



Giving ... Every Child, Every Chance, Every Day

Dear Parents and Carers,

Welcome to The Grange Primary School.

We hope the time you and your child spend with us will be both happy and successful. The Grange Primary School is no ordinary place - it is a place that is focused on fostering lifelong skills and qualities. It is a wonderful school and the children are the very epitome of all that is good about it.

We believe that education should be a partnership between pupils, parents, staff and governors and that children learn more effectively when they see parents and teachers working together in a cohesive environment.

We aim to provide a happy, purposeful, caring, friendly and stimulating environment in which children are able to blossom, grow, achieve high standards, gain a sense of independence and begin to realise their full potential. Our philosophy on learning is that this should be life-long, life-wide and life-deep.

Children are encouraged to take pride in their work, to work hard and to do the best they can at all times. High standards of behaviour and discipline are expected at this school so that children, parents and staff feel both safe and valued as individuals.

The family of the school is a warm and happy one, where self-esteem and confidence (without arrogance) are developed and grown, where academic rigour is appropriate to the child's abilities and where people skills are extended to ensure that in life, your child will be a major contributor to society.

We hope you will find this Prospectus helpful. If you need more information do not hesitate to ask. We look forward to working with you.

Yours sincerely,

Larissa Thorpe - Headteacher (BLS, PGCE, MA in Leadership & Management, NPQH, Teaching Awards 2010 Distinction, Primary Executive Headship Qualification - PEH, Local Leader of education - LLE)

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THE GOVERNING BODY	
Chair of Governors	
Mrs Thompson	
Headteacher	
Mrs Thorpe	
LA Representatives	
Mrs Smith – tbc	
Parent Representatives	
Mr Ashworth	
Staff Representatives	
Mrs Childs	
Miss Thomas	
Community Governors	
Miss Atkin	
Mrs Hardy - tbc	

Governors are elected for a 4 year term of office. The governing body is responsible for overseeing the general management of the school. They appoint staff, examine the curriculum that is taught and plan and supervise the finances of the school.

If you have any queries or concerns the Headteacher or a member of the Governors will always be available to help. Details of the complaints procedure relating to any aspect of the school and its provision is available from school or from the Education Department, Hewson House, Brigg, DN20 8XJ or telephone 01724 297241.



STAFF
Occasionally, we may experience staff changes.

Leadership	
Name	Leadership Area
Mrs L Thorpe	Headteacher
Miss S Thomas	Deputy Head
Mrs K Fisher	Assistant Headteacher
Miss F Mawson	Assistant Headteacher
Miss L Stephenson	Foundation Stage Leader

FS1 - Nursery		
Name	Foundation Stage - Nursery 26 pupils	EYP/Learning Assistant
Mrs L Jones	FS1 Morning provision only	Mrs K Sutton Miss S Wright

FS2 – Reception		
Name	Foundation Stage – Reception	EYP/Learning Assistant
Miss L Stephenson Foundation Stage Leader	FS2	Mrs G Symonds – am only Miss E Cowling Mrs K Sutton – pm only Miss L Robinson – am only Mrs S Brown Miss S Wright – pm only
Miss B Rands	FS2	

Key Stage 1		
Teacher Name	Year Group	Learning Assistant
Miss J Hanson	Year 1	Mrs A Brown Mrs M Kelly Mrs M Parker (Thurs, Fri)
Mrs C Rosser - NQT		
Mrs J Fanthorpe SEND Support Teacher	Year 2	Mrs J Drifill Mrs L Hyke Mrs C Stenhouse
Mrs A Mortimer – HLTA (Friday cover)		
Miss K Gibbons - NQT		

Key Stage 2		
Name	Year Group	Learning Assistant
Mrs L Knowles	Year 3	Mrs C Beaney Mrs H Young
Mrs S McDermott		
Mrs A Isle	Year 4	Mrs M Parker (Mon, Tues, Wed) Mrs C Davey Mrs H Cherry (Thurs, Fri)
Miss R Gathercole		
Mrs A Chowdhury	Year 5	Mrs L Clements (part-time/library) Mrs M Austin – from 11am only Mrs C Otter (am only)
Miss B Turtle – <i>NQT</i>		
Mrs K Simpson – <i>Y5 Booster</i>		
Mrs K Fisher / Miss F Mawson <i>Assistant Heads</i>	Year 6	Mrs Mortimer (HLTA) Mrs J Walters
Miss P Drury - <i>NQT</i>		

Other Staff with some level of teaching responsibility	
Mrs M Austin	French – KS2 – pm only
Mrs D Bibby	ICT Instructor
Mrs H Cherry	SEND / Inclusion Assistant (Mon, Tues, Wed)
Mrs M Fox	SALT programmes + EAL Support
Mrs A Mortimer	HLTA - Cover

Miss J Dixon – maternity leave from April 2016

Pastoral Support	
Miss F Baker	Pastoral/Inclusion Manager
Mrs C Otter	KS1 and KS2 Pastoral Support (pm only)
Mrs L Smithson	Pastoral Mentor

Office Staff	
Mrs E Sands	School Business Manager
Miss S Wray	Administrative Assistant

Caretaker	
Mrs S Deary	Whole School

Midday Supervisors	
Mrs C Davey Mrs M Fox	Senior Supervisor Deputy Senior Supervisor
Miss E Cowling Mrs J Drifill Miss L Robinson Mrs K Sutton Miss D Baxter Miss M Waldie Mrs M Baker Mrs C Beaney Mrs L Clements Mrs E Lines	

Kitchen Staff	
Mrs R Dales	Cook Supervisor
Mrs K Hollingsworth Mrs A Plazuik Mrs S Neal Mrs S Repton Mrs T Towler	

Cleaning Staff	
Mrs H Hill Mrs J Johnson Mrs J Michael Mrs S Repton Mrs T Clark Mrs D Mawer	

OUR ETHOS AND VALUES

Our school seeks to develop success over a broad spectrum and to recognise the talents and achievements of all pupils. Through a broad, balanced, relevant curriculum and daily activities, pupils are engaged in opportunities for developing spiritual awareness, a moral code as well as advancing social skills and knowledge of their own culture and that of other people.

