



Learning, growing, achieving-TOGETHER

St Meryl School

Prospectus 2025-26



Welcome to St Meryl School!

Choosing the right school for your child is an important decision. I hope that this prospectus will help you decide that the warm and caring environment we provide at St Meryl school is one in which your child will be happy and thrive.

At our school children are at the heart of all that we do and every child matters to us. We work hard as a team to make sure that we offer our children the very best.

We believe that life is a learning journey and strive to instil a love of learning in our pupils that they will carry with them all their lives as citizens of an ever-changing world. We pride ourselves on our supportive and nurturing environment which enables children to grow in confidence and to be proud of their achievements. We have high expectations of our pupils and of ourselves. Through a rich and varied curriculum our children are challenged to work hard and achieve high standards in all that they do.

I believe that education is a partnership between school and home and at St Meryl we will offer you many opportunities to share in the education of your child. It is important that we work together to ensure that your children get the very best education here and at home.

I feel very proud and privileged to be the Head Teacher of a school which is truly unique and where relationships and attitudes are so positive and strong. I love being at St Meryl and I know our pupils and staff do too.

I hope this prospectus will provide you with lots of information about our school and offer you an insight into life at St Meryl. If you haven't had the opportunity to have a tour of the school yet I would be very happy to personally show you around so that you can see for yourself how special our school is.



Craig Davies
Head Teacher

ABOUT OUR SCHOOL

Our Vision

Our vision was devised by Staff, Governors, parents and children. We revisit this regularly. It is:

At our school we will provide a safe and stimulating learning environment which challenges all learners and promotes outstanding achievement.

We encourage all members of our learning family to be open, honest and accepting of others.

We seek to instil a thirst for and love of life-long learning in everyone who is a part of this family.

Everyone at our school works as a team; supporting, encouraging and caring for all who join us on their learning journey.

We have six core values. We focus on each one in turn, every half-term as a basis for work in the classroom, discussion and assemblies. They are:

- Enthusiasm
- Respect
- Friendship
- Creativity
- Resilience
- Independence



Eco-Councillors after their first "litter pick" of the season

School Aims

St Meryl School aims to work with parents to educate children to a high standard and to prepare them to make the most of opportunities in later life. We do this by:

Providing opportunities for children to:

- achieve high standards in their academic work;
- acquire, understand and retain knowledge;
- enjoy learning;
- build on their strengths and develop strategies to overcome their weaknesses.

Developing the children's:

- mental and physical skills and the ability to apply them appropriately;
- self-respect, self-confidence, and self-esteem;
- creativity, inventiveness and critical judgment;
- awareness of responsibility for their own learning;
- sense of identity;
- spiritual awareness.

Promoting:

- a caring attitude towards people, property and the environment; an understanding of appropriate behaviour in different situations and with different people;
- high social and moral standards;
- high expectations and self-discipline.

Providing:

- a secure, stimulating environment;
- equality of opportunity for all children;
- regular, honest feedback to parents about their child's achievements

The school wishes to work in partnership with parents in educating the children. To this end we have the following expectations of our parents:

- ensure that children are brought to school on time and ready to take part in the school day;
- support the school's policies, in particular those regarding behaviour, attendance and homework;
- liaise with the school about issues that arise which may affect their child's learning;
- work in partnership with us with a view to enabling the children to achieve to their potential.

Safeguarding

We have a strong safeguarding ethos embedded in our day-to-day practice at St Meryl. We believe it is the responsibility of everyone working with our children to ensure that they share our commitment to safeguarding children and young people. All staff and visitors are vetted in accordance with the Disclosure and Barring Service. Staff are given regular training on all aspects of safeguarding. It is of paramount importance to us that the children in our care are safe and well looked after. Our child protection policy is available to read via the website or you can request a copy from the school office.



Digital Sports Art created by a Year 6 pupil

History of the School

St Meryl School was built in 1951 and is situated on a large attractive site in a central position within Carpenders Park. The name of the school, St Meryl, does not indicate any affiliation with a particular religion or religious denomination; in fact "Meryl" was the name of the builder's wife!

