

## **WELCOME TO WESTMINSTER CATHEDRAL SCHOOL**

Dear Parents

If your child is joining us for the first time, we welcome you as new parents and look forward to a happy and successful association over the coming years.

If you already have a child at the school, we are pleased to renew the very positive links which exist between us.

This prospectus provides you with information concerning the school, its mission, its aims, its curriculum and its organisation.

It reinforces the fact that we are a Catholic Community and have the exciting task of joining you, the parents, in the development of your child.

Everything we do is for their benefit and for this reason we hope to work closely with you and rely on your support and co-operation.

The information in this prospectus is correct at the time of publication. However, it may not give you all the information you require. So, if there is anything else you wish to know, do not hesitate to ask.

Linda Vassallo  
Headteacher

**THE ARCHDIOCESE OF WESTMINSTER**

**WESTMINSTER CATHEDRAL ROMAN CATHOLIC PRIMARY SCHOOL**

Bessborough Place  
Pimlico  
London SW1V 3SE

Telephone No. 020 7641 5915  
Fax. No. 020 7641 6384  
E-Mail office.westminster-cathedral.westminster@lgfl.net

**HEADTEACHER:** MR J M HARTNETT

**CHAIRMAN OF THE GOVERNING BODY:** MRS M T FARDON

**PRESENT NUMBER ON ROLL:** 174

**THE CITY OF WESTMINSTER - LOCAL EDUCATION AUTHORITY**

Education & Leisure Department  
Westminster City Hall  
64 Victoria Street  
London SW1E 6QP  
Telephone No. 020 7641 2529

**WESTMINSTER DIOCESE EDUCATION SERVICES**

Vaughan House  
46 Francis Street  
London SW1P 1QN  
Telephone No. 020 7798 9005

## **INTRODUCTION**

Westminster Cathedral is a voluntary aided Roman Catholic Primary School which caters for children from the ages of 5 to 11 years. The Roman Catholic faith lies at the heart of the curriculum and school life.

The school provides a friendly caring environment where children are educated in accordance with the requirements of the National Curriculum in a positively disciplined atmosphere. We have high expectations of all the children and help them to reach their full potential. It is our hope that when children leave Westminster Cathedral for their secondary schools they will take with them positive confident attitudes based on their Roman Catholic Faith, and will have been prepared to lead full and interesting lives after receiving a sound and thorough educational foundation.

## **THE HISTORY OF THE SCHOOL**

The history of the school dates back to around 1850 when a school was founded in Great Peter Street near the Abbey. The school was in operation there until 1963 and at that time it moved to the present building here in Bessborough Place.

The school was inspected under OFSTED regulations during the period 24<sup>th</sup>-26<sup>th</sup> May 2004 by a team of 5 inspectors.

The report was very positive and the staff and governors are committed to building on the strengths to enhance more fully the education provided for the children.

The main findings were summarised by the inspectors:

“Westminster Cathedral is a good school. It provides pupils with a good education and a very positive and supportive ethos underpinned by Christian values and beliefs. Pupils from all backgrounds achieve well because of good teaching and standards are generally as expected by the time pupils leave school. The school is well led and managed. It gives good value for money.

Highlighted as strengths of the school were:

- Good teaching. A well planned curriculum.
- Good pupil achievement
- Very good pupil behaviour and interest in their work.
- The school's strong commitment to inclusion and good provision for Special Educational Needs and English as an additional language.
- Good leadership by the headteacher supported by the staff and governors.
- The very positive ethos and purposeful learning environment which contributes well to the pupils' personal and academic progress.

## **THE SCHOOL BUILDING**

The school is a two storey building, comprising of seven classrooms, hall, kitchen, administration area which has recently been refurbished, library, computer suite and SEN Room. The classes are spacious, light and airy. The three Key Stage One classes are on the ground floor and the four Key Stage Two classes are upstairs. Each classroom downstairs, has its own toilet .

## **THE GOVERNORS**

The Governors have a duty to promote the well-being of the school. The Governing Body is legally responsible for the general conduct of the school and meets twice a term. (Addresses for Chair and Clerk below)

The Governors are responsible for the appointment of staff, both teaching and non-teaching, the policy on pupil admission, the conduct of all aspects of the curriculum for disability discrimination duties and planning duties under the SEN and Disability Act 2001 and most particularly for ensuring that the school's religious dimension lies at the heart of school life. The Governors are also responsible for the school's budget, improvements and the external repair of the buildings. The Governors provide all parents with an annual report and invite them to discuss this at the Annual Parents Meeting.

### **WESTMINSTER CATHEDRAL SCHOOL – GOVERNORS**

<b><u>NAME</u></b>	<b><u>CATEGORY</u></b>
MR G BEACH	Foundation Governor – Vice Chairman
CANON P BROWNE	Foundation Governor
MRS M FARDON	Foundation Governor - Chairman
MR J M HARTNETT	Headteacher
MR P MARIJECTIC	Parent Governor
MISS M O'SULLIVAN	Foundation Governor
MRS K PILGRIM	Foundation Governor
MISS B SEAMAN	LEA Governor
MRS L VASSALLO	Teacher Governor
MRS V MAKER	Clerk to the Governors

#### **Chair of Governors**

Mrs M Fardon, c/o  
Westminster Cathedral Primary School  
Bessborough Place, London SW1V 3SE

#### **Clerk to the Governors,**

Mrs V Maker c/o  
Westminster Cathedral Primary School  
Bessborough Place, London SW1V 3SE

## **GOVERNORS BUILDING FUND**

The Diocese of Westminster is responsible for the external maintenance of all Catholic schools in the diocese. The Governing body is responsible for funding 10% of all costs relating to the maintenance, repair and upkeep of the school. The Governors have to make an annual contribution to this Building Fund. Parents are asked to assist by donating £10 per term for each of their children attending the school. Parents are asked to contribute £30 per pupil payable in September each year. For collection purposes, envelopes are sent home at the beginning of the Autumn Term. Parents are able to choose whether they wish to pay annually or termly.

Recently, the school has benefited from being able to draw substantially on this fund for the re-roofing of the school building and the library extension, computer suite and SEN room. The school is committed to repay this amount which was far in excess of contributions already made and to continue with its yearly subscription

## **WESTMINSTER CATHEDRAL SCHOOL TEACHING STAFF**

MR J M HARTNETT	Headteacher
MRS L VASSALLO	Deputy Head, Year 6
MISS S CHARLTON	Class Teacher, Reception
MISS H MARSDEN	Class Teacher, Year 2
MRS L ROBINSON	Class Teacher, Year 1
MISS C FLOOD	Class Teacher, Year 3
MISS A CUNNING	Class Teacher, Year 5 (Senior Teacher)
MR K McGUIGAN	Class Teacher, Year 4
MS C AYLOTT	Part-time EAL Teacher
MISS G COONEY	Part-time SEN Teacher and Co-ordinator SENCO
MR D SMOUTT	Part-time Music Teacher
MISS A CHAPMAN	Support Teacher, EAL

## **NON-TEACHING STAFF**

MRS V MAKER	School Administrator/Secretary
MR M STANFORD	Schoolkeeper
MRS A HAMMOND	Clerical Assistant/Teaching Assistant/ Snr Meals Supervisor
MRS N PETERS	Teaching Assistant/Meals Supervisor /Cleaner
MRS L BUCKFIELD	TeachingAssistant
MRS A JUBON	Teaching Assistant/Meals Supervisor
MRS M HOGAN	School Cleaner
MRS H HUGHES	Teaching Assistant
MRS R McPHAIL	Teaching Assistant
MRS A BEACH	Teaching Assistant
MRS R GLYNN	Teaching Assistant/Meals Supervisor
MRS A MITCHELL	School Cleaner
MS E SKIPPER	Teaching Assistant
Mrs C KELLY	Meals Supervisor/Teaching Assistant
Ms K MOLLOY	Meals Supervisor/Teaching Assistant

## **KITCHEN STAFF EMPLOYED BY Scholarest**

*Love one another as I have loved you*

**MISSION STATEMENT**

## **OUR AIMS**

Our aim is to create a happy, caring, stable environment which is truly Catholic and based on the life and teachings of Christ, where every child receives a broad, balanced and relevant curriculum suited to his/her individual needs.