Our vision is to provide a safe, supportive, nurturing, stimulating and inspiring learning environment in which the whole community is valued and included. Everyone is expected to demonstrate high standards in all aspects of school life, including behaviour, gain a sense of independence and work to the best of their ability. They will be responsible citizens, confident in the knowledge that they have experienced a wide range of opportunities for personalised development and social integration, which ignite a desire and passion for continued learning in a diverse and continuously changing society.

We will treat everyone at this school fairly, celebrating differences and meeting different needs so that all members of our school community are free to live, learn and enjoy in an environment where **EVERYONE** has a voice.

Our Aims (in general)

At The Grange Primary School we aim to provide the highest standard of teaching and learning, pastoral care and broad co-curricular and extra - curricular experience, in a secure, caring, stimulating and happy environment, where each pupil's educational, social, moral and cultural needs are met to enable them to gain a sense of independence and begin to develop in confidence (without being arrogant) and self-esteem into their best selves.



We expect all children at this school to be able to enter all walks of life, confident in the knowledge that they have received a sound, yet broad, creative and balanced foundation to their learning.

The school curriculum, governed majority by the International Primary Curriculum, ensures coverage of the new National Curriculum and Religious Education, delivered through a wide range of carefully planned activities and experiences in an immersive environment. We believe that all children are individuals with special needs and talents.

As a school we believe that the most valuable education is one that is broad and balanced, enabling children to enjoy their childhood whilst benefiting from a wonderful range of opportunities both in and out of the classroom.

With these elements in place, The Grange Primary School aims to produce young people at eleven who are confident without being arrogant, who are achieving well in and out of the classroom and who are appreciative of the needs of others around them.

Such young people will be well prepared for the secondary phase of their education and for life beyond.

At The Grange Primary School we aim to:

- first and foremost ensure the health and safety of each pupil
- create a friendly, stimulating, creative, immersive, exciting and supportive environment in which all are included, valued and supported, enabling them to achieve success with up-to-date access to modern technology
- provide an enriched, creative, immersive, broad, balanced and relevant curriculum which allows for opportunities and experiences, as well as display continuity and progression. This in turn will provide our pupils with the knowledge, skills and understanding to promote life long learning within a modern multi-cultural society
- ensure that all children have equal opportunity to access all learning activities through teaching that caters for different learning styles

- encourage pupils to have a positive approach to learning and develop independency in their working ethics to develop self awareness so they can become independent learners and thinkers
- recognise and cater for any additional educational needs of those pupils with learning difficulties
- provide a learning environment which is well planned and well resourced
- encourage children to develop a set of values including self-esteem, self-awareness, self-respect for others which will enable them to make a full contribution, using a variety of skills, to the school and the wider community
- use the local community as a learning resource, fostering links with individuals and groups in the neighbourhood
- support and develop interest and a range of social skills and attitudes, to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being
- demonstrate that our school functions in partnership with parents and guardians to develop a learning culture within the school and community
- ensure child protection as required by law
- ensure that our pupils demonstrate positive behaviour in various settings
- ensure that our pupils show consideration and tolerance of others and an acceptance of differences. They will develop an awareness of the diverse nature of our society with full, non-discriminatory appreciation of the many aspects which go together to form a shared culture.



ABOUT OUR SCHOOL

The Grange Primary School is a two form entry school situated not far from the centre of Scunthorpe town on Cornwall Road, Ashby. Until June 2016, we were located across two sites. Our site is secluded in a quiet area on extensive grounds with a large games field, which provides opportunities for a wide range of sports and environmental projects.

Our brand new building has two floors. The ground floor houses:

- ✓ Mail office
- ✓ Two halls – multi purpose
- ✓ Kitchen where all meals are prepared and cooked
- ✓ Foundation Stage 1 and 2
- ✓ Key Stage 1 – Years 1 and 2
- ✓ Medical Room
- ✓ Well stocked Learning Resource Centre
- ✓ Two group rooms known as Rainbow Rooms used for small group intervention work including nurture, inclusion and pastoral workshops.

The first floor houses:

- ✓ Key Stage 2 – Years 3 to 6
- ✓ Three Rainbow Rooms
- ✓ Two DT/Practical rooms used for Art and Technology/Computing – multi purpose rooms
- ✓ Learning Resource Centre

Our Learning Resources Centre (housing the library) operates an electronic library system. Technology is used effectively to enhance our pupils' learning and to this effect we have a state-of-the-art internet system, several networked computers, video conferencing equipment and every teaching room has an up-to-date interactive teaching and learning board to further enable whole class and interactive teaching. The Foundation Stage Two (Reception) learning space has a very innovative interactive learning and teaching floor with over 800 resources. We also have an extensive range of handheld innovative technologies that support our pupils with their learning.

The school has facilities to cater for the disabled (eg a lift for wheel chair users) and ensures full access to the curriculum for all pupils with special needs. Full details of future plans are contained in the school's accessibility plan available on our website.

All classes are single age classes and as much as the budget allows, we try our best to have small class sizes. This organisation can change from year-to-year depending on the numbers within each age group. If we do have to have age-mix groupings, children are taught the required balanced curriculum at their individual level by their own class teacher, occasionally in subject sets or team teaching situations.

