skills and knowledge which are not only important in supporting certain strands in the Early Years, but also later on in your child's schooling. Examples of such teaching are phonics, reading and mathematics. You will have key words to learn to read and write, stories and songs to listen to and enjoy as well as numbers and maths puzzles to solve. Teaching and the curriculum follows your child's interests whilst balancing the need for them to experience the full range and develop as a whole child.

# THE EARLY YEARS: LEARNING AND DEVELOPMENT



## Assessment, observations and portfolios

Assessment is an essential part of the learning and development of children in the Early Years. It involves practitioners observing children to understand their level of achievement, interest and learning styles.

From this we can then shape children's learning further. To ensure that we are collecting evidence on the children's learning, we use *iPads* to collect moments of learning through the *2Simple* app, which parents can also view and add to at home, alongside Special Books which showcase children's independent and initiated learning. Teachers in Reception also track children's writing through writing books and 1:1 adult child assessment in phonics and mathematics, both of which are conducted in a child friendly manner.

At the end of the EYFS, the class teacher assesses children against the seven areas of the EYFS curriculum. Through this it is determined whether the child is:

- **Emerging:** Children are working towards becoming confident in this area.
- **Expected:** Children are working confidently in this area.
- **Exceeding:** Children are working well above age related expectations.

This information is shared with both the Year 1 class teacher and the parents through their end of year report and parents' meetings.



## Transition to Year 1

At the end of Reception the children will move to Year 1, where a variety of strategies are put in place to support this; some of these happening throughout the year or when the children are ready. These include:

- Working with their new teacher in the Reception and later in the Year 1 classroom (transition week);
- Going to assemblies;
- Cross moderation with Year 1, looking at the children's work and the Early Learning Goals;
- Playing in the big playground with all of the Reception staff to support them;
- Setting up an appropriate Year 1 classroom environment for the summer term while still keeping elements of the EYFS curriculum and environment in the autumn term;
- Using the EYFS alongside KS1 curriculum for the first term, where appropriate.

***“Children in the Reception class and Nursery develop a good vocabulary for learning.”***

Ofsted

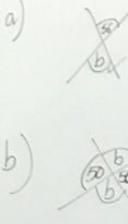


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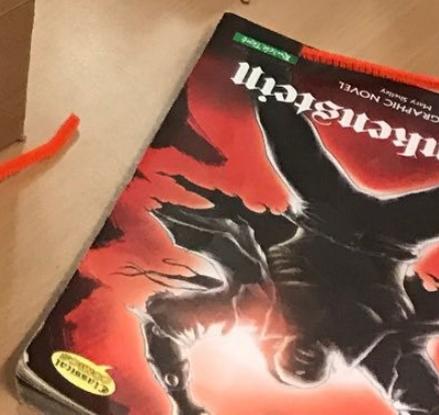
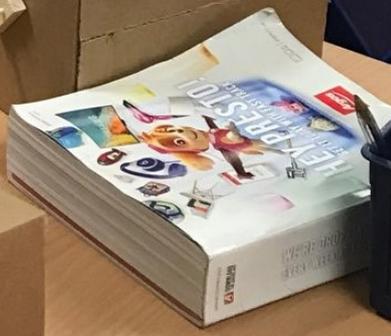
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# THE MAIN SCHOOL: KEY STAGES 1 AND 2



## Curriculum

The National Curriculum consists of the three core subjects of English, Mathematics and Science and six foundation subjects: History and Geography, Art, Music, P.E., Design Technology and Computing.

In addition, the Education Reform Act (1988) includes the provision for religious education for all pupils. As a Church of England school we place an emphasis on Christian teaching.

Over two thirds of our Religious Education curriculum is learning about and understanding Christianity whilst the other third is learning about and from world faiths.

In accordance with government regulations, children are currently being assessed in English, Mathematics and Science at the age of seven (the last term of Year 2) and at 11 years of age i.e. those children who are currently in Year 6. In Year 2 these teacher assessments take place in the classroom in small groups and are geared toward the abilities of individual children. In Year 6 the children sit pencil and paper tests, which are marked externally. The children are also assessed at the end of the Foundation Stage in Reception and have a phonics test in Year 1. There are assessments made continually on all of the children, using National Curriculum criteria. These assessments are used to inform teachers' planning and the pupils' next steps.

*“The recently-revised curriculum covers a wide range of subjects and provides pupils with a rich and varied range of experiences.”*

Ofsted

# OUR CURRICULUM

## Reading

We are a storytelling school: hearing, stepping, mapping, retelling and innovating stories. This approach is fully inclusive, exciting and supports language and grammar development. Children read daily, with guided, shared and individual sessions as well as being read class stories from an exciting cannon of books throughout the school from Nursery to Year 6. All pupils will have the opportunity to meet authors, see plays and perform to enliven writing. Grammar is taught distinctly as well as part of the overall piece as children learn to write different genres. In many cases our study start gives pupils a chance to practise their handwriting and spelling skills before formal lessons begin.