To enable all members of the school community to understand and live our mission statement - Love one another as I have loved you.

To enable each child to deepen his/her relationship with God and to further his/her understanding of the Faith, through RE teaching, prayer and celebration.

To enable each child to develop a sense of moral and social responsibility supporting and caring for those close to them and extending to the wider community.

To help each child to feel valued and respected for his/her contribution to school life, where success is celebrated and difficulties and problems are talked through and prayed through.

Through quality teaching to give each child confidence, stimulation and encouragement to learn effectively and make good progress in academic work.

To encourage each child to express himself or herself clearly and fluently in written or spoken English.

To develop knowledge and understanding of basic mathematical ideas and to be able to apply them in everyday life.

To provide opportunity for scientific discovery through investigation, observation and experimentation.

To help each child to acquire confidence and pleasure in Information and Design Technology. To use appropriate technology to enrich and extend learning throughout the curriculum.

To help children understand the world in which they live through a study of history and geography.

To help each child to acquire skills and to participate in a range of physical activities. To enable the children to develop a sense of fair play and whether they win or lose to enjoy team sports.

To help the child appreciate beauty and to communicate through art, music, drama, and movement.

## **EQUAL OPPORTUNITIES**

Our Equal Opportunities Policy states:

All men and women are of equal importance in the sight of God and should be equally accorded the respect and dignity due to the children of God. It follows that the school believes that equality of opportunity is the entitlement of all children regardless of ability, social class, race or gender.

This policy is further supported by the school's Race Equality Policy, Disability Discrimination Policy and Inclusion Policy.

## **INCLUSION**

"Schools have a responsibility to provide a broad and balanced curriculum for all pupils (*National Curriculum 2000*).

The essence of this statement is included in the School's Mission Statement, that all children be educated to reach their fullest potential in a truly Catholic community which is centred upon the life and teachings of Christ and the Catholic Church.

The school is committed to inclusion, to provide effective learning situations for all pupils and to have high expectations of everyone.

## **ADMISSION POLICY**

The Governors will admit up to the school's published admission number of 30 children into the Reception class each year.

Westminster Cathedral Catholic Primary School was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its governing body as part of the Catholic Church in accordance with its trust deed and instrument of government, and seeks at all times to be a witness to Jesus Christ.

The Governing Body has sole responsibility for admissions to this school and intends to admit up to the published admission number to the Reception class in the school year which begins in September 2008.

### **Oversubscription criteria**

Where there are more applications than the number of places available, places will be offered to the following in order of priority.

1. Looked after children from Catholic families.
2. Baptised Catholic children from practising Catholic families who are resident in the parishes of the Holy Apostles and Westminster Cathedral.
3. Other baptised Catholic children from practising Catholic families who live outside the parishes of the Holy Apostles and Westminster Cathedral.
4. Other baptised Catholic children.
5. Other looked after children.
6. Christians of other denominations whose parents are in sympathy with the aims and ethos of the school and whose application is supported by a minister of religion.
7. Children of other faiths whose parents are in sympathy with the aims and ethos of the school and whose application is supported by a religious leader.
8. Any other applications.

Catechumens and members of an Eastern Christian Church are to be given priority next after baptized Catholics in each of the above categories.

Where the offer of places to all the applicants in any of the categories listed above would lead to oversubscription the following provisions will be applied.

The attendance of a brother or sister at the school at the time of enrolment will increase the priority of an application within each category.

The governing body may increase the priority of an application within a category where evidence is provided at the time of application of an exceptional social, medical, pastoral or other need of the child which can most appropriately be met at this school.

### **Tie Break**

Where the offer of places to all the applicants in any of the sub-categories listed above would still lead to oversubscription, the places up to the admission number will be offered to those living nearest the school.

### **Waiting Lists**

In addition to their right of appeal, unsuccessful candidates will be offered the opportunity to be placed on a waiting list. This waiting list will be maintained in order of the oversubscription criteria set out above and not in the order in which applications are received or added to the list.

### **Pupils with a Statement of Special Educational Needs**

The admission of pupils with a statement of Special Educational Needs is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining statements by the pupils home Local Education Authority. A detail of this separate procedure is set out in the Special Educational Needs Code of Practice.

### ***Notes (these notes form part of the oversubscription criteria).***

“Looked after child” has the same meaning as in Section 22 of the Children Act 1989, and means any child in the care of a local authority or provided with accommodation by them (e.g. children with foster parents )

“Catholic” means a member of a Church in communion with the See of Rome. This includes the Eastern Catholic Churches. This will normally be evidenced by a certification of baptism in a Catholic church or a certificate of reception into the full communion of the Catholic Church.

“Practising Catholic” means Catholic children from practising Catholic families who worship at Mass on a regular basis ( at least three out of four Sundays ) and where the application is supported by a Catholic priest. The governing body will expect this practice to be verified by a reference from a priest. Family may be taken to mean the child and one Catholic parent.

“Catechumen” means a member of the catechumenate of a Catholic Church. This will normally be evidenced by a certificate of reception into the order of catechumens.

“Eastern Christian Church” includes Orthodox Churches, and is normally evidenced by a certificate of baptism or reception from the authorities of that Church.

To demonstrate an exceptional social, medical or pastoral need of the child which can be most appropriately met at this school, the governing body will normally require written evidence from an appropriate professional, such as a social worker, doctor or priest.

Distances will be measured by the geographical information function embedded in the Local authority’s dedicated admissions software.

## **Appeals Procedure**

Parents who are unsuccessful in securing a place for their child have the right of appeal. In the first instance they should write to the Chair of Governors, within 21 days. If the matter cannot be resolved, then parents will be advised of their right of appeal under the 1998 School Standards and Framework Act. The school follows the procedure laid down by the Westminster Diocese in such circumstances.

## **Applications to Westminster Cathedral Primary School, 2008/2009**

As from 2006 admission to all maintained primary schools in Westminster are being coordinated by the City of Westminster Local Education Authority.

Parents applying for a place at Westminster Cathedral Primary School are required to complete these two forms:-

The Westminster Common Application Form (CAF), naming Westminster Cathedral School as one preference. On this form applicants will be able to apply for up to six maintained primary schools within Westminster in order of preference. This form must be completed regardless of where the applicant lives and is the main basis of application. This form must be returned to:-

The School Admissions Team,  
13<sup>th</sup> Floor South,  
Westminster City Hall,  
64 Victoria Street,  
London, SW1E 6QP.