We work hard to ensure that our school is a place where outstanding teaching and learning takes place, and that it has the reputation of a school which really cares for the children and families in the community. When we refer to "our" school - we do not just refer to the building but all those people who work within them and who bring their own unique contribution to their duty of helping to equip our children for their future in the ever rapidly changing world.



THE SCHOOL DAY

Nursery – Foundation Stage 1

Open 8.45am	Pick-up 11.45am	Duration 3 hours
No flexibility		

Foundation Stage 2, Key Stage 1 and 2
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Registration starts 8.50am (gates open at 8.40am)	
Morning Break for KS1 and 2 begins from 10.15am and operates like a carousel	15 minutes
Lunch time begins from 11.40am until 1.20pm and operates like a carousel	45 minutes
End of school day 3.00pm	School Teaching 5 hours 10 minutes <i>(with break and lunch times this equates to 6 hours and 10 minutes)</i>

CALENDAR DATES

KEY DATES FOR ACADEMIC YEAR 2016 - 2017	
Tuesday – 6 th September	School re-opens to pupils for Autumn Term
Friday – 21 st October	School closes for half-term
Monday – 31 st October	School re-opens
Friday – 16 th December	School closes for Christmas holidays
Wednesday – 4 th January	School re-opens for Spring Term
Friday – 17 th February	School closes for half-term
Monday – 27 th February	School re-opens
Friday – 7 th April	School closes for Easter holidays
Tuesday – 25 th April	School re-opens for Summer Term
Monday – 1 st May	MAY DAY
Friday - 26 th May	School closes for half-term
Monday - 5 th June	School re-opens
Friday – 21 st July	School ENDS for the year

2017 Key Stage 2 Year 6 SATs – 8th to 12th May

ATTENDANCE - *read in conjunction with Absence from school and Illness on page 29 and 30*

Pupils are encouraged to be punctual and must arrive no earlier than the stated times above for their phase for safety reasons, as there will be no adult supervision before this time. Pupils are expected to walk straight into school and into class as soon as the main gates are opened – ***they are not accompanied by a class teacher from the playground into class.*** An Early Bird activity or Independent Time session is in place as soon as they get into the classroom. The philosophy behind this is that we aim to develop independence and discipline from the start. After the start of their phase time, pupils should enter the school through the main office reception area and report to the main office.

We operate a Breakfast Club in our school hall from 8am for pupils from Foundation Stage 2 and above. Please enquire from the main office.

Pupils have a right to full-time education. Parents need to ensure absence from school is kept to a minimum. Of course if children are unwell they should be at home. In the case of all absences, the school must be informed by letter, telephone call or a visit.

Pupils going home at midday become the responsibility of their parents who must make suitable arrangements. Parents must make suitable arrangements for the collection of their child/children if they wish for them to go home at lunchtime and the school must be informed in writing. They should

arrive back at school by the start time of their year groups' afternoon session and report to the main reception. ***This time must be confirmed with the Pastoral Manager.***

All staff are concerned for your child's welfare and they are also required to keep a check on lateness and absences - parents will be informed if we think there is any cause for concern. The Health Visitor, School Nurse or Education Welfare Officer may visit your home to discuss any problems.

SECURITY

Children should not leave the premises once school is in session unless this is arranged with the Headteacher. If pupils abscond after registration it is the school's policy to inform the parents and police for safety reasons.

An extract from the Local Authority's attendance leaflet—***If I send my child to school, isn't it the school's responsibility to make sure they stay in school?***

*Actually, it is **your** responsibility! Schools are places of learning. Schools have a duty of care but have no authority to restrain your child to prevent them from walking off school premises.*

ABSENCE RETURNS - 1st July 2016

Percentage of Attendance: 94.79%

Authorised of Absence: 3.64%

Unauthorised of Absence: 1.38%

ADMISSION

School and Foundation Stage 1 Unit

The schools admission arrangements adhere to the North Lincolnshire admission arrangements and have been agreed by the Governing Body.

Children can be registered for the Foundation 1 unit at any time and at that point the following admission arrangements are explained to the parents:-

Admission criteria

1. Children within catchment area.
2. Children who live out of catchment area but who have siblings in school.
3. Children who live out of area taking those who live geographically nearest first.

Admission to the Foundation 1 Unit is normally the term following a child's 3rd birthday if places are available. Usually children are admitted in September and are entitled to 15 hours FREE funding, which can be accessed through our nursery as per the times stipulated on page 11.

Children transfer to Foundation stage 2 Unit in the September following their 4th birthday so that during the academic year they will have their 5th birthday.

VISITING ARRANGEMENTS

During the term prior to a child's entry to the Foundation 1 unit, the parents and child are invited to visit the unit for one session when children are encouraged to join in with the activities alongside other children. This is then followed by a home visit, with the consent of parents, by two Foundation Stage staff when information concerning the child and the Foundation 1 Unit will be exchanged. Children coming straight into the school may visit at a time convenient to everyone concerned.

Parents will be invited to a meeting at the school during the term prior to their child entering the Foundation 2 Unit. Parents will also be invited to an informal 'Meet the Teacher' afternoon during the Summer term.

Parents are encouraged to take part in workshops organised and run by school or Adult Education on school premises. These include 'Keeping up with the Children' and a 'Christmas Craft' afternoon.

During the year parents are given several opportunities to visit the school including the Foundation unit.

Parents of school children are invited to Celebration Assemblies during the year, seasonal celebrations, curriculum open days, curriculum meetings and workshops as well as social and fund-raising occasions. Before leaving the school the Y6 children celebrate with a Leavers' Concert to which parents and friends are invited.

THE CURRICULUM

The Foundation Stage

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, children join Foundation Stage 1 for the mornings only and are full time in Foundation Stage 2.