How the School is Organised

We have two play areas-one for Key Stage One and one for Key Stage Two. Both playgrounds have play equipment and areas of tarmac and grass. The school has a large hall and stage and there is a separate dining room. Close to the main entrance is the office and our KS1 library and further up into our school we have our newly built KS2 library (which KS1 pupils can still use!). Along the main corridor there is the staff room, Head's Room, Business Manager's Room, Music Room, PPA Room and stock room. There is also a dining area and cooking area.

St Meryl is a Community school, with space for 240 children between the ages of 3 and 11 currently on the roll. The admission number for St Meryl, designated by the Education Authority, is 30.

The EYFS (Early Years Foundation Stage) is for children between the ages of 3 and 5 in the Nursery and Reception classes. Our Nursery sessions are three hours every day (8.50am-11.50am). We have two Key Stage 1 classes - Year 1 and Year 2 which covers children aged 5-7 years of age. We have four Key Stage 2 classes - Years 3, 4, 5 and 6 which covers children aged 7-11.

We have a great team of very experienced teaching assistants and learning support assistants who work hard to support the teachers with small groups of children and on a one-to-one basis where necessary.

Admissions

Hertfordshire County Council is the admitting authority for this school and so the Admissions Department at County Hall handles the admissions system and applies the rules to all applicants. Parents of children approaching school age will be sent an application form direct to their home address if the child is registered with a Hertfordshire doctor. The health register is the trigger for the distribution of these forms and parents need to be aware that if they have children registered outside Hertfordshire they will need to contact the admissions office directly to inform them that they have a child approaching school age. Instructions for completion are included with the forms. Many parents prefer to visit the schools they are considering in advance. The school warmly encourages this and parents wishing to visit should contact the school in the first instance to arrange a mutually convenient appointment.

The process of offering places is relatively straightforward except where schools are oversubscribed in which case the following rules are applied:

- Children in public care (children looked after).
- Children who have a compelling medical or social reason as to why they should attend a specific school.
- Children who have a brother or sister on the school roll and who will be there at the time of admission.
- Children for whom the school is the nearest Hertfordshire Community school. - Children

who live nearest to the school.

You can read the full version of our admissions policy on our school website.

School hours

School starts at 8:45 (8.50 for Nursery). We operate a “soft start” to the day for all children. This means that we open the doors to them from 8:30am before closing the doors for the formal start to the day at 8:45am for KS1/ 2 and 8:50am for Nursery.

At the end of the school day at 3.15 pm (11.50 am for Nursery) the children will be dismissed from the classrooms. The older children meet their parents on the playground and stay with their teachers if the parents are not there. The younger children are not dismissed from the classroom until the adult meeting them is seen outside the room by the teacher. If you are not going to be able to collect your child yourself, please inform the teacher or the office. If someone else is going to collect your child, you must also let us know well before 3:00pm.

We allow children in Years 5 and 6 to walk home on their own with written parental permission. The Head Teacher makes decisions about these requests on an individual basis.



Early Years pupils begin their early morning learning

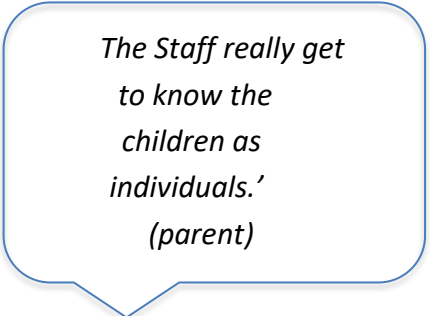
Breakfast Club

Our breakfast club is well-attended. It opens at 7:45am and children are able to have a good breakfast and take part in a variety of activities before the school day begins.

If you would like your child to attend either of these then a registration form is available from the Office.

Volunteers in school

We are very grateful to all the parents who help us in school. This may include such things as hearing the children read, helping with art lessons, sorting the library or assisting with P.E. or games activities. If you would like to help or if you have a particular skill, which you would like to share, please let us know. We insist that all volunteers are subject to the usual vetting procedures and regular volunteers will be required to attend safeguarding and child protection training.