We use the *Letters and Sounds* phonic scheme from Nursery onwards, so that children learn to be successful as readers early on.

## Writing

All the children throughout the school are encouraged to express themselves freely in writing. As they progress through the school, more attention is given to excellent standards of spelling, syntax, punctuation and the use of reference books for acquiring information

The whole school follows the *Nelsons* handwriting scheme. We have handwriting activities available to pupils as part of our early 'study start' to make sure we have additional independent practice.

## Speaking and Listening

Children are taught to communicate clearly and confidently in speech and writing for a variety of audiences and purposes.

Listening skills are enhanced through regular access to taped stories and instructions.

## Mathematics

The school is part of the *National Numeracy Strategy*, a teaching programme which has been instrumental in raising levels of achievement in mathematics throughout the school. The majority of our maths teaching is geared to the *Collins* maths scheme.

Mathematics planning is based closely around the 'Numeracy Project' and enables the children to cover all areas of this subject each academic year. Children are encouraged to learn through practical experience and problem solving activities. Each child works at their own level and speed and their progress is carefully recorded and continually assessed on the understanding of concepts and the ability to apply what is learned. Mental arithmetic is an integral part of the 'Numeracy Project'.

## Science

In Science, the children are encouraged to explore and investigate their environment, raise questions, examine open-ended problems, predict, hypothesise, interpret and handle data and carry out fair tests.

***“Teachers work hard and are keen to see their pupils achieve well.”***



## Computing

Computing is integrated into all areas of the curriculum. Every classroom across the school is equipped with interactive whiteboards and a computer and class laptop and/or *iPad*. There is a dedicated computer suite with 20 *Chromebooks*, 15 *iPads* and 10 *iPad Airls* plus an interactive whiteboard. The school benefits from being part of The *National Grid for Learning*, and Years 4, 5 and 6 have access to *Kano Kits*, a computer system which the children have built from scratch themselves. All the children, including the nursery, are able to gain access to the internet to support learning.

***“Learners enjoy RE lessons and this results in excellent knowledge and understanding of their own faith and that of others.”***

SIAMS

## Religious Education (R.E.)

St. Saviour's is a Church of England School.

If our children are to grow up to be caring citizens of the future, there must be a commitment to the Faith within the school. With this in mind, we provide religious education based on a syllabus organised by the Headteacher with the approval of the Governors and Diocesan Board of Education. This includes class lessons, assemblies and regular attendance at the local church - All Saints, Poplar.

We receive support for R.E. from the clergy at All Saints Church. We hope that both from the formal religious education, and in the day-to-day life of the school, the children will grow into caring people, by learning of God's love, the life of Jesus Christ and the Grace of the Holy Spirit.

Any parent who wishes to withdraw their child from religious instruction must seek an interview with the Headteacher to discuss suitable arrangements.

# OUR CURRICULUM CONTINUED

## Music

Every child learns to play an instrument whilst at our school.

We begin by using the *Wigmore Hall Piccolo Program* in the Early Years to introduce instruments, music, and movement. Years 1 and 2 learn to follow rhythms on African drums. Years 3 and 4 learn to play a string instrument, violin or cello, and can continue to do so until they leave us (through weekly music lessons), whilst adding polyphonic African drumming rhythm creation in Years 5 and 6.

All children learn to sing in school, in church and at concerts around London. Our children have sung at numerous prestigious venues including St Paul's Cathedral, the Houses of Parliament and the Speaker's House and for audiences ranging from HM The Queen to local people in our parish.

We sing at services at our nearby church, All Saints, guided by our able music teachers and Tom Daggett, Outreach Teacher, St Paul's Cathedral.

## Design and Technology (D.T.)

We teach our children to become aware of the ways in which design and technology are changing the world they live in. The children will be provided with opportunities to investigate and explore with a variety of materials.

## Creative Arts

All children are provided with the opportunities to acquire and develop skills and techniques through all forms of creative activities; painting, collage, printing, modelling, close observation, as well as handling a variety of materials.

Creative activities offer a way of expression for children who may feel less confident with more formal approaches to learning.

Whenever possible art and design activities are integrated into all areas of the curriculum, encouraging children to be creative and inventive, and produce work with a high standard of content, presentation and originality.

Drama performances are an integral part of the school calendar.

***“Teachers have good subject knowledge in a wide range of subjects.”***

Ofsted



# OUR CURRICULUM CONTINUED

## Physical Education (P.E.)

All classes follow the National Curriculum in P.E. There are both gymnastic activities and games and these are carried out either in the hall or outside in the playground. All children are expected to participate unless they have a note from their doctor. Children in Years 3, 4, 5 and 6 attend weekly swimming lessons.