The Early Years Foundation Stage is based upon four themes:

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

Learning and Development

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and interconnected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

Prime Areas:

- ✓ Personal, Social and Emotional Development
- ✓ Communication and Language
- ✓ Physical Development

Staff will also support children in four specific areas, through which the three prime areas are strengthened and applied.

Specific Areas:

- ✓ Literacy
- ✓ Mathematics
- ✓ Knowledge of the World
- ✓ Expressive Arts and Design

We deliver learning for all of the areas through, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

*“Children’s play reflects their wide ranging and varied interests.”
“In their play children learn at their highest level.”*

Through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Enabling Environments

At the Grange Primary School we recognise that the environment plays a key role in supporting and extending the children’s development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. We adopt the immersive learning approach and ensure that the learning environment sets the mood and develops creativity and imagination in our pupils. This links very nicely with our Topic/Project Based Learning, our challenge based curriculum and Rainbow Challenges – a target setting approach which our pupils rise up to very well.



There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor area. The free flow between the inside and the outside has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.



Parents as Partners

We recognise that parents are children’s first and most enduring educators and we value being partners with them in their child’s education through:

- ✓ Talking to parents about their child before their child starts in our school.
- ✓ Offering both parents and children the opportunity to spend time in the Foundation Stage before starting school.
- ✓ Operating an open door policy for parents with any queries.

Sharing regularly the children's 'Learning Journey' with parents and valuing the on-going contributions to this from parents. Offering three parent/teacher open days per year.

- ✓ Sending a report on their child's attainment and progress at the end of their time in the Foundation Stage.
- ✓ Developing a range of activities throughout the year that encourage collaboration between child, school and parents.
- ✓ Access to Tapestry – an online learning journal recording every child's progress.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We have very strong links with various feeder Pre-schools and Child-minders and the Foundation Stage staff meet with providers to discuss each individual child and their transition process into school.

Observation, Assessment and Planning

Foundation Stage staff use observations as the basis for planning. These observations then lead the direction of the planning. The staff use the children's interests to plan, the seasons of the year and key events noted on the Long Term Plan. In addition to this the children lead the short term activity planning on a day to day basis. This fostering of children's interests develops a high level of motivation within the Foundation Stage. The planning objectives are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations and is recorded on an online learning journey (Tapestry).



Rainbow Challenge - as part of developing independence, children are set seven challenges for the week linked to a colour of the rainbow and the areas of learning. Children collect a corresponding coloured bead linked to the challenge they have achieved and reflect upon these on a Friday.

The Rest of the School

The Grange Primary School follows the 2014 National Curriculum, which aims to ensure that children leave Key Stage Two 'secondary ready'. The **core** subjects are English, Mathematics and Science. The statutory **foundation** subjects are: art and design, citizenship, computing, design and technology, geography, history, languages, music and physical education. We also teach Personal, Social and Health Education (PSHE) through the SEAL and Health for Life units of work and Religious Education following the local authority agreed syllabus. We enhance our curriculum with four additional areas of focus which we use to drive our teaching and learning in all subjects: independence, enterprise, emotional awareness and knowledge of the world.

Children learn best when they are actively involved, with interesting practical activities. They are provided with opportunities to investigate, explore and find out for themselves in all areas of the curriculum. We have adopted an immersive approach to learning, which involves a flexible learning environment, specifically designed to inspire and enthuse. Immersive learning environments engage pupils in experiential, interactive and creative learning by transporting them to new and imaginative



locations through imagination and creativity, deepening their knowledge and understanding of complex topics.

Through their topics, children undertake various challenges which are components of long term projects, which require the development and implementation of a range of skills including problem solving and collaboration. The projects give purpose and meaning to learning and ensure that children are able to apply their skills in a range of contexts. Children are encouraged provide 'critique' feedback to enable vital learning processes, editing and redrafting, to improve their work in a positive, supportive manner. We implement Kagan teaching structures in the classroom which support active learning, peer coaching and teamwork. To further enhance learning opportunities, staff organise visits to various places of interest, invite workshops into school, carry out video conferencing and also use displays, resources and artifacts to stimulate children's interest and curiosity.

In all areas of the curriculum children are given opportunities to share and explore ideas, become critical listeners, learn to present information to others, solve problems and develop skills in enquiry and control. Pupil independence is central to the school ethos and children are encouraged to work reflectively, reciprocally, be resourceful and resilient throughout all lessons.



They learn about the wider world through the curriculum and links developed with schools globally through the International Primary Curriculum (IPC). The children develop their knowledge and understanding of how they can communicate using technology. The school enables pupils to become adept in communication via email, blog sites and video conferencing.

As much as possible, cross-curricular links through thematic/topic based projects are made to ensure learning makes more sense to the children in that they are able to apply what they have learnt in one area to another, with the aim of them being able to make similar applications outside the school environment, thus preparing them for lifelong learning. Other cross-curricular work addresses issues of economic and industrial understanding, citizenship and environmental education with a European and world dimension. The children engage in curriculum events including enterprise weeks and multicultural activities. Each foundation subject has an annual celebration week where work is focused upon that subject to further develop children's knowledge and skills. The International Primary Curriculum (IPC) acts as a starting point for our topic planning and is developed through pupil voice. Children participate in a practical activity to inspire their thinking about their topic. They then analyse their existing knowledge and compose a set of enquiry questions, which the teacher then uses to develop the teaching and learning journey for the class, thus topics are tailored to each child. To close the topic, children spend a day sharing their learning with others. This takes many forms, including assemblies, open community days, books and PowerPoint presentations. Curriculum achievements are recognised and celebrated through national awards including Healthy Schools, Inclusion Charter Mark, Extended Services, Artsmark and Basic Skills.