*The Staff really get
to know the
children as
individuals.'*
(parent)

Open door policy

At St Meryl we try to operate an "Open Door" policy. Parents are always welcome in to school. If you wish to see the Head an appointment is helpful but not essential. Do feel free to come in to school to discuss any issues or concerns. However small they may seem to you, it is always helpful if we know. Members of the teaching staff are available after school but if you feel you may need more than five minutes it is a good idea to make an appointment.

Inclusion

Fundamental to providing for each child is our Inclusion Policy. We pride ourselves on being an inclusive school and ensuring that there are equal opportunities for all children to access the curriculum in its broadest sense regardless of ability, ethnic origin, cultural and linguistic background, health, religion and gender.

Special Educational Needs

We believe that all children should have access to a broad and balanced curriculum which is relevant to them and which will enable them to reach their full potential. If your child has additional needs we will work very closely with you to set up an individualised learning plan for them which will outline the specific ways in which provision and practice will be adapted to meet their needs. For more information about special needs, please read the following documentation available via our school website or from the school office:

- Our Specialist Education Needs and Disability (SEND) Policy
- Our core school offer
- Our SEND report

You can also speak with our SENCo, Mrs Eloise Swain. She can be contacted via the school office.

Our curriculum

At St Meryl School we aim to provide the very best education for our pupils because they deserve nothing less. Each and every one of our pupils is special and unique and we value them as individuals. Children learn in different ways and so we work hard to make sure that we offer a broad and balanced curriculum with a rich range of opportunities and experiences that enable them to grow and learn.

We involve our children as much as possible in their own learning. We regularly ask them their views on what we can do to make their learning even better, what they are interested in and what they would like to learn.



“Stay and Play”, where parents are invited to spend the first part of the morning with their children, happens on the first Wednesday of every month. Here, parents read in our school library.

How we do things at St Meryl

Our school is very special. This is partly because we have an excellent team of committed teachers and support staff that are very positive and completely committed to bringing out the best in every child.

We teach our children to have a “growth mindset”. This means that they are encouraged to challenge themselves and to view setbacks and obstacles as learning opportunities.

Our teachers use “choice of challenge” as a teaching strategy. Our approach is to not label pupils in terms of their ability, but to challenge them regardless. They plan lessons that provide different levels of challenge and pupils are encouraged to take responsibility for

their own learning. We don't impose a 'glass ceiling' on learning-all pupils are encouraged and supported to really stretch themselves regardless of their ability.

Teachers plan rich and meaningful learning opportunities that allow children to make links and use and apply skills across the different areas of the curriculum.

We teach children to have a growth mindset and to believe that they are capable of anything that they put their mind to.





The School Council lay bark they raised money for to make the Key Stage 1 enclosure more accessible for pupils.

Early Years Foundation Stage

Our Nursery and Reception practitioners plan carefully to provide opportunities that reflect the children's interests and ensure a balance between child-initiated play and adult-directed activities.

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The three learning characteristics that are developed are:

- playing and exploring
- active learning
- creating and thinking critically



Early Years pupils embark on a learning journey on the Science table

At the end of the EYFS practitioners will have completed an EYFS Profile which consists of 20 items of information: the attainment of each child assessed in relation to the 17 Early Learning Goals descriptors, together with a short narrative describing the child's three learning characteristics.

Assessments will be based primarily on observation of daily activities and events throughout the year.

For each ELG, practitioners must judge whether a child is meeting the expected level of development at the end of the Reception Year, exceeding this level, or not yet reaching this level- 'emerging'.

Practitioners plan and provide rich and exciting learning experiences carefully matched to the needs of the children and to reflect the characteristics of learning.

*'The school is
friendly, welcoming,
supportive and
nurturing.'
(parent)*

A typical day in the EYFS will consist of child-initiated learning, where the children choose what they would like to do from a range of activities and adult directed learning led by an adult. Children are given the freedom to choose their own learning pathways and to explore all of the resources provided for them. There is continuous outdoor provision and the children go outside in all weathers! Our EYFS curriculum is play-based and our approach is to take the learning to the children rather than the other way round. We find a way in with each and every individual in order to discover what motivates them and inspires them to learn. We believe that the early years are the foundation upon which all future learning and attitudes are built. Assessment is on-going and used to inform planning for next steps.