A Westminster Cathedral School supplementary form, which will enable the Governors to gather information to assess commitment to the Roman Catholic Church. This form must be returned to :-

The Admissions Officer,  
Westminster Cathedral Primary School,  
Bessborough Place,  
Pimlico,  
London, SW1 3SE.

The child's birth and baptism certificate together with proof of residence (a Council Tax Bill, a Rental Agreement, utility bill or proof of home ownership) must be submitted with this form.

The closing date for applications is **Friday 29<sup>th</sup> February 2008**.

Both the Westminster Common Application Form and the school's supplementary form must be received by that date.

## **Offer of places**

Parents will be notified of the result of their application on **Thursday 8<sup>th</sup> May 2008**.

Parents will be required to sign a copy of a statement to indicate positive support for the aims and ethos of the school.

## **Entry into the Reception Class.**

There are two admission points into the Reception Class.

Children who become five years of age between 1<sup>st</sup> September and 28<sup>th</sup> /29<sup>th</sup> February start school in September.

Children who have their fifth birthday between 1<sup>st</sup> March and 31<sup>st</sup> August start school in January.

When your child first begins school, we try to make the transition from home/nursery to school as smooth as possible. During the term preceding your child's admission we will invite you and your child to visit the school. Your child will be able to spend some time in his/her classroom with the class teacher and the other children starting school at the same time.

It will also provide parents with the opportunity to meet and talk to the headteacher, members of staff, school chaplain and some members of the school's governing body.

Our policy is to start children gradually in the Reception class. Admission days and times are staggered to allow the children to become socially integrated and to meet their teacher. On the first couple of days, your child will stay for the morning only.

We will endeavour to contact your child's nursery or playgroup before entry to the school, so we can prepare effectively for your child's transfer. This is particularly important if your child has special needs (whether stated or otherwise) or suffers from any physical disability. Our SENCO and classteacher will then make every effort to visit your child in its current setting.

"Casual" admissions. (i.e. for admissions at times other than normal admission to the reception class).

Older children may be admitted at any time provided there is room in the appropriate class.

Where there are more applicants than vacancies, the oversubscription criteria applies.

Where a year group is over subscribed, the school maintains a waiting list in rank order. This is updated as children are removed or added to the list.

## **HOW TO HELP YOUR CHILD WHEN HE/SHE FIRST START SCHOOL**

When their child first starts school many parents ask us the question "How can I help my child and the school?" Here are a few ways in which you can support your child and the school.

Send the children to bed at a regular and reasonable time.

Children have a real need to be heard. Let them tell you about their day. Tell them about your day. Find time to pray together.

Be positive. Build your child's confidence by praising the things (s)he does well.

Listen to your child read, and enjoy stories together.

Learn from your child's teacher the best way (s)he thinks you can help your child at home.

Enrich your child's leisure time by encouraging hobbies, sports, games, handicrafts, outings, joining clubs, etc.

Be selective about the television programmes/videos (s)he watches and discuss the programmes that you view together.

Encourage your child to read as much as possible.

Involve your child in the mathematical experiences of everyday life, in cooking, shopping, measuring and telling the time.

Teach your child to dress himself/herself, do up tie, put on shoes etc.

Take an active interest in any school work your child brings home.

If you are anxious about your child's progress, please come and talk to us. Try not to pass on your anxiety to your child.

## **SCHOOL ORGANISATION**

Westminster Cathedral caters for children from 5-11 years and provides continuous education without any big changes. The Headteacher, teachers and support staff work together as a team to provide progression and development for all the children. It is a one form entry school, organised in year groups with children born between September 1st and the following August 31st forming each year. The classes are of mixed ability each with its own class teacher. The children are taught as a class or in groups according to the subject matter of the lesson and the needs, interests and abilities of the children. Our support staff work in all the classes, giving additional support to the pupils.

The school consists of 7 classes:

<b>The Foundation Stage</b>	Reception	4-5 years
<b>Key Stage 1</b>	Year 1	5-6 years
	Year 2	6-7 years
<b>Key Stage 2</b>	Year 3	7-8 years
	Year 4	8-9 years
	Year 5	9-10 years
	Year 6	10-11 years

### **The Foundation Stage**

During your child's time in the Reception Class he/she will follow a curriculum especially designed for the Foundation Stage. This prepares your child for the study of the National Curriculum which begins in Year 1.

The curriculum focuses on six areas of learning:

- Personal, social, emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world. (This forms the foundation for later work in Science, Design Technology, History, Geography and ICT.
- Physical Development
- Creative development (This area which includes art, music, dance, role play, imaginative play).

## **THE NATIONAL CURRICULUM**

The Education Reform Act requires that all schools work within the framework of the National Curriculum, spending a reasonable amount of time studying certain subjects.

The National Curriculum is divided into three Core subjects and a number of Foundation Subjects.

In Catholic schools Religious Education is taught as a core subject.

**Core Subjects**

English  
Mathematics  
Science

**Foundation Subjects**

History  
Geography  
Information Technology (ICT)  
Design Technology  
Music  
Art  
Physical Education

**Key Stages:** The National Curriculum has been planned for four age groups, called Key Stages 1, 2, 3 and 4. Children reach the end of the four Key Stages at the ages of 7, 11, 14 and 16. Children are assessed at the end of each Key Stage.

**At Westminster Cathedral the Key Stages are:**

<b>Age</b>	<b>Year Group</b>	<b>Key Stage</b>
<b>6</b>	<b>Year 1 )</b>	<b>1</b>
<b>7</b>	<b>Year 2 )</b>	
<b>8</b>	<b>Year 3 )</b>	<b>2</b>
<b>9</b>	<b>Year 4 )</b>	
<b>10</b>	<b>Year 5 )</b>	
<b>11</b>	<b>Year 6 )</b>	

**STANDARD ASSESSMENT TASKS (SATs)**

The assessment of children’s progress at the end of each Key Stage has two elements. The first part is undertaken by the teachers who record their pupil’s progress. The second part is based on children’s responses to specially designed tasks and tests known as Standardised Assessment Tasks or SAT’s.

**Levels**

The National curriculum has been drawn up on ten different levels of attainment to cover the whole of the five to sixteen age group. In a primary school an average child in Year 2, is expected to achieve Level 2, and an average Year 6 pupils Level 4.

**AGE**

**EXPECTED LEVEL TO BE  
ACHIEVED BY AVERAGE PUPILS**

7	2
11	4

## **ASSESSMENT OF PUPIL'S PROGRESS**

In the Reception Class the children are assessed in the six areas of learning in accordance with the standards set out in the Foundation Stage Profile.

In Year 1 half-termly whole class assessment take place in Numeracy and Literacy.

The National Curriculum is monitored through national tests at the end of Key stage 1 (Year 2) and at the end of Key Stage 2 (Year 6)

These tests are part of the assessment process and should be seen alongside the Teacher Assessment and ongoing recording of the children's progress within the year. A copy of last year's SATS results are in the appendix. Children are also tested in years 3, 4 and 5, using the Optional SATS papers to ensure each child is making progress. Ongoing assessments take place in class in all areas of the curriculum and an annual reading test is carried out in Key Stage 2.

## **THE DELIVERY OF THE CURRICULUM**

At Westminster Cathedral School we are continually working to ensure that the children receive the very best Catholic education we can provide.