Children receive English and Maths lessons which aim to incorporate the subject skill and the wider curriculum subjects. The teaching timetable is flexible to ensure children make progress in English and Maths. We refer to the Department for Education guidelines in structuring what we teach. We analyse the gaps in children's learning using the Assessing Pupils Progress materials, incorporating assertive mentoring materials in order to teach our children what they don't know and are expected to know at each stage of their time here. A rigid calculation policy is in place for all staff to follow. This focused structured teaching approach covers all aspects of the curriculum. Whenever possible we try to involve parents in their child's/children's development through family learning sessions, open days and workshops. We are currently building links through ICT with the school website, Mathletics, Active Learning, MyMaths and Education City (online learning resources).

In the teaching of Maths, emphasis is placed on place value, counting, number, calculation, using and applying and problem solving. We build on what the children have previously learnt using rigid Assessing Pupil Progress analysis and pupil self assessment of targets, thus encouraging greater pupil involvement.

In line with the 2014 National Curriculum, we follow the mastery approach to teaching maths. We ensure that children are masters of a mathematical concept before moving them onto the next stage of their learning. Once children have achieved procedural understanding and fluency in a concept, they are then challenged through solving problems and applying this knowledge in a range of contexts, thus broadening their learning. Children are also challenged to coach other children and explain their methods and reasoning. We aim to provide children with rapid feedback and intervention, on the same day where possible and always before the next lesson. This ensures that children make progress and are ready for the next step in their learning. In addition to this, we have adopted the 'Singapore Approach' to teaching maths, which ensures that children are actively engaged in lessons and that they are able to use concrete and visual representations to support their understanding and learning of a concept throughout all key stages.

Parents are encouraged to be involved and are informed of mathematical developments through parents open days, newsletters and the school's online data tracking service.

Key Stage 2

On entry to Key Stage 2 (Year 3), children are assessed using GL Assessment Group Reading Test as well as summative assessments in writing and mathematics. Throughout the course of the academic year, children in all year groups perform various assessments tests, both qualitative and quantitative. During the summer term, children in Years 3, 4 and 5 undertake the optional SATs, the results of which are used to help inform our on-going planning and assessments. In their final year, Year 6, undertake Key Stage Two National Curriculum Tests, which provide formal assessment for our children. Children with Special Educational Needs or Disabilities take a reading and spelling test twice a year.

ASSESSMENT AND STATUTORY ASSESSMENT TESTS (SATs)

Foundation Stage

At the end of their foundation year in school the children's progress is recorded on to the Early Years Foundation Stage Profile. Each child's level of development is recorded against the Ages and Stages. A report is also made on the characteristics of learning for every child (Playing and Exploring, Active Learning and Creating and Thinking Critically).

Key Stage 1

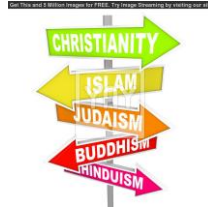
During the Summer Term Year 1 pupils are screened for their ability and stage in phonics to enable teaching to be tailored to their individual needs. This screening check is designed to confirm whether the pupils have learnt their phonics decoding to an appropriate standard. This check consists of 40 words. If the standard required is not met this test is repeated at the end of Year 2. Pupils in Year 2 (at the end of Key Stage 1) have to undergo Statutory National Curriculum Tasks and Tests administered in Reading, Writing and Mathematics to help inform the final teacher assessment judgement reported for each pupil at the end of Key Stage 1. Teacher Assessment is the main focus for end of Key Stage 1 assessment and is carried out as part of teaching and learning. Speaking and listening as well as Science are subjects not tested but levels are still reported on.

Key Stage 2

All 10/11 year olds (Y6) children in primary schools must be entered for the National Curriculum Tests in May each year.

The Y6 children are tested in English and Mathematics. The Maths, Reading and Spelling, Punctuation and Grammar (SPAG) tests are marked externally. The results of the tests are passed to parents and made available nationally. Many factors can affect a school's results, which can vary from year to year, therefore an average over a few years is a better indicator of pupil performance within a school.

RELIGIOUS EDUCATION, DAILY ASSEMBLIES AND COLLECTIVE WORSHIP



(a) Religious Affiliations

The school is not affiliated to a particular religious denomination.

(b) Religious Education and Collective Worship

The school's religious education programme uses the guidelines of the North Lincolnshire's Agreed Syllabus which has a multi-faith 'dimension'.

There is a daily Assembly for every child which includes either Hymn Singing, Key Stage or class assemblies or an Act of Collective Worship of a broadly Christian nature appropriate to the family background, ages and aptitudes of the pupils. Account is also taken of other teaching and practices of other principle religions in Great Britain. Emphasis is placed on developing a caring and tolerant environment in which children accept responsibility for their own actions, understanding that they all have a part to play in creating an excellent school, where all have a chance to grow and flourish. We want children to be aware of moral values, develop self-control, be kind, considerate and respectful of other people's feelings and culture.

From time to time, parents are invited to share in seasonal celebrations.

The school will make arrangements for parents to exercise their statutory right of withdrawal of their children from religious education if this is their wish. We ask that this should be done formally in writing.

SCHOOL TRIPS

Parental consent is only required for off-site educational visits which:

- *include nursery age children*
- *take place out of school hours*
- *pose a higher risk such as using a climbing wall.*

Apart from Nursery children, as a school, we do not require parental consent for the majority of off-site visits and activities offered. Year group visits to local amenities such as the museum, cinema or Normanby Park are part of the school curriculum and usually take place during the school day and do not require written parental consent.

We shall not be sending letters with parental permission slips at the bottom for our visits but we will always inform you (although, we are not obliged to) about the visit so that you may contact school if you have any concerns.

