

**Ofsted**  
Outstanding  
School

2013/2014



**PROSPECTUS 2016/2017**  
**ST THOMAS OF CANTERBURY SCHOOL**  
A CATHOLIC VOLUNTARY ACADEMY

# Welcome!



**Mr Colclough**  
*Head of School*

Welcome to St Thomas of Canterbury School, a Catholic voluntary academy for boys and girls aged 3-11. Our community of learners is made up of our wonderful children, staff, parents, and parishes. Learning and life are built around our four core values of Faith, Aspiration, Effort and Respect. These values, and an incredibly strong Catholic ethos, underpin everything we do.

We have aspirations to be the best school in the world and this is reflected in the innovative way in which our curriculum is taught.

In our school, every individual will be offered the chance to know God and experience success.

I really would recommend that that you come and see the school in person so that you can see our incredible school community in action, and to 'feel' what it is like to be a part of our family.

We look forward to welcoming you.

## *Our Mission Statement*

*At St Thomas of Canterbury Catholic Primary School we encourage, in all members of the community, a shared sense of awe and wonder as we grow closer to God. We foster creativity and inquiring minds, learning through collaboration and interdependence to become motivated lifelong learners.*



# St. Thomas of Canterbury School

A Catholic Voluntary Academy

[www.st-tc.co.uk](http://www.st-tc.co.uk) 0114 274 5597



Part of our Lady Seat of Wisdom Umbrella Trust

Registered Company No. 8181927



## Our Community

St Thomas of Canterbury School, A Catholic Voluntary Academy is situated near to Meadowhead on Chancet Wood Drive and is set in attractive and extensive grounds, including playing fields, woodland, gardens and two large playgrounds. There is a newly planted orchard and a well-developed garden for growing vegetables. We use the outdoor environment regularly as part of the curriculum. We now have a spiritual or reflective garden for children to find a quieter place to feel closer to God.

The school works very closely with its main feeder parish of the Church of Our Lady of Beauchief and St Thomas of Canterbury and also takes children from the parish of the Holy Spirit at Dronfield. The school involves parents and the wider community in many ways, such as through the curriculum and we are also fortunate enough to have the Canterbury Suite with a Fair Trade Coffee Bar. This is open to parents each week when children bake wonderful cakes using Fair Trade ingredients. Mrs Wileman, our Learning Mentor, also runs parenting courses to support our parents with their child's development.

Throughout the year, the school is open to parents for celebration events such as the Nativity plays, family picnic or as a learning museum to give parents the opportunity to experience the children's learning and see their achievements first hand. We also have an annual pilgrimage for our whole community. All parents are welcome in school and are encouraged to get involved in school activities and some parents enjoy volunteering in classrooms or on educational visits. Our school office can provide a DBS form for any parent who is interested in getting a little more involved in school life. This can be really rewarding.

# Curriculum & Learning



We aim to make sure that all children experience 'expert' teaching, where learning is deep and profound, allowing pathways and connections in the brain to be made and retained. Our culture is one where every member of staff is constantly looking for ways to develop in order to give the children the absolute best.

As a Catholic school, a minimum of 10% of the teaching timetable is dedicated to formal religious education through the Come and See Programme. In reality, the Catholic teaching goes way beyond the 10% because the Christian values underpin every aspect of learning in our school. The children learn about faith and learn to live the faith. Throughout the school week, children are involved in daily acts of worship, liturgy and opportunities for deep, spiritual reflection.

## Early Years Learning

The children have access to a large, open space inside school offering a range of areas where children can engage in activities through the support of an adult or through independent exploration. Children can investigate, paint, build and engage in imaginative play alongside their peers from the reception class. This continuous provision shared throughout our early years environment encourages children to become familiar with their surroundings from an early age and helps embed behavioural expectations within the setting. These are the building blocks of independent learning.

Phonics and number are taught through adult led sessions. Children are given opportunities both inside and outside of the classroom to deepen their understanding of numbers and letters through exploration, investigation, and play. By the end of pre-school, through the use of Numicon and Read Write inc, we hope children will be secure in their knowledge of numbers to 5 and their initial sounds. We encourage children to mark make using a variety of tools through sensory experiences.

Children also benefit from access to an extensive outdoor learning environment which is zoned to reflect the areas of learning within the early years curriculum. There is a mud kitchen and separate playhouse to promote imaginative and social development, a construction site, woodland, and large scale sand area to develop large gross motor skills and cooperative play, and writing and number areas to encourage children to explore what they have been learning inside through the great outdoors.