The Reception Class spend 21 hours 35 minutes per week being taught.

In Key Stage 1 and Key Stage 2 the curriculum is delivered mostly through separate subject teaching. 21 hours 35 minutes each week are spent teaching Key Stage 1 and 24 hours 30 minutes at Key Stage 2.

Where parents are dissatisfied with the curricular arrangements (including RE/Collective worship) made for their child and they have been unable to resolve their complaint by informal discussions with senior teachers and the Headteacher, they may, under the terms of Section 23 of the Education Reform Act 1988, take their complaint further. In the first instance this should be done by writing to the Chairman of the Governors.

## **RELIGIOUS EDUCATION**

“Catholics believe that Religious Education is not one subject among many but the foundation of the entire educational process. The beliefs and values it communicates should inspire and unify every aspect of school life. It should provide the context for, and substantially shape, the school curriculum, and offer living experience of the life of faith in its practical expression”. (***Education Reform Bill - A Commentary for Catholics, February 1988***)

Westminster Cathedral School has a place and function within the Church. Religious Education is in accordance with the teachings and norms of the Catholic Church. .

This positive Catholic teaching is based upon the “Here I Am” programme for Religious Education. The basic question/belief for each term is explored through three kinds of themes:

- |                       |                           |
|-----------------------|---------------------------|
| Community of Faith    | - Church Themes           |
| Celebration of Ritual | - Sacraments              |
| Way of Life           | - Christian Living Themes |

All children attend a daily assembly. On Mondays, Tuesdays and Thursdays a whole school assembly is led by the Headteacher or another member of staff. On Wednesdays there is a key stage assembly, children in the other key stage participate in an act of worship held in their classroom. On Fridays the whole school gathers for an assembly led by one of the classes or for a showing assembly when children show their best work. Individual or groups of children are mentioned for work. Individual or groups of children are mentioned for making a particular improvement or special effort or being particularly helpful or co-operative.

Canon Browne, parish priest of Holy Apostles and the School Chaplain, visits regularly. Mass is often celebrated in school. These Masses are carefully prepared by the children and parents are invited to join us.

Each half-term every KS2 class has a Mass in their classroom or attends one of the weekly 10'0 Clock Masses at the Holy Apostles. This Mass is especially geared to the needs of the children and is prepared thoroughly in school by teachers and clergy.

During Advent and Lent a service of Reconciliation is organised for Years 4, 5, and 6. There is an opportunity for Confession.

In Year 3 the children are invited to join the Holy Apostles Parish First Reconciliation and First Holy Communion programmes. These programmes are supported by the school.

Parents, however, are the most important people in the life of children. Family prayer and regular attendance at Sunday Mass are of vital importance to the spiritual and moral development of your children. Please don't let them down!

## **ENGLISH**

"Children learn through language as well as learning language itself. Any learning develops language, any language development improves learning". (David Allen, English, Whose English?)

Speaking Listening, Reading and writing are very important skills to be learnt in the primary school. Children need these skills not only to communicate read and write for pleasure but also as a basis for all learning. In school children will be taught from an early age within a structured literacy lesson.

Everyday children have the opportunity to read and learn new skills whether it is learning about phonics or writing, or studying punctuation, grammar, spelling or handwriting. They read and write personal accounts, factual reports, reviews, stories, instructions, poems, newspapers, diagrams, charts and advertisements.

### ***Speaking and Listening***

Giving, receiving and following instructions accurately, listening to points of view and expressing an opinion, sharing ideas, explaining, reporting and recounting are vital to successful language development. Children are encouraged to speak confidently and to extend fluency in language, through discussion, drama and role play.

#### ***Parents Can Help By:***

- Discussing with and listening to their children.
- Listening/watching programmes together and discussing them with their children.
- Sharing books with children and discussing them.
- Answering children's questions and encouraging thought.
- Encouraging children to help with everyday activities, e.g. cooking, shopping, gardening and to discuss what, why and how they are doing things.
- Encouraging children to look at things in detail and to discuss joint observations.

### ***Reading***

Our principal aim is that children develop a confident, interested and enthusiastic approach to books and reading, and are given the opportunity to become fluent, independent readers.

#### ***Parents Can Help By:***

- Encouraging their child to read.
- Sharing books with their children in a comforting and encouraging manner
- Encouraging reading in all situations e.g. road signs, posters, logos, TV programme guides, food labels, etc.
- Making their child aware of the letters of the alphabet and how together they form words.
- Joining the Local Library

## ***Writing***

Children are encouraged to write independently as soon as they are ready. As a child's writing develops, particular attention is given to correct spelling, punctuation, syntax and vocabulary.

Children will be taught correct letter formation, joined handwriting, spelling, grammar and punctuation. Children will be provided with opportunities to write in both literacy lessons and in subjects across the curriculum.

### ***Parents Can Help By:***

- Providing a range of papers, pens, pencils and crayons for their child to use at home.
- Providing chalk boards and chalk, and magnetic boards and letters for use at home.
- Encouraging children to write at home e.g. stories, letters, diaries, shopping lists, recipes.

Each class has a fiction library and there is a well stocked non-fiction library. Classes visit Pimlico Children's Library on a rota basis.

## **ENGLISH AS AN ADDITIONAL LANGUAGE**

Bilingualism is considered a positive asset at Westminster Cathedral School. The value and status we give to the variety of languages spoken not only supports the bilingual child but also provides a valuable resource to be used in the classroom.

Children for whom English is an additional language are assessed by our EAL support teacher. She supports them in the classroom and offers advice to their class teachers.

## **MATHEMATICS**

Our aims are to encourage the children to think mathematically to form sound concepts in number, all forms of measurement, (length, weight, area, volume, capacity, time) shape and data handling and to achieve competence in working with numbers not only in written work but to solve problems by using a range of mental strategies.

All children are timetabled everyday for a Mathematics Lesson which is structured according to the National Numeracy Strategy.

### ***Parents Can Help By:***

- Looking for and discussing with their children Mathematical ideas in everyday things, e.g. cooking, decorating etc.
- Counting with their children e.g. objects, steps etc, using larger numbers as the children progress up the school
- Allowing children to handle money when shopping
- Playing number and counting games e.g. Snakes and Ladders, cards
- Looking for different shapes, weights, etc. when shopping with their children.

## **SCIENCE**

The aim of primary science is not just to provide facts, nor to present exciting but isolated experiments which have no real meaning for the child. It is, rather, to encourage an

attitude of learning based on discovery, using observations, experiments and recordings, training the children to be real scientists.

In the early years, science arises from everyday observation and simple activities. Observation then leads to making descriptions and forming comparisons. These are the beginnings of a scientific approach. As the children develop, these skills become more sophisticated through practice in making measurements, recording findings, communicating results and predicting and testing hypotheses.

A range of scientific topics will be covered based on the following aspects of the National Curriculum: Life and Living Processes, Materials and their Properties, Physical Processes.

### ***Parents Can Help By:***

- Encouraging a questioning attitude to the world around them.
- Collections of natural materials ie. Flowers, insects, rocks, etc.
- Observations on family walks
- Outings to Science museums, gardens etc.
- Taking care of a suitable pet.

### **HISTORY**

Our aim in teaching History is to give the children an understanding of the present in the context of the past and to give them a knowledge and understanding of their own cultural roots and heritage.