Little Hearts Pre-school

We work in partnership with Little Hearts Pre-school to offer 30 hours of fully funded free childcare provision, depending on eligibility criteria. Please enquire at Reception for more information.

Key Stages 1 and 2

As children move into Year 1 elements of the EYFS way of working continue for those children who need it. We then start to follow the National Curriculum. Our curriculum has been carefully designed to provide a balance between skills and knowledge and is very cross-curricular. In this way we enable children to learn the skills that they need to and apply them in new contexts.

There are four core National Curriculum subjects; Mathematics, English, Science and Information and Computing. Mathematics and English are the subjects tested in the national tasks and tests set at the end of Key Stage 1 and Key Stage 2. They are taught as discreet subjects in their own right but we also strive to make good links with other subjects.



A Rocksteady concert performance!

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Computing resources including networked computers with internet access can be found in all classrooms and there are interactive screens and visualisers in all year groups. Each class has access to iPads and Laptops during the week.

In Maths lessons there is an emphasis on developing mental strategies, calculation and problem solving in real-life contexts and developing mathematical fluency.

English incorporates reading, writing and speaking and listening. Children take home books to read from our reading scheme initially and then from our library. Every child has a reading record book and we expect you to read with your child at least three times a week and write in the reading record so that we can see this has happened. The children also take part in guided reading sessions within the classroom which is when the teacher and or teaching assistant will hear them read. All of the children are thoroughly assessed in phonics at the start of the year and are taught phonics on a daily basis in mixed-age groupings depending on their level of need.

More information about the school's approach to teaching phonics, reading, spelling and handwriting can be found on the website.



Key Stage 1 pupils take part in a Florence Nightingale workshop

Children are taught to form their letters correctly in Early Years and then to join during Years 1 and 2 so that in Key Stage 2 they can develop fluency and a neat style. Initially pencils are used, but the children soon progress to using pens and are awarded a 'pen licence' when they can consistently form their letters correctly and join fluently.

In addition to the core subjects there are the foundation subjects which are Computing, History, Geography, Design Technology, Music, Art and Design and Physical Education. The aim is for all pupils to achieve a good grounding in these subjects by the end of Key Stage Two in preparation for the extended curriculum covered in Key Stage Three (at secondary school).



Year 5 pupils take part in the K'NEX challenge

All children in Year 4 spend a year learning to play the trombone. To compliment our Music provision, we also offer keyboard, violin, guitar lessons through the Herts Music Service as charged activities. We also several rock bands taught by Rocksteady!

Religious Education involves teaching children about the major religions of the world which reflects the diverse world in which we live. We follow the Hertfordshire agreed syllabus. Parents do have the right to withdraw their children from Religious Education. If you wish to discuss this or any aspect of our Religious Education policy, please contact the school.



Year 6 pupils taking part in the high ropes during their residential trip to Gilwell Park.

Relationships, Sex and Health Education (RSHE)

RSHE is an over-arching subject and at St Meryl School it covers the following areas of learning:

- Relationships Education (families and people who care for me, caring friendships, respectful relationships, online relationships, being safe)
- Relationships and Sex Education (changing bodies, puberty and in Year 5 and 6 how babies are made)
- Health Education (mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, basic first aid)
- Citizenship (knowledge of the world and its diversity, protecting the planet, how to make a difference in the world, how to be responsible and make the right decisions, how to take responsibility for our actions, the value of money and how to save it, thinking about jobs and careers when children are adults, different economies).

The school is committed to working in partnership with parents. Under the 1993 Education Act, pupils can be withdrawn for the part of Sex Education covered in Year 6 that is outside the compulsory elements contained in the Science National Curriculum. Parents wanting to exercise this right are asked to see the Head Teacher.



Pupils await the announcement of the winning house for Sports Day 2025.

