



ST. JAMES' SCHOOL

2020/2021

ESSENTIAL INFORMATION FOR PARENTS



ISSUED
AUGUST 2020

SUCCESS THROUGH PEOPLE



OUR PHILOSOPHY

St. James' School is built upon the tenet of family; caring, encouraging, supporting, and inspiring. Deliberately small, we passionately believe an extraordinary education is built upon strong, trusting relationships. At St. James', these are immediately obvious.

As a member of the St. James' community *you* are one of our greatest assets. If you grow, we grow. Our route to success is through our people.



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ST. JAMES' SCHOOL

A 2-18 coeducational day and boarding school in Grimsby



Best enjoyed from 2-18, our dynamic curriculum blends seamlessly through our three departments: Pre-Prep, Prep, and Senior.

Building from ABCs', 123s, and arriving at A-Levels, St. James' pupils are allowed time to follow their own passions within an environment that creates opportunities both in the here and now, but also for the future.

WHO WE ARE

Outwardly facing and globally aware, we welcome pupils from across the globe into our school. Boarding remains central to the St. James' ethos, where the benefits of 'living your education' are available to all pupils.

Blending together a love of learning with the development of character, at St. James' our goal is not to educate, but to '**Future Proof**'; securing the qualifications to stand out, building the character to endure, and instilling the core values to succeed.

WHAT WE DO

Teaching used to be the *transference of knowledge*; no longer, and not at St. James'.

At its most effective, teaching is the *facilitation of learning*, and through enquiry-based, active, expeditionary, group, and project-based activities the pupils at St. James' explore the world their own way. With class sizes capped at 18, St. James' pupils benefit from *time* with their teacher and a genuine ability to access bespoke differentiated learning.

WORDS FROM THE HEADMASTER



Pupils, parents and schools have endured a very difficult six-month period due to COVID-19. Whilst we hope the worst is past, with many precautionary measures still in place the path ahead is neither clearly visible nor simple to traverse.

COVID-19 has forced many businesses, including independent schools to close. Whilst St. James' has survived, the actions and ongoing changes required to ensure our continuance have impacted upon our community, our inter-personal relationships, and our sense of belonging.

It is vital that we now come back together.

Education, particularly that delivered in independent schools, must evolve post COVID. Our period of Home Learning has demonstrated the potential

effectiveness of online learning, and as a school we will look to harness these benefits as we move further towards a blended model (online and offline learning) gently over time.

Over the past year I have introduced terms such as *future proofing* and *growth mindset*; it is now time to add more substance to these ideas. In *future proofing* children we will develop essential life skills, and by instilling a *growth mindset* our children will have the resilience to overcome adversity.

When we return, we will have sadly said goodbye to some more familiar faces, but I am delighted to welcome many new ones to St. James'; both pupils and staff. I hope you will join with me in making them feel part of our wonderful community.

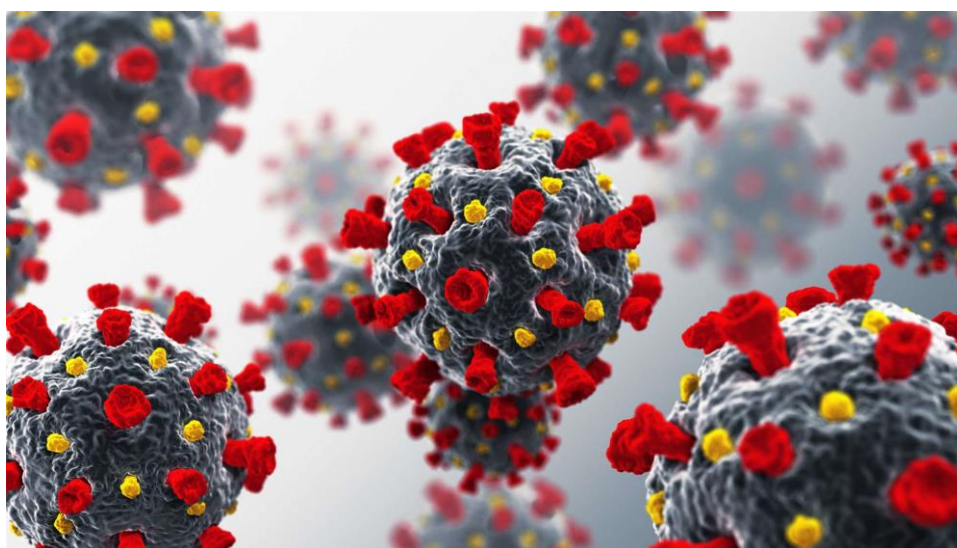
I recognise that the jump to digital learning, structural and personnel changes, and a new Headmaster has been a lot of change to process in one year. But learning is change, and St. James' must continue to evolve if we are to grow our pupils' minds.