## Sex and Relationships Education (S.R.E.)

The children in Year 6 (top juniors) follow a carefully planned introduction to S.R.E. , covering puberty, adolescence and reproduction. We wish to make children aware and responsible individuals and approach this subject with honesty, openness and morality.

Although this subject is not formally covered at any other age group, any questions or queries from any child throughout the school will be answered truthfully and appropriately for the age of that child.

Parents have the right to withdraw their children from this subject by informing the Headteacher.

## History and Geography

These subjects are studied through a thematic approach.

During the child's early years at the school they will learn about the geography and history of the local area. This will be later broadened to study many different aspects of the subjects from learning about various cultures to studying aspects of British history.

## Philosophy for Children (P4C)

At St. Saviour's School philosophical enquiry underpins the ideas and values of the way we believe our school should be.

We aim to create an environment where children feel that they have the freedom to explore ideas and ask questions in all areas of school life. P4C is an important way of teaching and developing the questioning and critical thinking skills, which are reflected in the National Curriculum.

P4C is taught weekly across the school, from Nursery to Year 6.

*“Every classroom is a  
stimulating, visual delight.”*

SSAT Peer Review Report

# ASSESSMENT AND MONITORING

Assessment is an integral part of the teaching and learning process. Assessments are made by teachers throughout the school year to identify next steps in pupil learning. These are undertaken in a variety of forms, including regular pupil progress meetings, observations, teacher marking/pupil response, teacher/pupil discussion, self/peer marking and practical/oral/written/memory tasks.

## Early Years Foundation Stage Profile Assessment

The children are assessed by teacher observations throughout their Reception year and parents/carers are informed about the progress that their child has made at the end of the year.

## Year 1 Phonics Screening Check

All Year 1 children take part in a Phonic Screening Check in June and parents/carers are informed of the outcomes later in the summer term. A meeting is held for parents/carers about the Phonic Screening Check at the beginning of the summer term.

## Year 2 National Curriculum Tests

All Year 2 children take part in National Key Stage 1 tests during May and parents/carers are informed of the outcomes later in the summer term. A meeting is held for parents/carers about the national curriculum tests at the beginning of the summer term.

## Parent/carers - teacher consultation meetings

Parent teacher meetings take place three times a year, during the 4th week of each term. They form our basic communication on your child's successes, next steps in their learning and their social and emotional well-being.

Teachers are more than happy to meet parents at other times via an appointment.

Annual reports are sent home during the summer term - in line with government guidance.

## Autumn term 'Meet the teacher'

Within the first month of the autumn term, informal 'Meet the teacher' meetings are held after school for parents/carers to pop in and say hello to their child's teacher and to share or clarify any information.

# INCLUSION & SPECIAL EDUCATIONAL NEEDS (SEN)



## Inclusion

At St. Saviour's we promote independent learners; children who want to explore, discover and find out more. To enable all children to achieve their best, we use a range of strategies to include all as part of our community.

We aim to challenge and stretch all our pupils so that they fulfil their potential.

Inclusion is a strength of the school because over the last five years, children with additional needs and/or disabilities have achieved significantly better than those nationally.

We are successful because our dedicated staff personalise learning for our children. Regular assessment and prompt identification allow us to ensure that no one 'slips through the net'.

## The St. Saviour's Local Offer

The Local Offer is a guide to the services offered to pupils with Special Educational Needs by Tower Hamlets Local Authority. We have a range of professionals working with us to ensure that our children's learning and social and emotional needs are met. The St. Saviour's Local Offer and SEN Policy can be found on the school website:

[www.stsavioursschool.org.uk/policies](http://www.stsavioursschool.org.uk/policies)

If we need further expertise and advice to meet a child's needs, we signpost or refer them to outside agencies, such as Speech and Language Therapists, the Children and Adolescent Mental Health Service (CAMHS), Occupational Therapists and the Support for Learning Service.

For further information about our Special Educational Needs provision, speak to our SEN Co-ordinator (SENDSCO), Allan Kelly.

# EQUAL OPPORTUNITIES STATEMENT

All pupils at St. Saviour's School are of equal value, regardless of gender, race, creed, ability or background. The Governing Body acknowledges its duty to work towards the elimination of discrimination and the promotion of equality.

- All pupils here have equal access to the curriculum and the school endeavours to provide high quality education for all pupils, support the development of personal and cultural identity and prepare pupils for full participation in society.
- Approaches to and materials for teaching and learning avoid gender or ethnic stereotyping; sensitivity is to be shown to pupils whose religious beliefs forbid them to engage in certain activities (eg drama/dance).
- While recognising the importance of English and its dialects, other languages are valued in our School.
- Teachers at St. Saviour's do not have different expectations of boys and girls; activities are available to both sexes. Our library and reading books do not gender stereotype, for example domestic duties. The School's Library Service has a periodic purge on our reading material to ensure that it is in line with current thinking.