At Key Stage 1 we aim to introduce the children to a sense of the past by exploring their own experiences and comparing them to those who lived in the past.

At Key Stage 2 the children study specific periods e.g. the Romans, The Tudors by using a variety of resources, including artefacts and historical documents. Frequent visits are made to museums to broaden the children's experiences.

### **GEOGRAPHY**

Our aim is to develop the children's geographical knowledge of their own environment and to compare it with other locations in the British Isles and abroad. Children are encouraged to make observations, collect and record evidence, draw conclusions and be able to draw and interpret from maps and plans.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

ICT is concerned with using computer systems and software packages to analyse, process and present information, and to model, measure and control external events. Every class has at least one computer and the school has a small ICT suite consisting of 8 PCS.

This provides for all the children the opportunity to gain knowledge and understanding of ICT skills.

## **DESIGN AND TECHNOLOGY**

Design and Technology describes a way of working in which children combine their designing and making skills with knowledge and understanding in order to design and make products.

## **ART**

The Art Curriculum is approached through the study of a variety of techniques. These include observational and imaginative drawing and painting, collage, and construction using a variety of materials.

The children also experience work in both 2 and 3 dimensions. Opportunities are taken to visit art galleries and museums.

We encourage an excellence of display and presentation to enhance aesthetic appreciation.

## **MUSIC**

In Music we aim to provide the children with experiences which enable them:

- to enjoy a wide variety of music from their own and other cultures
- to participate in music making activities using tuned and untuned instruments
- to appreciate their own and other people's music
- to develop the technical skills they need to use their voice and instruments
- to develop their understanding of structures in music
- to develop the vocabulary they need to discuss Music.

Every class has a weekly music lesson. Children from Years 4-6 have the opportunity to learn the recorder

The school has its own choir.

## **PHYSICAL EDUCATION**

Through Physical Education we expect to develop the children's social attitudes, their balance, co-ordination and dexterity. We encourage the children to achieve personal satisfaction, to participate in group activities, to accept the decisions of others and to accept responsibility for themselves and others.

To achieve this, we offer the children gymnastics, games, dance and swimming.

Our hall is equipped with large and small apparatus. At the present, the children in Key Stage 2 have a fortnightly swimming session at Dolphin Square Baths.

Our school is affiliated to the Victoria Primary Schools Sports Association (VPSSA).

Teams participate in the local inter-schools competitions for:

Mixed football

Mixed netball  
Rounders  
Athletics  
Swimming  
Unihoc  
Tag Rugby

We are committed to inclusive practice and planning PE lessons would take into account any physical disability.

Equipment has been purchased for use at playtime to ensure that the children have the opportunity to be physically active.

### **MODERN FOREIGN LANGUAGES**

As from January 2005 all children in KS2 are taught Spanish. Each class has one half hour lesson per week. At other times during the week the children use Spanish in other aspects of school life - e.g saying "Good Morning" in Spanish in response to the register.

These classes are supported by colleagues from St Thomas More Language College and Pimlico School.

In 2010 it will be compulsory for a Modern Foreign Language to be taught in all primary KS2 classes, it is hoped that by then, Spanish is well embedded in our curriculum.

## **CHILDREN WITH SPECIAL NEEDS**

As teachers, we are responsible for the educational needs of all the children we have contact with throughout the school day. This responsibility is focused on those children within our teaching group and further focused on those whose educational needs are special.

It is our aim to ensure that the special educational needs of children at Westminster Cathedral are identified as early as possible and that the procedures for meeting those needs are effective. We have adopted the Code of Practice which has enabled us to meet the special needs education of the majority of children effectively within the mainstream school with outside specialist help where necessary. We have a part time teacher who is responsible for children with Special Educational Needs. She works with the class teachers and advises them on how best to meet the needs of all children. In addition either she or a further part-time special needs teacher works with some children on School /Action or School Action Plus, either individually or in small groups. Children who have a Statement of Special Educational Need receive additional support from a learning support teacher/assistant as detailed in their statement.

We recognise the invaluable contribution that can be made by parents to their child's progress and it is our policy to inform them of all decisions to provide their child with special help and to invite them to work in partnership with the school at every stage.

## **PROVISION FOR THE DISABLED**

Although currently it is difficult to make provision for disabled pupils due to the nature of our building, we have drawn up the required plans in partnership with Westminster LEA to increase overtime the accessibility of our school for disabled pupils. We are committed to make every effort to anticipate the needs of any disabled pupil under the new duties of the Disabilities Discrimination Act (2001). Our Administration Area has recently been refurbished and provides disability access and disabled toilet facilities.

## **PERSONAL AND SOCIAL EDUCATION**

We aim to provide all children with knowledge and understanding of themselves and the world around them. Through the promotion of personal, moral and social development children will be helped to develop mutual respect, dignity and responsibility in dealing with themselves and with relationships.

To help develop these positive attitudes the school works with the parents and is reliant on their support. If the school is concerned about the welfare or discipline of a pupil, parents will be invited to discuss the matter with the class teacher and/or headteacher.

Behaviour in school is based on showing care and consideration for others. We strive to encourage tolerance towards others and community responsibility. We believe that good discipline is essential for the school to maintain a happy, purposeful working atmosphere.

It is hoped that the Catholic ethos of the school will be sufficient to maintain co-operation and friendly attitudes to one another. However, where further measures are needed to maintain discipline, sanctions and the withdrawal of privileges are used. In extreme circumstances or for repeated offences, it may be necessary to exclude the child from

school. In such cases the regulations laid down by the Diocese of Westminster are closely followed.

### **THE SCHOOL RULES**

1. Smile, remember to greet people politely, say please and thank you.
2. Walk quietly into line when you hear the whistle.
3. Remember to walk into school quietly.
4. When you enter your classroom. Always sit down be ready for the next lesson.
5. Always do as your teacher or a member of staff ask. Obey instructions quickly.
6. Help to keep the school clean and tidy. Always clear your desks. Put away your coats and bags properly.
7. Always walk quietly around the school to avoid accidents to yourself and others. Keep to the right of the Staircase.
8. Look after your books carefully. Always strive to do your very best work.
9. Respect others. Listen to what they say. Never laugh unkindly. Comfort anyone who seems sad or upset.
10. Take a pride in your appearance, keep your uniform neat, clean and tidy. Always remember your PE, Swimming Kit.

### **EDUCATIONAL VISITS**

We believe that we should take full advantage of the rich environment surrounding our school. Educational visits are encouraged. These are arranged at the discretion of the class teachers and are always an integral part of the curriculum. Much preparatory and follow up work is done.

Every year a residential school journey or an activities week is organised for our Year 6 pupils.

Planning for such visits would take into account provision for the disabled.

### **AFTER SCHOOL CLUBS**

Throughout the year, Sports Clubs are run after school for Year 6. In the Autumn/Spring Football and Netball clubs are held, in the Spring/Summer, Unihoc and Rounders.

A coach from Chelsea Football Club has been involved in the football coaching.

During the year a range of clubs are held. Fencing, Drama, Dance, Newspaper Club.

A French Club is run after school for Years 3, 4, 5 and 6. The Choir meets after school.

The Portuguese Embassy provides Portuguese lessons for Portuguese pupils attending the school.

### **CHARGES FOR SCHOOL ACTIVITIES**

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

- school journeys within school hours
- activities outside school hours where costs arise
- damage or loss of equipment by a pupil.