I feel fortunate to have a support of an increasingly strong governing body. We appointed three new governors during 2019/2020 whose expertise in safeguarding, academia and IT will help develop our provision in these, and other important areas.

I hope, when we return, you feel our renewed focus on child-centred learning, pupil experience, and I look forward to welcoming you all back to St. James'

Richard Murray, Headmaster

COVID-19 ADJUSTMENTS



SPIRIT OF THE LATEST GUIDANCE

The COVID-19 circumstances have changed. Returning to school is vital for children's education and for their wellbeing.

The risk to children themselves of becoming severely ill from COVID-19 is very low. In relation to working in schools, whilst it is not possible to ensure a totally risk-free environment, the Office for National Statistics suggest staff and pupils in educational settings tend not to be at any greater risk from disease than many other occupations/settings.

Schools are being asked to prepare to welcome all children back this autumn. While COVID-19 remains in the community, this means making judgements at a ***school level*** about how to balance and minimise any risks from COVID-19 with providing a full educational experience for children.

Measures set out in the guidance provide a framework for school leaders to put in place proportionate protective measures for children and staff which also ensure that all pupils receive a high quality education that enables them to thrive and progress.

We can, therefore, chart our own course from September in operating our school.

SOCIAL DISTANCING, BUBBLES & HYGIENE

For the full GOVERNMENT guidance for the full reopening of schools in September – [click](#)

SOCIAL DISTANCING

Within schools there is **no requirement** to enforce a *specific* social distance, either 1m or 2m.

We **must**, however, **minimise contact** between individuals and remove contact between certain bubbles.

Staff may interact with any/all bubbles without restriction.

CLEANING & HYGIENE

- Upon arrival to the school all pupils will sanitise their hands with Zoono.
- Additional hand sanitiser will be readily available.
- Pupils will wash hands **regularly**. For example: after break, before and after lunch, or when transitioning between activities.
- Between classes desks / tables / toys / resources will be disinfected and wiped down.

BUBBLES

The purpose of **bubbles** is to support the *track and trace* system and quickly identify the people a confirmed carrier of COVID has been in contact with.

If bubbles are too small, our ability to operate to ensure that both **enrichment and academic** activities are possible is greatly restricted.

With this in mind, the School will divide into **four main bubbles**, by department: **Nursery, Pre-Prep, Prep and Senior.**

The Prep and Senior bubbles will **subdivide** as follows:

Years 3/4 and Years 5/6
Years 7/8/9 and Years 10/11/12/13

Additional **mini bubbles** can be formed by:

- Boarders
- Pupils who use the school buses
- Extra-curricular clubs with fixed membership

And these bubbles **can** interact with the other bubbles. In this way, we can operate enrichment activities across year groups.

For the full ST. JAMES' SCHOOL COVID-19 Reopening Policy and Risk Assessment – [click here](#)

WHAT HAPPENS IF COVID COMES TO ST. JAMES'?

SHOWING SYMPTOMS? WHAT SHOULD I DO?

When a pupil or staff member develops symptoms of coronavirus (COVID-19): **a high temperature, new and persistent cough or a loss of, or change in, normal sense of taste or smell (anosmia), however mild**, they should self-isolate for at least 10 days from when the symptoms started.

If your child develops these symptoms at home, please keep them at home and inform the school as soon as you are able. Pupils and staff members exhibiting these symptoms will be sent home immediately.

GET TESTED

All children eligible to attend education and childcare settings, and members of their households, will have access to testing if they display symptoms of coronavirus (COVID-19). This will enable them to get back into childcare or education, and their parents or carers to get back to work, if the test proves to be negative. Parents will have a number of routes to access testing for them and their children. Visit the [guidance on coronavirus \(COVID-19\) testing and how to arrange to have a test](#).