SEX EDUCATION

Sex Education is taught in accordance with the Local Education Authority's guidelines – minimal content is taught through Science and PSHE by the class teacher. Our attitude to sex education is a passive one; the content of lessons is age-appropriate and children's questions are answered individually and honestly. Learning about relationships is an important part of our whole school PSHE Curriculum. The school nurse is involved in delivering this aspect of the curriculum to Year 5 and Year 6 pupils and is available on regular visits to school to advise on all health issues. An external agency, Big Talk Education, supports with the delivery of age appropriate programmes/materials. Parents may request their child's withdrawal from the sex education programme. We do offer a Parents Information Meeting prior to the Big Talk delivery.

HEALTH EDUCATION

Children are taught to care for their bodies, ensure their own health and safety and know what to do in emergencies. A range of materials is used to teach personal, social and emotional education to develop children's understanding of issues that affect them personally. The school has recently renewed its Healthy Schools Standard and will continue to maintain this interest in encouraging Healthy Lifestyles for all our pupils.



PUPILS WITH SPECIAL EDUCATIONAL AND DISABILITY NEEDS

Our school is proud to have such fantastic provision for pupils who need extra support – pupils make marked progress with our very experienced Special Educational Needs Co-ordinator (SENCO).

In most cases of children with special educational needs, the National Curriculum is differentiated appropriately to meet the needs of the child. Children with Statements of Special Educational Needs or Education, Health Care Plans (EHCP) are catered for according to the requirements. All practices and procedures are in line with the Code of Practice for SEND (2014).

The school does not discriminate in any way against children with disabilities, but positively encourages their integration into mainstream school. The existence of toilets for the disabled including a lift and evac chair as well as good access to the building supports inclusion. The school's Disability Equality Scheme ensures that the school is proactive in promoting equality amongst all pupils - disabled pupils are not treated less favourably than other pupils. This policy is available from the main office as is the school's Accessibility Plan which has been developed along with the School Council.

The school's SEND Information Record and Policy, provides equal opportunities and additional opportunities for SEND pupils to learn and make progress according to need. The school also supports 'looked after' children - working closely with carers and social workers to ensure inclusion at all levels. Teachers, in liaison with the SENCo, plan the provision and support for all SEND pupils. We also have a number of highly trained learning assistants who deliver programmes of work, specialising in speech and language therapy, autism, dyslexia, behaviour, occupational therapy and counseling, to meet the needs of all our pupils.

We endeavour to support children who have special needs in school in various ways - in small groups, through specially adapted work or in some cases by seeking additional advice and support from outside agencies. In some situations it may be necessary to consult the educational psychologist and request for an assessment (Education, Health, Care Plans – EHCP) of a child's statutory needs, to establish how best to meet those needs. Should your child require any special support, be assured that you will be consulted and involved in any decisions affecting the well-being of your child and offered advice on how you can support your child's learning as a partnership. You will also be asked to discuss and sign your child's Personal Passport at SEND Reviews or Drop-in sessions which are held each term. The Governing Body's policy relating to pupils with special educational needs is fully implemented within school. You are welcome to obtain a copy of this from the school office. The name of the senior member of staff having responsibility for the school's arrangements for identifying and meeting the special needs of pupils is Miss Thomas.



EXTRA-CURRICULAR ACTIVITIES

Educational visits both local and further afield are organised for all age groups. These are seen as a vital part of the children's learning – we seek parental support in order to make these happen. These trips are valuable and enjoyable experiences for all the children.

At other times we arrange for various workshops and theatre groups to perform in school and welcome our community police officer and other professionals to present advice on all aspects of safety.

Depending on the availability of staff, community support and the time of year, clubs in football, fun phonics, skipping, sewing, craft, gardening, multi-skills and choir, to mention a few, are arranged out of school time. In addition, we have various Booster clubs as and when required.

Children are also encouraged to develop links with the local community. Staff and pupils celebrate festivals throughout the year by arranging Harvest, Easter and Christmas celebrations. Christmas shows are always a great success with performances that attract full capacity audiences and with every child having a role to play. We support international and national charities through events such as Red Nose Day and Children In Need which is in line with our promotion of British Values.



REPORTING TO PARENTS

Teachers continually assess and save children's work. A selection is kept in each child's individual portfolio of work. Any termly assessment tests are also reported to parents throughout the year. This along with the annual report will be shared with you at parents' day meetings and progress review sessions held termly.

During the year we arrange three Parents Meeting Days to discuss pupil's progress - one each term. At the summer term meeting, parents will have their child's annual progress report available to discuss with the class teacher. At these meetings individual pupil targets are set so that children and parents can work together on special areas needing support.

TEST RESULTS – SCHOOL PERFORMANCE

Early Years

Please note that for a Good Level of Development the children have to achieve at least Expected (2) in the prime areas plus literacy and maths.

- 2014 - the proportion of children achieving a good level of development was just below the national average at 59% (NA 60%).
- 2015 - the proportion of children achieving a good level of development was significantly above the national average at 75% (NA 60%).
- 2016 - the proportion of children achieving a good level of development was above the North Lincolnshire Locality data average at 74.13% and Scunthorpe South Locality at 71.51%. ***National data not yet available.***

	Early Years Foundation Stage Profile – Results						
Area	School Data 2016	Scunthorpe South Locality Data 2016	LA data Data 2016	School Data 2015	School Data 2014	Local Authority Data 2015	Scunthorpe South Locality Data 2015
Good level of development	74.13% (43/58 chn)	71.51%	73.51%	75% 45/60 children	59%	69.9%	66.7%
Good level of development - Boys	69.44% (25/36 chn)	-	64.31%	67% 22/32 boys	61.5%	63.1%	No data available
Good level of development - Girls	81.81% (18/22 chn)	-	82.11%	82% 23/28 girls	53.3%	77.2%	No data available
Good level of development – FSM/PP	78.94% (15/19 chn)	-	61.61%	67% 12/18 children	-----	55.6%	No data available

- **2015**

The early learning goal that most children achieved at least expected in was Making Relationships (93.3%). The early learning goal that children achieved the lowest in was Writing (75%).