Voluntary contributions will be sought for activities during school time e.g. travel costs when taking part in educational visits and entrance fees to museums, castles, galleries, theatres and concerts.

When your child is involved in these activities for which we ask for voluntary contributions you will receive information from the teacher who is organising the activity.

If you are not able to make such a contribution please inform the headteacher in confidence. Your child will not be excluded.

Educational visits are an important and integral part of the curriculum. However, it is not possible for school funds to support these activities. If we do not get sufficient contributions from parents it may not be possible to proceed with the planned activity.

## **HOMEWORK**

Homework is set according to age. All classes have reading homework each night. Children in classes 1-6 have weekly spellings to learn, the quantity varies according age and ability. Written homework, such as English, Mathematics, RE or Research is set for Years 2-6. The frequency increases as your child gets older.

## **THE SCHOOL AND PARENTS**

The Headteacher and teaching staff are very willing to talk to parents.

The Headteacher is generally available before or after school to see parents if they have any questions, suggestions or concerns. If he is unavailable please see the Deputy Head or make an appointment through the secretary.

Class teachers are busy preparing lessons before school and often attend meetings and courses after school, so if anything requires lengthy discussion it is best to make an appointment by sending a note or telephoning the school.

Parent afternoon/evenings are held during the year, when you are invited to discuss your child's progress with the class teacher. Written reports are sent home once a year.

Half termly newsletters in addition to frequent letters inform parents of what is going on in school.

If you have any spare time and feel that you have an interest or talent that you wish to share or would like to help on school trips, please let us know.

## **COMPLAINTS PROCEDURE**

If a parent has a complaint about any aspect of school life they should discuss it first with the person alleged to have caused offence or with the Headteacher. In practice the majority of complaints are resolved in this way to the satisfaction of both sides.

If however the matter cannot be resolved, the Headteacher should be involved and if necessary the School complaints Procedure followed. The School complaints Policy is available from the school.

## **TRANSFER TO SECONDARY SCHOOL**

At the age of eleven the children transfer to a number of different secondary schools.

The majority of our pupils transfer to the following Roman Catholic Secondary Schools:

### ***Mixed***

St George's  
St Thomas More  
Sacred Heart  
Camberwell

### ***Girls Only***

Notre Dame Southwark  
La Retraite  
Maria Fidelis  
Sacred Heart  
Sion Manning  
Greycoat

### ***Boys Only***

Cardinal Vaughan  
London Oratory  
Salesian Collage

The secondary schools all have open days and evenings in the Autumn to help Year 6 parents decide which school is right for their child. We also arrange a full programme of consultation and advice to help you make your choice.

A list of the schools our pupils transferred to last year is available in the Appendix.

## **SCHOOL HOURS**

The school hours are as follows:

### **Key Stage 1**

8.55am - 12.15pm

1.20pm - 3.20pm

### **Key Stage 2**

8.55am - 12.30pm

1.30pm - 3.20pm

The school accepts responsibility for the children from ten minutes before the start of school and for ten minutes at the end of the day.

Please make sure that your child arrives in time for school. A child who arrives late interrupts the class and also misses valuable learning time.

Similarly, please make sure that your child is collected from school on time. Young children become very distressed if they are left waiting for their parents.

## **ATTENDANCE**

Good attendance and punctuality are expected of each child. If children are absent, parents must telephone or send a note to the school explaining the reason for the absence. Absence is recorded in the register as authorised or unauthorised if no reason is given.

We have approximately 12 weeks holiday each year. It is hoped, that family holidays will be taken during the school holidays. However if this is not possible a maximum of two weeks' holiday during term time is permissible each year for the purpose of accompanying parents on their annual holiday. Any requests for absence should be made on our application for absence form and returned to the Headteacher.

Children who are absent from school for any length of time cannot take full advantage of all that life at school has to offer, both in terms of their academic achievement and social relationships.

During the school day children are not allowed to leave school unless they are accompanied by a parent or responsible adult. A note, or telephone call is also required if a child is to leave the school during the day for any reason.

Long term absence without good reasons, and frequent lateness, will be brought to the attention of the Education Welfare Officer who may then visit the parents. The Education Officer visits the school regularly and checks for lateness and absence.

## **ROUTINE MESSAGES**

Mrs Hammond, one of our Support Staff is available in the playground, before school. Any routine message may be given to her and she will inform the teacher concerned or the school secretary.

### **WHAT HAPPENS IF YOUR CHILD IS ILL OR INJURED IN SCHOOL**

You will be asked to complete an Emergency Form providing details of your name, address and telephone number. We also need the name, address and telephone number of someone we can contact in case you are unavailable. We will need this if your child is ill, or has an accident and we need to get a message to you quickly.

If you change your address or telephone number it is most important that you let us know immediately.

### **ILLNESS AT SCHOOL**

We give first aid for minor accidents. If your child is taken ill at school we will contact you and ask that you take your child home. If specialist help is needed you will be contacted, as your child will be taken to hospital. A member of staff will stay with your child until you arrive.

### **MEDICINES**

If your child is taking a course of medicine then he/she should not normally be in school. No class teacher or member of staff should be asked to dispense medicine.

If medicine is essential (e.g. inhalers for Asthmas sufferers, medication for epilepsy) please contact the headteacher in the first instance. Such medicines inhalers must be labelled with name and directions for use and given to Mrs Hammond. Under no circumstances are children allowed to keep medicines, inhalers on their person or in their bags.

### **SCHOOL NURSE**

Our School Nurse can be contacted at Bessborough Street Clinic, 020 8746 5529. Messages may also be left at the school. She is responsible for dealing with everyday matters and provides an essential liaison role between the school and doctors. She arranges routine health checks, and medicals. You are notified of any forthcoming medical and it is a great help to the doctor and your child, if you can be present.

Headlice is a problem which is best dealt with by parents. Regular head checks will reduce the spread of infection throughout the school. The School Nurse is no longer available to carry out head inspections but is available for advice.

### **CONTAGIOUS AND INFECTIOUS ILLNESS**

In order to prevent the spread of diseases, children suffering from contagious or infectious diseases should be kept at home for the appropriate isolation period. Please inform the school if your child catches the following:

Measles

Whooping Cough

Meningitis

Chickenpox  
Mumps  
German Measles

Tonsillitis  
Impetigo  
Ringworm

### **CHILD PROTECTION**

The School's Designated Teacher for Child Protection is Mr J M Hartnett, Headteacher.

### **DENTAL EXAMINATIONS**

A Community Dental check is carried out in school each year. The children in the Reception Class and Years 1, 3 and 5 have their teeth examined. Parents are informed if any treatment is necessary.

### **SEX EDUCATION**

At present it is not the Governors' Policy to provide Sex Education in School.

A policy on Sex Education and a unit of work is being considered by governors, staff and parents. If the scheme is adopted it will be used in Year 6. Parents will be informed before any teaching takes place and have the right to withdraw their children.

### **HOSPITAL & CLINIC APPOINTMENTS**

Please let us know in advance if your child has an appointment at the hospital or clinic.