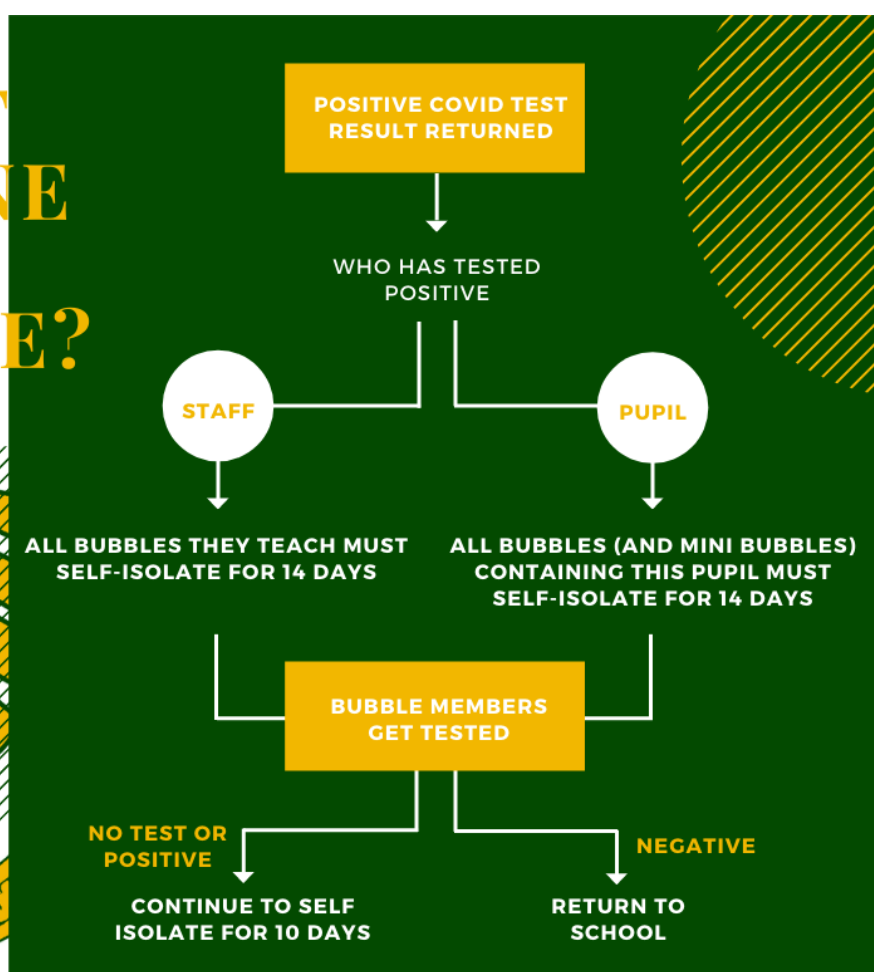
During the period where a member of our community is being tested or awaiting the result of a test, the school will continue to operate as *normal*.

WHAT IF SOMEONE TESTS POSITIVE?

Where the pupil or staff member tests positive, the **rest of their bubble will be sent home and advised to self-isolate for 14 days**. The other household members of that bubble do not need to self-isolate unless the pupil or staff member they live with subsequently develops symptoms.

For any/all bubbles in self-isolation, our Home Learning programme will be immediately reinitiated.

WHAT IF SOMEONE TESTS POSITIVE?