## Key Stage 1

From Year 1, the children use their experiences in our early years provision and continue to develop their independence and curiosity in learning. They continue to make links between different areas of the curriculum in a creative and inspirational way so that when they move to Year 2 they do so with a high level of knowledge and skills. These skills and talents are developed further in year 2 so that children leave Key Stage 1 with a high level of knowledge and understanding which they can apply in a range of situations, and are fully prepared for Key Stage 2.

## Key Stage 2

A thirst for learning and knowledge continues to be promoted during KS2, with exceptionally high expectations and expert teaching meaning that the vast majority of our children leave above national average in levels of attainment.

# A Mastery Curriculum

At St Thomas of Canterbury we offer a Mastery curriculum for all children. Mastery means a deep, long-term, secure and adaptable understanding of a subject. Among the by-products of developing mastery, and to a degree part of the process, are a number of elements:

- **fluency (rapid and accurate recall and application of facts and concepts)**
- **a growing confidence to reason**
- **the ability to apply knowledge to solve problems, to conjecture and to test hypotheses.**

Mastery, which is built gradually as a child goes through school, is a tool for life, and is underpinned by a fundamental and unbending belief held by our staff that all children are capable of achieving.

## Mathematics Mastery

St Thomas of Canterbury is one of the few schools outside of London who have been accepted onto the Ark Mathematics Mastery programme. **The 'mastery approach' to teaching maths is the underlying principle of Mathematics Mastery. Instead of learning mathematical procedures by rote, we want pupils to build a deep conceptual understanding of concepts which will enable them to apply their learning in different situations.**

This approach is embedded throughout school, with Reception, Year 1 and Year 2 following the Mathematics Mastery Programme. In Key Stage 2, a Mastery approach is also followed.

## English Mastery

Once children graduate from the Read Write Inc. (RWI) phonics scheme, they enter the English Mastery programme. This approach is built around 3 high quality class texts per year, through which all reading, grammar and writing is taught. Children are given a physical copy of the book to take them through their learning journey.



## Computing

The school has a wide range of technology available for the children to use across the curriculum, including netbooks, desktop PCs and iPads. The iPads are used to deliver the computing curriculum as well as to develop creativity and to learn about media. E-safety is taught within the context of the curriculum so that all children are aware of the possible dangers and understand how to keep themselves safe online.



## Physical Education and Sports

The school uses a range of professional coaches to provide the highest quality curriculum. Children learn about teamwork in competitive sports, keeping fit and a range of athletic and sporting skills. The school provides an excellent range of opportunities within the curriculum and outside of the school day. One of the highlights of the year is the school's excellent mini-Olympics at the English Institute of Sport.

## Language Learning

Senorita Thake, the school's Spanish specialist, teaches Spanish to children in Key Stage 2 as part of the curriculum. The children enjoy learning through playing, singing and reading fairy tales so that they are fully immersed in the language.

## Science

Science is taught through engaging the children in a 6 part lesson process: Enrol, Experience, Label, Demonstrate, Review and Celebrate. By following the new National Curriculum using this approach we are able to give our children opportunities to become scientists and develop a deep and strong understanding of the key concepts across all the strands of the subject. Pupils take part in regular, high quality, formally recorded and written up investigations which give them opportunities to reason, predict, and hypothesise.

## Extra Curricular Activities

Out of Lesson time activities are provided by the school staff and external providers to develop special interests and skills. We offer a wide range of sporting, athletic, arts, craft or other enriching activities. The after school activities often vary throughout the year so that there is a balance and so that we can take advantage of the excellent opportunities on offer from the Sports Partnership.

## St Thomas of Canterbury Childcare

The school provides wrap around childcare from 7.30am until 6.00pm and further information can be found on our website [www.st-tc.co.uk](http://www.st-tc.co.uk).



# Uniform

## Uniform can be ordered from:

Logo Leisurewear: [www.logoleisurewear.com/schoolshop](http://www.logoleisurewear.com/schoolshop)  
or Tesco: <http://www.clothingattesco.com/sheffield/st-thomas-of-canterbury-school/inv/138828>

### Boys

- White embroidered polo shirt
- Red embroidered school sweater (round neck)
- Black trousers
- In warmer weather, black formal shorts just above the knee may be worn.
- Black leather fitted school shoes
- Black socks

### Girls

- White embroidered polo shirt
- Red embroidered school sweater or cardigan
- Red gingham dress
- Black trousers, black skirt or black pinafore dress
- In warmer weather, black formal shorts just above the knee may be worn.
- Black leather fitted school shoes
- White socks or black tights

One stud earring may be worn in each ear as long as this can easily be removed by the child for PE but no other jewellery. Makeup may not be worn. Children may wear a watch for school if they wish. Children may not have lettering or other designs in their hair.