### **SCHOOL MEALS**

School dinners are cooked and served on the premises. The Catering Company, Scholarest is committed to Healthy Eating and provides a Healthy balanced Meal for the children. The school encourages its children to eat healthy. The School Secretary will inform you of their cost. To ease administration, we would appreciate it if lunches could be paid for four weeks in advance. Please send money in an envelope on Mondays. Cheques should be made payable to "**Westminster Cathedral Primary School**". Any meals missed will be credited. Free dinners are available but many people do not realise that they are entitled to them. Full details are available from Mrs Maker, the School Administrator.

School dinners are cooked to a high standard. There are three choices on the menu each day, one of which is vegetarian. Children can also serve themselves from the salad bar if they wish.

Your child may bring a packed lunch in a lunch box clearly marked with his/her name and class. **NO** nut products are to be included. Parents are advised to follow healthy eating guidelines.

A half term's notice is required to change from school meals to sandwiches or visa versa.

## **SNACKS AND SWEETS**

Children are not allowed to eat sweets in school. Chewing gum is not allowed on the school premises.

Children may take a piece of fruit to eat during the morning breaktime. Children in Reception, Year 1 and Year 2 are given a piece of fruit at playtime through the National Fruit Scheme.

The School Council organizes the sale of fruit to KS2 pupils once a week during the Summer Term.

## **TOYS**

Children are **not** permitted to have toys in school. This includes cards of any description.

The school provides balls, games, and toys for children's playground use.

## **SCHOOL SECURITY**

We aim to provide a safe environment for all children, staff and parents. There is one entrance to the school which is operated by an entry phone system. Once inside the entrance foyer, entrance to the school is further controlled by the office staff.

## **PARKING**

In the interests of children's safety Parents are required **not** to drive into Bessborough Place unless it is absolutely necessary. Please do not reverse into the school entrance or to park on the zig zag lines.

## **SCHOOL UNIFORM**

Children are required to wear school uniform. It engenders a sense of belonging and pride in the school

### ***Boys - Autumn/Spring terms***

Grey Trousers/Shorts not 'Bermuda' type  
V-Neck Grey Jumper  
Grey/White Shirts  
School Tie (available from office) £2.00  
Long/Short Grey Socks  
Black Blazer (optional)  
Black/Grey Coats (Available from office price **£18.00**)

### ***Girls - Autumn/Spring terms***

Dark Grey Tunics (Infants, early Juniors)  
Dark Grey Skirt (Older Jnrs)  
V-Neck Grey Jumper/Cardigan  
White Shirts  
School Tie (Available from office ) £2.00  
White Socks or Plain Red or Plain Grey Tights  
Black Blazer (optional)  
Black/Grey Coats (Available from office price **£18.00**)  
Sensible Black Shoes -preferably lace-up or bars  
(we have been advised that slip-on shoes are not suitable for young growing feet).  
**NO FASHION SHOES/BOOTS**  
Red Hair Ribbons ONLY

**In the cold weather children both boys and girls may wear a plain navy woollen hat.**

### ***Boys - Summer Term***

Grey Trousers/Shorts not 'Bermuda' type  
V-Neck Grey Jumper  
White or Grey Shirt with School Tie OR Red button-fronted sports shirt with collar  
Black Blazer or Black or Navy Blue top Coats or Anoraks  
Sensible Black Shoes -preferably lace-up or bars or Black or Dark Blue Sandals (similar to Clarks, Startrite or Birthday)

### ***Girls - Summer Term***

Simple Red and White Check Gingham Dress from Peter Jones with optional red purse belt OR Dark Grey Skirt/Tunic White Shirt with School Tie  
Grey Cardigan/V-Neck Jumper White Socks  
Black Blazer or Navy Blue or Black Top Coat or Anorak  
Sensible Black Shoes -preferably lace-up or bars or Black or Dark Blue Sandals (not open-toed, similar to Clarks, Startrite or Birthday).

***In summer, as protection from the sun red school caps may be worn.***

***These have the school logo printed on them and are available from school, priced £2.75.***

## **PE KIT**

Key Stage 1 Black Plimsoles (lace up or slip on)  
Key Stage 2 Black Plimsoles for indoor PE. Trainers may be worn for outdoor activities.  
Navy Blue Shorts and White T-Shirt.

**NO TRAINERS** Please send your child's PE Kit into school in a bag on Monday and remind your child to bring it home on Friday for washing.  
GYM SHOES CAN BE WORN AT PLAYTIMES.

***Plimsoles can be ordered through the school price approximately £2.75 smaller sizes £3.25 large sizes.***

## **SWIMMING KIT**

Plain red swimming trunks and costumes. White swimming hats will be required by all girls (boys optional) which are available from the school office. Priced £2.20

\*\* badges, girls summer dresses are available from Peter Jones, Sloane Square, together with all other items which are of good quality and reasonably priced.

## **HAIR STYLES**

We endeavour to present ourselves in a moderate way, avoiding extremes, this includes hair styles. Ultra modern hair cuts are considered to be inappropriate. We ask for your co-operation.

## **MARKING OF CLOTHES**

To assist in tracing lost property, please ensure that all articles are clearly marked with your child's name. The school is not insured for loss of personal property. Lost property is kept by Mrs Hammond to whom children should go for lost items.

Whilst every effort is made to trace lost property, valuable time can be wasted if it is not clearly marked.

## **SCHOOL BAGS**

A school bag is available from school price **£7.00**. PE Bags are also available price **£2.75**.

## **JEWELLERY, WATCHES, EARRINGS**

In the interests of the children's safety, we ask you to co-operate by not sending your children to school wearing jewellery of any kind. During a busy and active school day there is always a risk that children could be injured by sharp edges on earrings, rings and chains. We have advised that earrings should not be worn during PE and Swimming Lessons. Earrings may not be worn in these particular lessons.

Year 6 **only** are permitted to wear watches.

### **THE FRIENDS' ASSOCIATION**

The school has an active Friends' Association. All parents are automatically members of the Association. The Committee meets regularly and organises fund-raising and social activities. All monies raised are spent entirely on the children. In the past, the Association has provided additional computers, musical instruments, cassette players and made contributions towards music workshops and school journeys. On occasions The Friends' Association join with the Governors for combined fund raising.

### **WHEN THINGS ARE GOING WELL**

It is also good for the school to know when things are going well. Please let us know.

### **IMPORTANT NOTE**

We hope you have found the brochure useful. The information contained within is correct at the time of issue. It should not however be assumed that there will be no changes made affecting the matters described, either during the current school year or those subsequent.

## APPENDIX

### **SECONDARY TRANSFER**

At the end of Year 6 children transfer to secondary school.