DROP OFF & COLLECTIONS

ENTRANCES, EXITS & STAGGERING

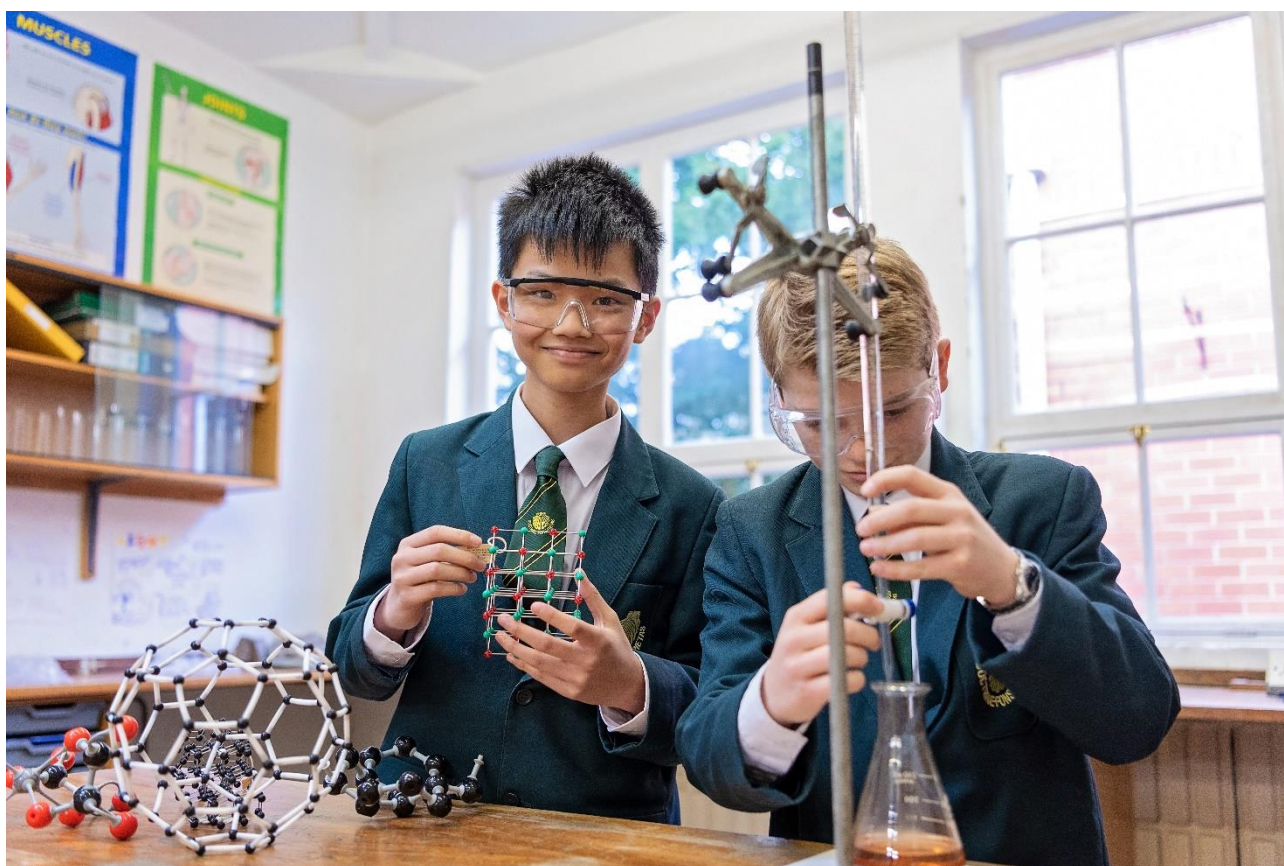
We will continue to implement staggered drop-offs* and collections, utilising different entrances and exits to the School site.

- **Nursery – enter/exit via the Pre-Prep Building**
Drop off: from 8.00am Collection: upto 6.00pm*
*depending upon your child's sessions
- **Reception - enter/exit via the Pre-Prep Building**
Drop off: from 8.30am Collection: from 3.30pm-3.40pm
- **Prep 1 & Prep 2 – enter/exit via Main Reception**
Drop off: from 8.30am Collection: from 3.30pm-3.40pm
- **Prep 3, 4, 5 & 6 – enter/exit via Pelham Road entrance**

Prep 3 & 4	
Drop off: 8.40am-8.50am	Departure: 3.40pm-3.50pm
Prep 5 & 6	
Drop off: 8.30am-8.40am	Departure: 3.50pm-4.00pm
- **Senior – enter/exit via the Markham Hall Entrance**

Years 10 – Year 13	
Drop off: 8.30am-8.40am	Departure: 3.50pm-4.00pm
Years 7 – Year 9	
Drop off: 8.40am-8.50am	Departure: 3.40pm-3.50pm

**Siblings can arrive/leave together but should use the correct entrance/exit.*



STAFFING

DETAILS OF NEW ROLES / PROMOTIONS

Following the departure of the Deputy Head, Stuart Hutton, elements of his role have been divided to create two new internal roles – Assistant Head (Academic) and Assistant Head (Pastoral).