- **2016**

The data indicates that our children are above the LA average and the Scunthorpe South locality, in terms of a Good Level of Development (GLD).

The GLD of boys is above the LA average.

18% of the girls (4/22 children) have just missed out on the good level of development as they did not achieve an expected level in Literacy and Number.

The GLD of FSM children is much higher than the LA average, which is very pleasing.

PHONICS in END OF YEAR 1 Phonics Check - % of pupils working at the required standard			
Achieving Standard	School	NLincs	National
2012	30%	55%	58%
2013	46%	71%	69%
2014	61%	77%	74%
2015	62%	78.1%	77%
2016	74.57%	Data currently not available	

A total of 59 pupils took part. Out of the 59 pupils 44 (74.57%) met the threshold score.

18 (30.50%) of the pupils to meet the threshold were girls.

26 (44.07%) of the pupils to meet the threshold were boys.

19 (32.20%) of the pupils to meet the threshold were eligible for pupil premium

PHONICS in END OF YEAR 2 Phonics Check - % of pupils (who were required to take this test in Year 2) working at the required standard			
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Achieving Standard	School	NLincs	National
2015	88%	62.9%	90%
2016	62.96%	Data currently not available	

A total of 27 pupils took part. Out of the 27 pupils 17 (62.96%) met the threshold score
 8 (29.62%) of the pupils to meet the threshold were girls.
 9 (33.33%) of the pupils to meet the threshold were boys.
 12 (44.44%) of the pupils to meet the threshold were eligible for pupil premium

END OF KEY STAGE 1 - YEAR 2 SATS (Statutory Assessment Tests)

YEAR	READING		WRITING		MATHS	
%	2+	3+	2+	3+	2+	3+
2012 – School	81	23	79	14	88	4
2012 – National	87	26	83	14	91	22
2013 – School	81	25	77	5	91	7
2013 - NLincs	88	28	84	16	90	21
2013 - National	89	29	85	15	91	23
2014 – School	86	19	86	3	92	2
2014 - National	90	31	86	16	92	24
2015 – School L2+	75	4	64	0	82	0
2015 – School L2b+	57		48		70	
2015 – LA L2	92	33	89	19	93	26
2015 – LA L2b+	83		74		84	
2015 – National L2	90	31	86	16	92	24
2015 – National L2b+	81		70		80	
Working with the New Curriculum - Stages						
	Working at	Exceeding a Good Level of Develop-ment	Working at	Exceeding a Good Level of Develop-ment	Working at	Exceeding a Good Level of Develop-ment
2016 - School	74	23	62	3	73	12
2016 - LA						
2016 - National						

Key Stage 2 – Year 6

FFT PROJECTIONS

Explanation of Fischer Family Trust (FFT) data:

The FFT Data Analysis produces **ESTIMATES** of likely attainment. The estimates are calculated for each pupil and, from these, school and LA estimates are calculated. They are called estimates – **not** predictions or targets – because they provide an estimate of what might happen if pupils make progress that is in line with that of similar pupils in previous years. Be aware that the accuracy of FFT estimates varies. They are, for the most part, based upon prior attainment in core subjects.

Types A and B are based upon the progress made by all pupils (nationally) in the previous year. Type A (PA) is based upon pupils' prior attainment, type B (SE) takes into account prior attainment and the socio-economic context of the school. They provide an estimate of what might happen if pupils make the same progress as they did, on average, the previous year.

SUBJECT TITLE	2011	2012		2013		2014	
		FFT B	FFT D	FFT B	FFT D	FFT B	FFT D
English and Maths Level 4+	48.4%	63.7%	74.3%	60.1%	69.1%	60.4%	71.7%
English 2 Levels Progress	53.3%	83%	89.6%	83%	89.9%	79%	87.6%
English Level 4+	58.1%	72.5%	80.1%	70.2%	77.6%	70.7%	79.2%
English Level 5+	6.5%	21.1%	28.8%	16.6%	23.9%	22.7%	29.6%
Mathematics 2 Levels Progress	64.5%	77.5%	86.7%	80.2%	88.6%	79.1%	88.6%
Mathematics Level 4+	58.1%	73.2%	81.7%	68.6%	77.3%	69.7%	79.5%
Mathematics Level 5+	12.9%	22.1%	30.2%	17.2 %	24.5%	18.5%	26%

KS2 National and Local Comparisons									
YEAR	READING		WRITING		SPAG			MATHS	
%	4+	5+	4+	5+	4+	5+	6+	4+	5+
2012 – School	92	47	63	24				88	29
2012 – Nlincs	83		76					82	
2012 – NA	86	48	81	28				84	39
2013 – School	94	58	75	17	83	42		92	29
2013 – Nlincs	82	38	79	28	69	42		82	
2013 - NA	86	44	83	30	74	48		85	41
2014 – School	94	52	75	17	56	38		75	33
2014 – NA	89	50	85	33	76	52		86	42

	L4+ Reading, Writing and Maths	L5+ Reading, Writing and Maths
2014 – School	67	13
2014 - NA	79	24

	2 Levels Progress Reading	2 Levels Progress Maths
2012 - School	95	93
2012 - NA	89	87
2013 - School	98	96
2014 – School	90	90
2014 - NA	91	89