- Any racist or sexist behaviour or language is promptly dealt with (see our Anti-Bullying Policy).
- The RE curriculum reflects the multi-faith nature of British society. A preparation for life in our international multicultural society is relevant to all pupils and permeates every aspect of the curriculum; we think that cultural diversity is to be celebrated.

St. Saviour's School confirms its opposition to unfair discrimination in employment and commits itself to a comprehensive policy of equal opportunity. The aim of this policy is to ensure that the recruitment, selection, training and promotion of staff are based solely on the criteria of merit and ability.

No job applicant or employee will receive less favourable treatment on the grounds of gender, race, ethnic or national origin, marital status, domestic circumstances, age, sexuality, trade union activity, political or religious beliefs.

The only qualification to this is that, as a Church of England foundation, candidates for teaching posts are expected to be broadly in sympathy with the school's Christian ethos.

***"The school is extremely inclusive."***

SIAMS

# ANTI-SEXIST - ANTI-RACIST STATEMENT



As a Church of England School we are aware that any form of racism is contrary to Christian teaching. Our children live in a multi racial society and will have contact both in and out of school with people with different social and cultural backgrounds.

As a school with a Christian foundation, emphasis is laid on the importance of the individual: we are one family and care for each other equally. Differences between individuals are to be respected and valued.

The following modes of behaviour are unacceptable by any member of our school community.

1. Physical assault or making threats against a person or group because of colour or ethnic origin or gender.
2. Derogatory name-calling, insults, based on race or sex.
3. Racist and sexist graffiti or other written insults.

4. Racist or sexist comments in the course of discussion in lessons.
5. Provocative behaviour such as wearing of racist or sexist badges or insignia and bringing into school racist or sexist material such as leaflets, comics or magazines.
6. Any other racist/sexist behaviour not covered by the above.

Should any of these situations occur amongst the children they will be dealt with in accordance with the school's behaviour policy.

Should incidents of the above nature occur with employees at the school, they will be dealt with by the Governors grievance panel.

***“All the pupils interviewed spoke warmly of their school.”***

SSAT Peer Review Report

# PROMOTING POSITIVE BEHAVIOUR



## Behaviour

The school has a behaviour policy which sets out our expectations for the children's behaviour.

Initially, care and discipline of pupils is dealt with by the child's own teacher, but referrals may be made to the deputy head and Headteacher. Breaking school rules may result in playtime detentions, although no child would be expected to miss all of his/her playtime. Parents would be contacted about repeated incidents of negative behaviour which cause concern.

Persistent bad behaviour could lead to short term exclusion from the school. Continual bad behaviour could lead to permanent exclusion from the school. This can only be carried out with the approval of the school governors.

*“Pupils behave well.”*

Ofsted

## Anti-bullying

We recognise that bullying exists in all walks of life and all at ages, and it is important that children recognise it in themselves and others and have strategies for dealing with it.

We define bullying as follows: “To bully someone is to deliberately hurt or frighten them using words or actions repeatedly or over a period of time. It often involves discrimination on the grounds of race, religion, colour and size.”

We are a ‘Telling School’ which means we encourage children to tell somebody whether they are a victim of bullying, or just a bystander.

Further information about our behaviour and anti-bullying policies can be viewed in the following location on the school website:

[www.stsavioursschool.org.uk/policies](http://www.stsavioursschool.org.uk/policies)

# SPIRITUAL, MORAL, SOCIAL AND CULTURAL WELL-BEING

St. Saviour’s was established by the National Society in 1865 for the education of children in the parish of Poplar guided by the principles of the Church of England. We have at our heart the spiritual and moral well-being of all our pupils, striving for excellence whilst not being elitist, keeping the faith whilst remaining inclusive in serving a multicultural community. We aim to provide a good education so as to enable every child to flourish in their potential as a child of God.

At St. Saviour’s Church of England School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Therefore, we aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

## Pastoral care

We want all pupils to be happy, settled and working to their full potential at St. Saviour’s. However, we are aware that sometimes children experience challenging times which can become barriers to learning and well-being.

Our knowledgeable and experienced works closely with our SENDCO, teachers and parents/carers to support children with their learning and well-being, as well as to identify any issues or areas of concern. He aims to

detect issues promptly in order to implement extra help and support before situations worsen. In some cases, outside agencies to provide targeted intervention, as appropriate. Mrs Sablon, our Family Liaison Officer, provides access to additional local support and advice for parents/carers.