ASSISTANT HEAD (ACADEMIC): Dave Rose

Specific responsibilities:

- Oversight and overhaul of the curriculum from Prep 3 to Year 13
- Development of continuous SoW to be held centrally
- Leadership and development of Teaching and Learning, including book trawls and learning walks
- Data tracking; GCSE, A-Level, CEM, GL and internal
- Timetabling; both lessons and homework
- Organisation of Sickness and Absence Cover



ASSISTANT HEAD (PASTORAL): Trudy Harris

Specific responsibilities:

- Oversight of behaviour, rewards and sanctions across the whole school
- Leadership and development of pastoral care and wellbeing
- Attendance data and registers
- School uniform and uniform lists

With the retirement of Christine Fillingham and the departure of Ian Hughes, I am pleased to announce the following appointments:



HEAD OF PRE-PREP: Elli Fillingham-Howarth



BOARDING: Ian Day & Elizabeth Berrimann

STAFFING

RECENT APPOINTMENTS

Whilst sorry to see several long-standing servants of St. James' leave us this summer, we are delighted to announce the appointment of the following excellent new members of staff. We received large numbers of strong applications for each post, and we were fortunate to appoint the most outstanding candidates on each occasion. Please join with us in welcoming them to the St. James' family.



MATHEMATICS & BOARDING: ELIZABETH BERRIMANN

Elizabeth joins St. James' from St. Mary's in Shaftesbury where she was Head of Mathematics. Elizabeth is an A-Level examiner, has worked for Casio developing mathematics in schools, and has experience of BTEC and other higher qualifications.



MATHEMATICS & BOARDING: IAN DAY

Ian, with almost 30 years mathematics teaching experience, also joins us from St. Mary's in Shaftesbury. Ian is an Edexcel Examiner, has been a Head of Department, and specialises in boosting performance at KS3/4. Together Ian and Elizabeth will succeed the Hughes' in Boarding.



ART & PHOTOGRAPHY: CATHRINE O'MALLEY

Cathrine joins St. James' after 18 successful years at St. Peter and St Paul Catholic Academy. As an experienced Examiner & Moderator our GCSE and A-Level candidates could not hope for a better mentor.



PREP 2: KERRY JONES

Kerry joins St. James' from Cambridge Park with a wealth of teaching, mental health and SEN experience. Kerry holds a degree in Psychology, a PGCE and has a passion for the *science* of learning. A more passionate professional we could not have hoped to appoint.



SCHOOL NURSE: TRACY SHEPHERD

Tracy joins St. James' from Occupational Health services, having previously been a Paramedic for 23 years. Tracy, a highly qualified medical practitioner, has great experience and knowledge of current medical techniques and systems. Jacobean's health remains in very good hands.

CLASS TEACHERS

PRE-PREP & PREP DEPARTMENTS

For primary aged children, the relationship between themselves and their class teacher is especially important. Consistency and predictability build trust. They give children the confidence to experiment and the resilience to learn from things that did not go to plan. Class Teachers have control over most of the learning and are best placed to differentiate, maximizing learning for each child. For 2020/21 the allocation of Class Teachers within the Pre-Prep and Prep Department as follows:

Rec

Mrs Fillingham-Howarth

1

Mrs Clayton

2

Miss Kerry Jones

3

Mr Phil Yarborough

4

Mr Meirion Yeoman

5

Mrs Heather Boardman (Head of Prep)

6

Miss Megan Langley

FORM TUTORING

SENIOR DEPARTMENT

The role of the Form Tutor is a vital one in fostering positive relationships with both pupils and parents. Far more than simply *registering attendance*, Form Tutors bring the School together, facilitating interactions and building relationships.

For 2020/21 the allocation of Form Tutors within the Senior Department are as follows:

7

Mrs Florence Lambert & Mrs Nancy Jakins

8

Ms Eve Darwood & Mr Martin Johnson

9

Dr Ian Theaker

10

Ms Cathrine O'Malley

11

Ms Elizabeth Berrimann

12

Mr Alistair Wilkinson (Head of Sixth Form)

13

Mr Alistair Wilkinson (Head of Sixth Form)

TIMETABLE 2020

NEW LESSONS TIMINGS, NEW APPROACHES TO TEACHING

MAXIMISE ACTIVE LEARNING

With the spectre of local lockdowns and bubbles having to self-isolate, it is essential that we maximise opportunities for **active, enquiry-based** and **collaborative learning** when our pupils return to school.

Equally, we must be ready to revert to Home Learning, via Zoom, in the eventuality that a bubble needs to self-isolate.