Enrichment opportunities and extra-curricular activities

We constantly strive to enhance the curriculum we provide for the children through visits and visitors. In Years 5 and 6 we offer a residential trip to Tolmers and to Gilwell Park respectively. The children have an amazing time during these visits. They learn to challenge themselves, try new things and come home with memories that last them a lifetime.

Every teacher plans at least two trips during the year to venues that will enhance the learning taking place in the classroom. Recent visits include Hendon RAF Museum, Paradise Wildlife Park, Tate Britain, Warner Brothers' Studios and the British Museum.

We also get providers to come in to the school to enrich the children's learning. Last year, children took part in activities such as The Great Fire of London Workshop, Florence Nightingale and an indoor planetarium.

We provide a wide range of extra-curricular clubs including street dance, multisports, trampolining, football and Game On to name but a few.

On Friday afternoons the whole school comes together and children are split up amongst staff and volunteers to have half an hour of enrichment time or "Golden Time". Activities include film club and mindfulness art, gardening, football, dance, board games iPads and Sphero club.



Pupils came to school dressed as characters from the book "Hermelin" for World Book Day

Assemblies

We have assembly every morning for all the children who are of statutory school age. On occasion the younger children also join us. Our assemblies are very much related to developing in the children our sense of community, respect for others, caring attitudes and moral value as well as learning about the key religions of the world.

The assemblies take various forms such as storytelling, sharing, discussion and singing, and on different occasions are led by the staff, the children or visitors. Under the 1988 Reform Act all the children must be offered the opportunity to take part in a daily act of collective worship. This usually takes place during assembly when the children are given a few moments to reflect on a theme or to join in a prayer.

Every Friday we have a celebration assembly where we share and celebrate learning and achievement that has taken place during the week.

Once a term, on a Thursday at 9.00am, each class will present an assembly to the rest of the school and parents are invited to attend these.

Parents have the right to withdraw their children from collective acts of worship. If you would like to discuss this or any aspect of our assemblies, please contact the school.

On Tuesdays we split into Key Stages and have "News and Views" assemblies, and on Wednesdays we have singing assemblies. These are led by the children and give pupils the opportunity to discuss how we can make school even better.



Year 1 perform proudly in their Class Assembly

School Uniform

Sky blue blouse/ polo shirt

Grey skirt, dress or trousers/ shorts

Maroon sweatshirt or cardigan

Optional sky blue and white checked dress in summer

Grey or white socks

P.E. Kit

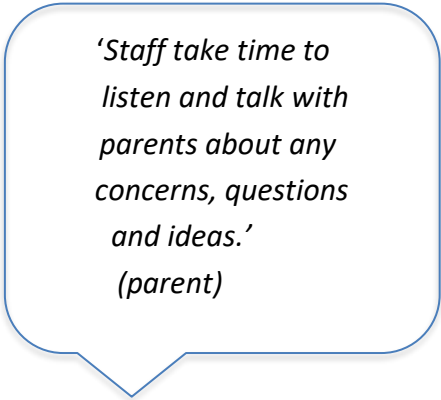
Burgundy Shorts and pale blue t-shirt

Plimsoles

(trainers for outdoor games lessons are optional in KS2)

We have an online ordering system for uniform, details of which are available from the office.
(Trainers for outdoor games lessons are optional in KS2)

Except for religious reasons, children should not wear jewellery in school. All jewellery would need to be removed for P.E. type activities to avoid the risks of injury. If your child wishes to wear a watch please remind them that they will need to take full responsibility for its safekeeping. Long hair must be tied back during P.E lessons.



*'Staff take time to
listen and talk with
parents about any
concerns, questions
and ideas.'
(parent)*

Lunches

School lunches are provided for the children at a subsidised cost. Each day there is a choice of meals including vegetarian or salad and a choice of desserts. We operate a 'Pupil Choice' menu which means that parents know in advance what will be on a weekly menu and are able to choose with their children at home what they would like to eat. We use an online system for parents to order lunches. Children with special dietary requirements can be catered for provided we know in advance. Current prices for lunches are available from the school office. Children in Reception class, Year 1 and Year 2 are entitled to a free school dinner every day.