## School Council & pupil voice

Pupil voice is extremely powerful at St. Saviours. The school council is a group of children who are elected to represent the views of all children with the aim of improving their school. Some of the changes instigated by the school council, include:

- Introducing and choosing the lunch clubs on offer throughout the year.
- Designing and choosing the development of the playground by working closely with a designer from *Timberline* to produce the challenge trail.
- Changing the school menu, revising what was on offer for every type of eater, including pescatarians.
- Successfully bidding to grow their own food - after the second time of asking!
- Redefining the lunch-time clubs, deciding who will run the clubs and what each club will do. They have also agreed a new lunch-time menu.
- Year 6 is running a book review club as well as a singing club, and anti-bullying ambassadors have been running a play-time club.

*“SMSC development is excellent.”*

SIAMS

# ONLINE SAFETY

## E-Safety

E-Safety is a term which means not only the internet but other ways in which young people communicate using electronic media, e.g. mobile phones. It means ensuring that children and young people are protected from harm and supported to achieve the maximum benefit from new and developing technologies without risk to themselves or others.

For further information about e-safety and keeping safe on the internet, see

[www.stsavioursschool.org.uk/e-safety](http://www.stsavioursschool.org.uk/e-safety)

Our Online Safety Policy is available to view in the following location on the school website:

[www.stsavioursschool.org.uk/policies](http://www.stsavioursschool.org.uk/policies)

## Our 12 rules for responsible computer use

1. I will only use the school's computers for schoolwork and homework.
2. I will only edit or delete my own files and not look at, or change, other people's files without their permission.
3. I will keep my logins and passwords secret.
4. I will not bring files into school without permission or upload inappropriate material to my workspace.
5. I am aware that some websites and social networks have age restrictions and I should respect this.
6. I will not attempt to visit internet sites that I know to be banned by the school.
7. I will only e-mail people I know, or a responsible adult has approved.
8. The messages I send, or information I upload, will always be polite and sensible.
9. I will not open an attachment, or download a file, unless I know and trust the person who has sent it.
10. I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless a trusted adult has given permission.
11. I will never arrange to meet someone I have only ever previously met on the internet, unless my parent/carer has given me permission and I take a responsible adult with me.
12. If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will show a teacher / responsible adult.

# SUPPORTING YOUR CHILD

All parents and carers are equally valued as part of our school community.

Children's learning is improved when we work in partnership with their parents or carers, and their wider family. Therefore, we believe in close cooperation with all families, and in regular consultation between the home and the school.

## Parental involvement

Parental contact with the school is very much encouraged and welcomed. Consultation days enable parents to meet their child's teacher to discuss matters that arise from the child's educational experience. We have two consultation days each year, one in the autumn term to discuss how your child has settled in their new class and one in the summer term to discuss their report. Both the Headteacher and your child's class teacher will be happy to see you at any time if there are things you wish to discuss with them.

Offers of help within the school and classroom are always appreciated.

We have regular visits from the Educational Welfare Officer, Tim Watkinson, who follows up referrals from the Headteacher for persistent absenteeism or lateness.

## Homework

As your child progresses through the school, they will be given work to do at home. This may be learning spellings or times tables in the infants and lower juniors, to practice SATs papers in the upper juniors. Parents are encouraged to oversee their children's homework whenever it is sent home.

## Additional support

If you require help and support as a parent then please contact our family support officer, Mrs Sablon who can provide support and information on a range of areas such as:

- Transition between schools and classes;
- Family issues such as bereavement, separation, financial worries;
- Attendance issues and concerns;
- Friendly, non-judgmental support and advice;
- One to one support;
- Opportunities to meet with other parents and carers, learn as a family through workshops;
- Support to manage your child's behaviour and development milestones;
- Access to parental programme and workshops in and outside of school.

The school purchases additional services to ensure children's needs are met such as a Speech & Language Therapist, a Play therapist and a Social Worker. Access to these services is via a referral from the class teacher and SENDCO. If there are any concerns please always ask, our partnership with parents requires communication, we are here so do make an appointment to talk to us.

We know that when parents have a concern that relates to their child at school, whether it is pastoral, curriculum or personal in nature, they often feel the best way forward is to ask to see the Headteacher or Assistant Heads. In our experience many of these concerns can often be quickly resolved by talking first to the class teacher as they know your child best or knowing who to go to in school. We hope this chart helps you to access prompt and relevant information.

# HOME-SCHOOL COMMUNICATION

## Communication flowchart

Learning concern	Pastoral concern	Concern relating to particular learning or physical needs	Issues relating to staff	Concerns and queries relating to school administration and personal support
Please raise your concern with your child's class teacher in the first instance.	Pastoral care covers our support of your child's individual needs, their emotional well-being and helping them with any personal problems they may be experiencing at school.	Where a concern is related to a special need and you feel an adjustment may be required to support issues related to ASI ( <b>autistic spectrum indicator</b> ), dyslexia or dyspraxia or physical disabilities	Please contact our Headteacher <b>Mrs Smith</b> . She is normally on the playground before and after school or an appointment can be made.	Please speak to <b>Mrs Clark</b> , School Business Manager.  These may relate to payments, premises or other operational issues.  Please see Mrs Sablon, Family Liaison Officer.
	Please raise your concern with your child's class teacher or team, following this you may wish to talk with the SENDCO in the first instance.	Please raise your concern with your child's class teacher in the first instance.  Please arrange an appointment with our Assistant Head Mrs Prichard-Duggan and SENDCO <b>Mr Kelly</b> .		
If you feel the class teacher is unable to help please contact the Phase Leader. This is Mr Dunford for Early Years and our Assistant Heads for the rest of the school.				
Please make an appointment to see our Headteacher <b>Mrs Smith</b> , if you remain concerned after following the steps above.				