Most of the garments can be ordered through the supplier and the non-embroidered garments like trousers, skirts, shorts and joggers can be found in clothes shops. The uniform supplier will also sell book bags and PE bags and optional items such as a school coat and all children need to bring a water bottle to school every day.

### P.E. Kit

- Black shorts
- White embroidered round neck t-shirt
- Black jogging bottoms
- Grey embroidered hoody (from Logo Leisurewear)
- Black plimsolls for areas of the PE curriculum such as gymnastics
- Trainers for games (Class teachers will inform parents of the PE topics at the start of the year so that parents can send the correct PE footwear for that half term).



## Medical Procedures

Mrs Clements is the coordinator for First Aid and medication. Any queries or requests should go to her. It is important to inform Mrs Clements of any medical issues so that our records are up to date, including asthma or any allergies. When a child is ill, it is important that medical advice is sought and that our school is informed of this. Our school operates a standard policy for sickness and diarrhoea which states that children and staff must be absent for 48 hours from the last occurrence. Occasionally it is necessary for children to be given medication in school and we categorise this into long term medication with a care plan and short term medication which can be administered at the headteacher's discretion. We are able to administer some prescribed medication with parental consent and any such request should go to Mrs Clements.

## St Thomas of Canterbury Nursery

From September 2015, the school will be offering nursery places for children who are 3 and 4 years old. The children would be able to start at our nursery in the September after their third birthday. The admissions policy and procedure for nursery places is separate to the school and children in the nursery do not automatically have a place in the school because they must apply separately.

## Grievances

A copy of the complaints procedure may be obtained from the School Office.

## Individual Attendance and Absence Procedure

It is extremely important that all children attend school regularly and we recognise that absence from school may result in gaps in a child's learning. With this in mind, the school operates a rigorous system for monitoring attendance. Parents whose children are persistently absent are initially written to or invited in to discuss the matter and may also be reported to the attendance officer. The aim is to support all parents in this. The Government has tightened up on schools' responsibilities for tackling attendance and punctuality. We are unable to authorise leave during term time apart from in the most exceptional circumstances. Parents who take their children out of school to go on holiday during term time will be fined £60 by the Council.



# How Well Are We Performing?

## Early Years Foundation Stage

At the end of Reception, 83% of children reached a Good Level of Development. Children are defined as having reached a good level of development at the end of the EYFS if they attain at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)
- the early learning goals in the specific areas of mathematics and literacy

We are really pleased that so many of our children reached this high standard by the end of the year. It is also great that nearly all children make good or outstanding progress in their first year with us.



## Key Stage 1

At the end of Year 2, it is expected that pupils achieve a level 2b and this is considered to be the national average. At our school, we try to challenge our pupils through exciting and imaginative teaching so that many pupils can achieve a higher level than the national average.

	Reading		Writing		Maths	
	School	National	School	National	School	National
<b>Level 2b or above</b>	96 %	81 %	87 %	70 %	97 %	80 %
<b>Level 3</b>	63 %	31 %	47 %	16 %	60 %	24 %

## Key Stage 2

At the end of Year 6, it is expected that pupils achieve a level 4 and this is considered to be the national average. At our school, we try to challenge our pupils through exciting and imaginative teaching so that many pupils can achieve a higher level than the national average. We are delighted with the achievement of all of our pupils and it is excellent that so many pupils achieved level 5 and some pupils even achieved a level 6.

	Grammar, Punctuation and Spelling		Reading		Writing		Mathematics	
	School	National	School	National	School	National	School	National
<b>Level 4 or above</b>	90 %	80 %	97 %	89 %	97 %	87 %	100 %	87 %
<b>Level 5 or above</b>	61 %	56 %	42 %	48 %	81 %	36 %	55 %	42 %
<b>Level 6</b>	0 %	0 %	0 %	0 %	10 %	2 %	13 %	9 %



# ST THOMAS OF CANTERBURY SCHOOL

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