Children may bring a packed lunch in a sandwich box. Juice or water may be brought as part of the packed lunch and these should be contained in a leak-proof, unbreakable container. No fizzy drinks or cans please. The sandwich box and flask should both be clearly named.

Illness

If your child has been sick they will need to stay at home for 48 hours since the last bout of sickness. Please inform the school of any infectious diseases. A note of absence or a call to the school is required for every period of absence. We also have an email facility to report

absences (absence@stmeryl.herts.sch.uk)

Head lice: please check all your family's heads regularly. If you are in any doubt about what to do or how to check for an outbreak of head lice or how to treat it, contact the school nurse or the school office.

Medicine

If your child requires medicine for a long term condition, or if he/she has recovered from an illness but must finish a prescribed course please ensure that medicines are labelled clearly with the child's name, class and dosage. These medicines must be brought to and collected from the school office. The children may not administer their own medicine.

Parents/carers must sign our medicine book giving permission for staff to administer the dose. If your child has a medical condition you will need to arrange a meeting with the Head Teacher who will work with you to set up an individual care plan.

Money

We encourage parents to pay for school meals, trips and clubs online using ParentPay. When your child joins the school, you will be given login-in details to enable you to access this facility. When money needs to be sent to the school it would be greatly appreciated if it was in a sealed envelope, clearly labelled with the child's name, class and what it is for.



Pupils take part in Rugby skills training

Parking

We operate a VOLUNTARY one-way system on The Mead in order to try and ease congestion. PLEASE be considerate of residents when parking on The Mead, Foxleys, and Carpenders Avenue. Residents get, understandably, very frustrated when they are unable to access their driveways due to parents parking inconsiderately. If you are able to walk to school, please do!



A trampolining display performed by Year 2 pupils, who have sessions every Tuesday as part of their PE curriculum

Staff at St Meryl School

Senior Leadership Team

Head Teacher- Mr C Davies
Deputy Head Teacher - Mrs J Nye
English Leader - Miss C Pomfret
Maths Leader - Miss K Marshall

SENCo

Mrs E Swain

Teaching and Learning Team

Foundation Stage

Nursery Teacher - Mrs Z Wydmanski
Nursery Nurse - Miss J Flaherty

Reception Teachers - Mrs J Nye and Mrs T Paice
Teaching Assistants - Mrs C Whitman

Key Stage 1

Year 1 Teachers - Mrs J Pettitt
Teaching Assistant: Mrs L Pegg

Year 2 Teacher - Miss K Marshall
Teaching Assistant: Mrs D Peiris

Key Stage 2

Year 3 - Mr M Walker
Teaching Assistant: Mrs S Clark

Year 4 - Mr J Knight
Teaching Assistant: Mrs J Parker

Year 5 - Miss C. Pomfret
Teaching Assistant: Miss M Beaujeux
Learning Support Assistant: Miss M Beaujeux

Year 6 – Mr J. McConville
Teaching Assistants: Mr J Clark, Mrs H Taylor

Butterfiles Room - Miss C Rogers
- Mrs K Ranaweera (mornings)
- Miss S O'Neill (afternoons)

PPA Teachers - Mrs C Barros and Mrs R Thorn
Trampolining Coach - Mrs R Benford

Midday Supervisors

Mrs B Barnard
Mrs H Talbott
Miss V Garbutt
Mrs L Pegg
Mrs G O'Brien

Breakfast Club Supervisors

Mrs S Lawes
Mrs K Allen
Miss V Garbutt

Administration Team

Senior Office Administrator - Mrs G Walsh

Business Manager - Miss E Taylor

Office Administrators - Mrs S Lawes

Mrs K Allen

Caretaker - Mr T Reddin

CHAIR OF GOVERNORS: Mrs O Cara

THE MEAD, CARPENDERS PARK, WATFORD, HERTS WD19 5BT

TELEPHONE: 020 8428 1695

Email: admin@stmeryl.herts.sch.uk

head@stmeryl.herts.sch.uk

www.stmeryl.herts.sch.uk