*“Relationships with parents are good...they are very happy with the education that their children are receiving.”*



# EDUCATIONAL VISITS AND CHARGES



## Educational visits

Educational visits and trips are essential to broaden children's learning and help bring it to life. All visits are planned thoroughly, whether in our local community or to further afield. We will always ask permission before taking your child on a visit which involves transport, i.e. coach.

## Charging policy for school activities

Often the children are taken out on trips in school time as part of their studies. We ask for voluntary contributions from parents in order to cover the cost of these trips. No child will be prevented from participating due to lack of his/her contribution. However, if we are unable to cover the cost of any trip this may be cancelled and all contributions will be returned to the parents

## Maintenance fund

The school contributes to The London Diocesan Board Maintenance Fund. This is a fund from which all London Church of England Schools can draw for repairs to the buildings, general maintenance and cost of improvements. In the recent past we have had a new roof and new windows fitted and an extension to the teaching space.

The current cost to the school for this contribution is £30 per family per year, payable either weekly, termly or annually and we ask parents to send in their donations at the beginning of the school year.

These donations from parents are of the utmost urgency and all parents are expected to make their contribution. Families with more than one child at the school will not be asked to contribute the full amount for each child.

*“The school is well supported by the Diocese.”*

SIAMS

# ATTENDANCE AND PUNCTUALITY

## High attendance is essential for a child to reach their full potential

It is very important that your child arrives at school on time and ready to learn. In order to maintain safety for all pupils, the side gates are locked during the day. Please use the main gate after this time.

If, for any reason, your child is late/absent, a message or letter must be given to the school office **before 9:00 am** explaining the reason for the absence/lateness. If a child has not arrived by the end of registration, the school office will call home to enquire the reason for the absence.

Children should be collected at on time. If your normal collection arrangements fail, please telephone before the end of school to let us know.

*It is vital that you keep us informed of any changes of address or telephone numbers.*

## Holidays during term time

Should your child be absent at any time, you are asked to forward an explanation in writing. All infectious diseases should be reported at the earliest opportunity.

New government directives discourage the school from authorising absences for family holidays. If annual holidays are taken in school time the absence will be treated as unauthorised

The school has attendance targets to meet. Our target for this coming year is 95%. Last year our attendance rate was a disappointing 94%. **If holidays had not been taken during school time, we would have exceeded our target.**

Please be aware that taking unauthorised holidays during term time may result in a fixed penalty notice.

*Please remember that, like you, the school wants the very best for your child.*

*If you have any concerns, however trivial, please come and talk to us as soon as possible.*

***“Attendance has improved significantly over time and is now above average.”***

Ofsted

# CHILD HEALTH AND MEDICAL MATTERS

## Medicines

The administration of medicines to children is the responsibility of parents/carers. It is the school's policy that no medicines or tablets are brought to school and the administering of medicines should be undertaken out of school hours, unless a consent form (obtained from the office) is completed. Alternatively, parents/carers may arrange to administer the medicines during school times, in which case, children may need to go home to lunch or the parent/carer may need to visit the school. However, the Headteacher will consider a request for medication to be taken at school in special circumstances:

- (a) When a child is well enough to return to school, but must finish a course of prescribed medicine, such as antibiotics.
- (b) Where it is not possible for a parent/carer to get into school or for the child to leave in order to have the medicine. Any medicines left at school must be stored in a labelled box with precise instructions.

## Medical needs

St. Saviour's keeps a record of medical needs and the type of medication required - please let the office know if your child is diagnosed with a medical condition. Medicines, blue reliever inhalers for asthma, are kept in either special bags in the classroom or in the medicine cabinet in the school office. Pupils have access to them at all times.

## First aid

If a child has a minor bump or injury, they will be treated at school by a qualified first aider. Parents/carers are contacted if necessary. In the event of any head injury, a letter is sent home, but the school will ring if we are at all concerned. All injuries are recorded in the school accident book.

## Emergencies

In the event of a more serious injury, parents/carers will be contacted immediately. It is important that you keep us informed of any changes of address or telephone number. If we are unable to contact you, the school will act in loco parentis ('in the place of a parent') and will support the child as necessary.