In September 2006 our Year 6 transferred to the following schools:

### **Co-educational Mixed Secondary Schools for boys and Girls**

<b>St Thomas More</b> Cadogan Street, SW3	7 Pupils
<b>Pimlico School</b> Lupus Street, SW1	1 Pupil
<b>St John Fisher</b> Chatham	1 Pupil

### **Boys Only Secondary Schools**

<b>Salesian College</b> Surrey Lane, London SW11	7 Pupils
<b>London Oratory</b> Seagrave Road, London SW6	3 Pupils
<b>London Nautical School</b>	1 Pupil

### **Girls Only Secondary Schools**

<b>Sacred Heart</b> Hammersmith Road, London W6	1 Pupil
<b>La Retraite High</b> Atkins Road, SW12	1 Pupil
<b>Greycoat</b> Greycoat Place, SW1	2 Pupils
<b>Notre Dame, Southwark</b> St George's Road, SE1	4 Pupils

**WESTMINSTER CATHEDRAL PRIMARY SCHOOL**  
**RESULTS OF TEASK AND/OR TESTS AND TEACHER ASSESSMENT 2007**  
**BY THE END OF KSI (Year2) a child should have achieved Level 2)**  
**National Results of those of 2006**

	W	1	2	2C	2b	2A	3 or Above	Disapplied	Absent
<b>SPEAKING AND LISTENING</b>									
School	4	15	66				15		
National	2	10	63				24	0	0
<b>READING</b>									
School	0	18		0	22	22	37	0	0
National	3	13		14	21	21	29	0	0
<b>WRITING</b>									
School	4	14		26	30	16	11		
National	5	7		20	25	21	16	0	0
<b>MATHEMATICS</b>									
School	4	4		14	30	30	22		
National	2	7		15	22	25	28	0	0
<b>SCIENCE</b>									
School	4	11	70				15		
National	2	8	63				26		

**X =** Represents pupils who were not required to be entered for the reading comprehension test and/or the spelling test; and pupils not awarded a level from the reading task because they achieved a level from the reading comprehension tests at Level 3.

**A =** Represents pupils who were not assessed due to absence.

**D =** Represents pupils who have been disapplied under Section 364/665 of the 1996 Education Act.

**W =** Represents pupils who are "Working Towards" Level 1, but have not yet achieved in the standard needed for Level 1.

**L =** Represents pupils who were statutorily entered for the reading comprehension test and/or the spelling test but who did not achieve at least Level 2 in the statutory tests.

**WESTMINSTER CATHEDRAL PRIMARY SCHOOL**

**RESULTS OF NATIONAL CURRICULUM TESTING AT KEY STAGE 2 - 2007**

By the end of KS2 (Year 6) a child is expected to have achieved Level 4  
National Results are those for 2006 340 pupils were assessed

**Teacher Assessment**

	D	A	B	N	W	1	2	3	4	5	6
<b>ENGLISH</b>											
National	0	0			1	1	5	19	49	25	0
School	0	0			0	0	0	10	60	30	
<b>MATHEMATICS</b>											
National	0	0			1	1	4	19	46	29	0
School	0	0			0	0	0	10	67	23	0
<b>SCIENCE</b>											
National	0	0			0	0	2	14	49	34	0
School	0	0			0	0	0	0	70	30	0
<b>TEST LEVELS</b>											
ENGLISH Subject	1	1	3	2			7	15	51	27	0
School	0	0	0	0					33	66	0
<b>READING</b>											
National	1	1	3	3			8	8	44	39	0
School				0			0	0	33	66	0
<b>WRITING</b>											
National	1	1	3	4			8	28	47	17	0
School	0	0	0	0			7	35	37	63	0
<b>MATHEMATICS</b>											
National	0	1	2	2			6	19	43	31	0
School	0	3	0	0			0	3	60	27	0
<b>SCIENCE</b>											
National	0	1	1	0			3	10	43	43	0
School	0	0	0	0			0	0	57	43	0

**D** Represents pupils who have been disapplied under Section 364/365 of the 1996 Education Act

**A** Represents pupils who have failed to register a level due to absence

**B** Represents pupils who were assessed by teacher assessment only.

**N** Represents pupils who took the statutory tests but failed to register a level..

**W** Represents pupils who are “working towards” Level 1.

**SCHOOL ABSENCE      SCHOOL YEAR 2006/2007**

**Number of pupils of roll of compulsory school age      177**

**Percentage of half day sessions missed through:**

**Authorised Absence      5.5%**

**Unauthorised Absence      0.0%**

**Attendance      95.5%**

**WESTMINSTER CATHEDRAL RC PRIMARY SCHOOL  
TERM DATES 2007/2008**

**PLEASE KEEP FOR REFERENCE**

**TERM 1**

<i>TEACHERS INSET DAY</i>	<i>MONDAY</i>	<i>3<sup>RD</sup> SEPTEMBER</i>	<i>2007</i>
<i>TEACHERS INSET DAY</i>	<i>TUESDAY</i>	<i>4<sup>TH</sup> SEPTEMBER</i>	<i>2007</i>

<b>TERM BEGINS</b>	<b>WEDNESDAY</b>	<b>5<sup>TH</sup> SEPTEMBER</b>	<b>2007</b>
<b>LAST DAY PUPILS</b>	<b>FRIDAY</b>	<b>19<sup>TH</sup> OCTOBER</b>	<b>2007</b>

**TERM 2**

<b>RE-OPEN</b>	<b>MONDAY</b>	<b>29<sup>TH</sup> OCTOBER</b>	<b>2007</b>
<b>LAST DAY PUPILS</b>	<b>TUESDAY</b>	<b>18<sup>TH</sup> DECEMBER</b>	<b>2007</b>

**TERM 3**

<i>TEACHERS INSET DAY</i>	<i>THURSDAY</i>	<i>3<sup>RD</sup> JANUARY</i>	<i>2008</i>
---------------------------	-----------------	-------------------------------	-------------

<b>TERM BEGINS</b>	<b>FRIDAY</b>	<b>4<sup>TH</sup> JANUARY</b>	<b>2008</b>
<b>LAST DAY PUPILS</b>	<b>FRIDAY</b>	<b>15<sup>TH</sup> FEBRUARY</b>	<b>2008</b>

**TERM 4**

<b>RE-OPEN</b>	<b>MONDAY</b>	<b>25<sup>TH</sup> FEBRUARY</b>	<b>2008</b>
----------------	---------------	---------------------------------	-------------

<i>BANK HOLIDAYS</i>	<i>GOOD FRIDAY</i>	<i>21<sup>ST</sup> MARCH</i>	<i>2008</i>
	<i>EASTER MONDAY</i>	<i>24<sup>TH</sup> MARCH</i>	<i>2008</i>

<b>LAST DAY PUPILS</b>	<b>FRIDAY</b>	<b>4<sup>TH</sup> APRIL</b>	<b>2008</b>
------------------------	---------------	-----------------------------	-------------

**TERM 5**

<b>TERM BEGINS</b>	<b>MONDAY</b>	<b>21<sup>ST</sup> APRIL</b>	<b>2008</b>
--------------------	---------------	------------------------------	-------------

<i>BANK HOLIDAY</i>	<i>MONDAY</i>	<i>5<sup>TH</sup> MAY</i>	<i>2008</i>
---------------------	---------------	---------------------------	-------------

<b>LAST DAY PUPILS</b>	<b>FRIDAY</b>	<b>23<sup>RD</sup> MAY</b>	<b>2008</b>
------------------------	---------------	----------------------------	-------------

**TERM 6**

<b>RE-OPEN</b>	<b>MONDAY</b>	<b>2<sup>ND</sup> JUNE</b>	<b>2008</b>
----------------	---------------	----------------------------	-------------

<i>TEACHERS INSET DAY</i>	<i>MONDAY</i>	<i>23<sup>RD</sup> JUNE</i>	<i>2008</i>
---------------------------	---------------	-----------------------------	-------------

<b>SCHOOL ENDS</b>	<b>TUESDAY</b>	<b>22<sup>ND</sup> JULY</b>	<b>2008</b>
--------------------	----------------	-----------------------------	-------------

**TWILIGHT INSET YET TO BE DECIDED**