NEW LESSON TIMINGS – 7 PERIOD SCHOOL DAY

For a variety of reasons, St. James' school will be shifting to a seven-period day. This will help the pace of learning, retention, will assist with 'catch-up' post COVID, and will also allow for more enrichment activities to occur over lunch, including subject clinics and extra lessons. The beginning and end times of the school day are unaffected.

[Rationale for new Senior Timetable– click here](#)

GROWTH MINDSET & METACOGNITION

WHAT IS A GROWTH MINDSET?

In a nutshell, people with growth mindsets are constantly trying to learn and grow to better themselves. These are individuals who enjoy challenges and believe that their intelligence, talents, and basic abilities can be increased or enhanced through hard work and dedicated effort.

For more information – [click here](#)

WHAT IS METACOGNITION?

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.

For more information – [click here](#) or [here](#)



SETTING GOALS

Goal setting is essential to the development of a Growth Mindset.

As part of their learning pupils will mutually agree a set of goals for the week, term, and academic year. Progress towards these will be reviewed weekly and regularly discussed and revised.

Goals could focus on academic progress and/or attainment, co-curricular contributions, or behaviour,



FEEDBACK

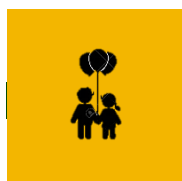
Feedback is essential to growth. As educators we **have** to believe that we *all* have more to learn, that we can *all* improve.

- It is easy to allow our emotions to cloud conversations containing feedback; please try not to. Good, great, excellent, and outstanding work *can* still be improved upon.
- Feedback is just information about how to improve, not a negative judgement on current performance.

PARENT MEETINGS

2020/21

Please find below the dates for the Parent/Teacher meetings for the forthcoming academic year:



PRE -PREP DEPARTMENT

Michaelmas Term 2020:

Tuesday 8th and
Wednesday 9th December
2020 (times TBC)

Lent Term 2020:

None

Trinity Term 2021:

Tuesday 29th and
Wednesday 30th June
2021 (times TBC)



PREP DEPARTMENT

Michaelmas Term 2020:

Tuesday 8th and
Wednesday 9th December
2020 (times TBC)

Lent Term 2020:

None

Trinity Term 2021:

Tuesday 29th and
Wednesday 30th June
2021 (times TBC)



SENIOR DEPARTMENT

Michaelmas Term 2020:

Year 7/8: Tuesday 8th
December 2020

Year 9/10: Wednesday 9th
December 2020

Years 11/12/13: Thursday
10th December 2020
(times TBC)

Lent Term 2020:

None

Trinity Term 2021:

Year 7/8: Tuesday 29th
June 2021

Year 9/10: Wednesday
30th June 2021

Years 11/12/13: Thursday
1st July 2021
(times TBC)



HOUSEKEEPING

Beyond COVID adjustments schools have a number of policies and systems in place to improve pupil experience and outcomes. Throughout 2019/20 we have been reviewing some of these, and others will be reviewed over the coming year:

UNIFORM

Pupils will be required to wear the **full school uniform**, including PE kits when required.

The latest guidance states:

"Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal."

PERIPATETIC MUSIC TEACHERS/LESSONS

The latest government advice permits the peripatetic music teachers to work across different schools. Mr Hornsby is liaising with our peri brigade over whether they intend to give *in person* or *online* lessons.

Lessons would be conducted with social distancing and additional hygiene, cleaning of shared instruments for instance.

Please contact your usual teacher for more information and bookings.

Policies for review in 2020/21

USE OF TECHNOLOGY

Lockdown has required children to integrate technology into their learning almost overnight. To return to schools in September and not trust our pupils to be able to correctly manage using their technology would be a backward step. I propose to create a staff/pupil working party to formulate a balance approached to a wider integration of personal devices into lessons and school life



LINKS TO IMPORTANT DOCUMENTS

The links below are to the school policies we are required to publish to parents, which are always available on the school website. Please familiarise yourself with them:

- [Staff Code of Conduct](#)

- [Safeguarding Policy](#)

- [Equality and Diversity Policy](#)

- [Anti-Bullying Policy](#)

- [Complaints Policy](#)

- [Whistleblowing Policy](#)



Wishing every one of our wonderful community the most amazing Michaelmas Term.



Richard Murray, **Headmaster**

ST. JAMES' SCHOOL



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