## Dental and hospital appointments

Please notify us in writing in advance if you wish to withdraw your child for such appointments or for any other reason.

You will appreciate that we can not allow children to leave school without this written request. It follows, therefore, that children should be collected for such appointments.



# SCHOOL UNIFORM

All St. Saviour's children from Nursery to Year 6 wear uniform; it is expected that the uniform policy is adhered to at all times. We want children to feel they belong to our school community and not be distracted by superficial fashions and labels.

Please encourage your child to dress independently and label their clothing - as invariably items can be confused or lost and, as such, cause distress.

Children are responsible for their items. Toys are not allowed in school unless on specific days at the teacher's request for a project.

Please could we ensure our children wear the appropriate school uniform. Staff will undertake checks and letters will be sent home.

Uniform with our school logo can be purchased from the office on Tuesdays only.

Otherwise you can purchase them from different Supermarkets such as Asda, Sainsbury's, Mark & Spencer and Tesco.

***Please ensure that all clothing and footwear is clearly named.***

## Uniform price list

Jumpers	£9.00
Small and large rucksacks	£8.10
Books bags	£5.50
Polo tops	£5.50
Ties	£2.75
Storm jackets Kids: 3/4, 5/6, 7/8, 9/10 years	£20.65 + £1.60 for embroidery
Kids: 11/12, 13/14 years	£21.50 + £1.60 for embroidery
Adults: S, M, L, XL, XXL	£24.60 + £1.60 for embroidery
<i>Note: prices may vary</i>	

## Jewellery

In the interest of safety and security, no jewellery (apart from wristwatches, which must be removed for P.E.) is allowed in school. This follows LBTH recommendations.

## Hair

Sensible hair styles are required for all pupils. No extremes e.g. no shaven heads, dying of hair, tram lines or razor cuts. Please ensure that long hair is tied up, away from the face.

## Make up

We do not permit nail varnish and other make up to be worn at school.

# BOYS' SCHOOL UNIFORM

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## Polo top or shirt

Plain white.



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## Jumper or cardigan

Plain red or grey.



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## Trousers

Plain grey.



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## Shorts

Plain grey (summer term only).

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## Socks

Black or grey socks.



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## Shoes

Plain black shoes or  
plain black trainers  
(no sandals or ankle boots)

*Wellington boots may be worn to school  
during the winter, however, they must be  
changed upon arrival.*



# GIRLS' SCHOOL UNIFORM

## Polo top or blouse

Plain white.



## Cardigan

Plain red or grey.



## Dress, skirt, shorts, pinafore or culottes

Plain grey.



## Gingham dress

Red and white (summer term only).

## Socks

Red or white.



## Tights

Red or grey

## Shoes

Plain black shoes or  
plain black trainers  
(no sandals or ankle boots)

*Wellington boots may be worn to school  
during the winter, however, they must be  
changed upon arrival.*



# P.E. KIT

*It is important, for hygiene reasons, that children change clothes for P.E.*

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## T-shirt

Plain white.



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## Girls: leggings, joggers or cycling shorts

Plain black.



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## Boys: joggers or shorts

Plain black.



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## Plimsolls or trainers



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## Draw string bag



# OTHER ITEMS

*Parents and carers should ensure that all items of uniform and personal possessions are clearly labelled with their child's name.*

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## Swimming kit - girls

Costume  
Goggles  
Towel  
Swimming hat



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## Swimming kit - boys

Costume  
Goggles  
Towel  
Swimming hat



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## Bags

Red book bag.  
Red rucksack.



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## Coat



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## Valuables

For reasons of safety and security, children should not wear jewellery or dangling ear-rings to school. It is best that, as a rule, children do not bring money to school, but when it is brought for a specific reason it should be paid as early as possible. If it is brought for another reason, it should be handed in a container or purse to the class teacher for safe keeping, although we cannot be responsible for items lost at school.

# IMPORTANT INFORMATION



## Change of address

This should be reported as early as possible. Should this entail a change of school for your child, your letter should include date of removal, your new address, and the name and address of the school to which your child will be admitted.

## Emergency contact with parents

It is vital that you inform the school office immediately of any change of information provided by you for an emergency contact.

## Transfer to secondary school

At 11, children transfer to the secondary school of their parents' choice. Advice on secondary transfer can be obtained from the Headteacher at the appropriate time.

## Road safety

Parents are asked not to stop their cars directly outside the school gates. Drivers are asked to respect the zigzag school 'no-stopping' area at all times for safety reasons. Parents and children should not walk through the staff car park for the same reason. We have a 'School Travel Plan' which has been approved by Tower Hamlets. Within this policy we discourage, as far as possible, the use of cars for drop off and collection.

## School meals

Meals are provided for those who require them. Please contact the school office for their current price. It is helpful if the exact dinner money is sent in an envelope with the child's name on it. If you feel that you are entitled to free school meals, please collect an application form from the school secretary. As an alternative, children may bring a healthy packed lunch to eat in school.



## General Data Protection Regulation (GDPR)

The new GDPR replaces the Data Protection Act (DPA) and strengthens and unifies all data held within an organisation. We need to hold personal information about your child on our computer system and in paper records to help us with their educational needs.

The Headteacher is responsible for their accuracy and safe-keeping. Please help to keep your child's records up to date by informing us of any change of circumstances.

School staff have access to your child's records to enable them to do their jobs.

From time to time, information may be shared with others involved in your child's care, if it is necessary. All information about your child is held securely and appropriate safeguards are in place to prevent accidental loss.

In some circumstances we may be required by law to release your child's details to statutory or other official bodies, for example if a court order is presented, or in the case of public educational issues. In other circumstances you may be required to give written consent before information is released – such as the educational reports for insurance, solicitors etc.

For further information about the GDPR, including information requests, please contact the school office.

# IMPORTANT INFORMATION

## Available documents

The following documents are available to borrow or read on the premises:

- All policies and curriculum overviews in current use at school.
- Ofsted inspection reports which relate specifically to this school.
- Governing Body minutes (signed and approved).

In addition, the following documents are available on the school website:

- SEND Report and Local Offer
- Pupil Premium statement
- Sports Funding statement
- Safeguarding information
- British Values and the prevention of terrorism

## Complaints against the school curriculum

These arrangements cover complaints made by the parents and others in respect of the performance of duties or exercise of power by the LEA or by the governing body, if they feel they are failing to:

- a) Provide the National Curriculum in the school or to carry out other curriculum duties.
- b) Offer only approved qualifications or syllabuses.
- c) Provide religious education and daily collective worship.
- d) Provide the information which they are required to provide.

## Complaints procedure

- a) In the first instance parents and others with a concern about issues covered by Section 23 of the Education Reform Act, must approach the school directly, and most problems should be solved informally at this level.
- b) Should the complainant not feel satisfied following consideration by the school, s/he should lodge a "formal written complaint" to the governing body, or members acting on its behalf. The governing body will satisfy itself that the complaint is fully investigated and a decision taken before the matter is taken further.
- c) If the complainant still does not feel satisfied "a formal written complaint" should be made to the LEA, who will satisfy itself that the complaint is fully investigated and a decision taken.
- d) If matters are still not resolved satisfactorily, the problem can then be referred to the Secretary of State.

At all formal stages written evidence must be produced by the complainant and the Headteacher.

# TERM DATES

<b>Autumn term 2018</b>	
<b>Inset day 1</b>	Monday 3 September 2018 (school closed to pupils)
<b>First day of term for pupils</b>	Tuesday 4 September 2018
<b>Mid-term break</b>	Monday 22 October - Friday 26 October 2018
<b>Return to school</b>	Monday 29 October 2018
<b>St. Saviour's School anniversary</b>	Friday 30 November 2018 (153 years old!)
<b>Last day of term</b>	Friday 21 December 2018
<b>Christmas break</b>	Monday 24 December 2018 - Friday 4 January 2019
<b>Spring term 2019</b>	
<b>Inset day 2</b>	Monday 7 January 2019 (school closed to pupils)
<b>First day of term for pupils</b>	Tuesday 8 January 2019
<b>Mid-term break</b>	Monday 18 February - Friday 22 February 2019
<b>Return to school</b>	Monday 25 February 2019
<b>Last day of term</b>	Friday 5 April 2019
<b>Easter break</b>	Monday 8 April - Monday 22 April 2019
<b>Summer term 2019</b>	
<b>First day of term for pupils</b>	Tuesday 23 April 2019
<b>May bank holiday (school closed)</b>	Monday 6 May 2019
<b>Mid-term break</b>	Monday 27 May - Friday 31 May 2019
<b>Inset day 3</b>	Monday 3 June 2019 (school closed to pupils)
<b>Return to school</b>	Tuesday 4 June 2019
<b>Last day of term</b>	Friday 19 July 2019
<b>Summer break starts</b>	Monday 22 July 2019
<p>The school has five Inset (training) days each year which are all in children's holidays. Inset days 4 and 5 are to be confirmed.</p>	

# SCHOOL CALENDAR

September 2018						
Su	M	Tu	W	Th	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

	School closed/holidays		Inset days (no children)		First day of school for pupils
	Bank Holiday (school closed)		St Saviour's anniversary		



*“The distinctiveness and effectiveness of St Saviour’s as a Church of England school are outstanding.”*

SIAMS



**St Saviour's  
School**  
*Poplar*

Care | Respect | Inspire

## **St. Saviour's CE Primary School**

Headteacher: Fanoula Smith

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St. Saviour's CE Primary School



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