SATS RESULTS Y6 2013 to 2015

	L4+	L5+	2 Levels progress	Significantly exceeded- 14 APS and above	Exceeded-13 APS	Expected achievement: 12 APS	Total % who have achieved/exceeded- Sig + Exceeded + Expected (achieved + above)	Total % who have exceeded + Sig exceeded
SPAG	82% 56% 83%	59% 38% 42%	2% L6					
Reading	98% 94% 94%	34% 52% 58%	95% 90% 98%	57% (25/44) 68% (32)	5% (2/44) 59% (26/44)	16% (7/44) 17% (8)	77% 85% (40)	62% 68% (32)
Writing	89% 75% 75%	27% 17% 17%	91% 92% 96%	41% (18/44) 53% (25)	2% (1/44) 11% (5)	48% (21/44) 28% (13)	91% (40/44) 92% (43)	43% (19/44) 64% (30)
Overall English (R, W)	89% 73%	23% 15%	73%					
Maths	95% 75% 92%	25% 33% 29%	95% 90% 96%	59% (26/44) 68% (32)	0% (0/44) 2% (1)	23% (10/44) 11% (5)	82% (36/44) 81% (38)	59% (26/44) 70% (33)
Maths and English	84% 67% 75%	11% 13% 15%						



2013 results



2014 result



2015 results

Year 6 2016 Results NEW CURRICULUM – STAGES not LEVELS		
School	National	
Reading	83%	66%
Spelling, Grammar and Punctuation (SPaG)	79%	72%
Writing	70%	74%
Maths	75%	70%
Combined (Reading, Writing and Maths)	60%	53%

HOMWORK

It is the school's policy for parents to be involved in their child's learning at home. More formal homework is set from Year 1 onwards. Homework is provided so that parents can support their children's learning at home and be involved in partnership with school. The range of homework tasks and activities set will not always be written or formal. We believe that it is the quality of the tasks that is important not necessarily the amount of time spent doing homework. Parents are asked to help their child with regular homework tasks set by their teachers.

Over one week children in each age group will be asked to spend an amount of time on homework tasks set by the class teacher. Below are the Government's guidelines:

Foundation Stage

Nursery and Reception – 10 minutes per day

Key Stage 1

Years 1 & 2- approximately 1hr per week – 15 minutes per day

Key Stage 2

Years 3 & 4 – approximately 1.5 hrs per week – 20 minutes per day

Years 5 & 6 - 30 mins per day

At The Grange Primary School, we recognise pupils for their hard work and commitment to their learning and encourage this by rewarding them for completing homework and reading on time and to the very high standard that we expect here.



RECORD OF ACHIEVEMENT

We aim to involve children actively in their education. All children have a Record of Achievement Folder. This is an ongoing record kept by both your child and their teacher throughout their time at our school. Each term your child and their teacher will choose 3 pieces (1 from English, 1 from Maths and 1 from any other subject area) of quality work for inclusion in the Record of Achievement.

PARENTS/CARERS

The school encourages parents/carers to be closely involved with school through the Home-School Agreement. All parties are asked to sign the agreement when their child/children start at the school. This document outlines the 'promises' that the teachers, pupils and parents/carers agree to.

Parent/carers also show their support by attending school functions and fairs. Parents/carers of our new intakes in September are also invited to school prior to their children starting, for a transition meeting to familiarise themselves with our protocols and procedures and to re-assure them of a smooth transition through each phase from Foundation Stage 1 to 2, from Foundation Stage 2 to Year 1 (KS1) and from Year 2 to Year 3 (KS2).

As and when appropriate, we organise Open Curriculum Mornings/Afternoons and Reflection Learning presentations throughout the year.

Teachers cannot see parents after school begins as this disrupts class work. However, most are available at the end of the day after 3.00 pm or an appointment can be made for you through the school office. We always welcome parent and community volunteers to assist in school.



GENERAL INFORMATION

Charging Policy

The school makes no charge for activities planned within school hours. However, it is necessary to ask for voluntary contributions for out-of-school visits e.g. transport, insurance and entrance fees so that the activity can take place. Most visits are subsidized out of the school budget and the Pupil Premium funding but this cannot cover the total cost of visits. Unfortunately, rising coach costs do make some visits expensive.

Dinner Money

A mid-day meal, cooked on the premises, is available for all children attending school. This is **FREE** for pupils in Foundation Stage 2 (Reception) and Key Stage 1 (Year 1 and Year 2) pupils. The meals are currently priced at £2.10 (this may change without prior notice, although we will try our best to give you notice as soon as we know). We encourage all children to have school meals which are hot and part of the school experience.

We now use an online system called sQuid. All meals have to be paid for in advance. It is possible to change from a hot meal to packed lunches as and when you choose but the payment for this has to be done through sQuid.

Using sQuid you are able to check your child's balance on line, top up whenever you want and you can also top up by bank transfer or standing order. This is a secure system so you will not have to enter your card details every time you top up, only the three digit security code.

Free Meals

Infant Pupils – FS2 (Reception) and KS1

All pupils in the infant phase are entitled to a **FREE** school meal.

Junior Pupils

If you think that your child may be entitled to free school meals, you must apply to the Welfare Benefits Department at Hewson House, Station Road, Brigg DN20 8XJ. Telephone number 297217. Staff in school can help you to do this.



The School's Meals Service follows government guidelines:

No confectionery - confectionery such as chocolate bars, chocolate covered biscuits and sweets should not be available for lunch

No savoury snacks - savoury snacks such as crisps should not be available for lunch. Only nuts and seeds with no added salt, sugar or fat are allowed

No salt condiments - restricted - salt should not be available at lunch. Condiments, such as ketchup and mayonnaise, should only be available in sachets

Deep fried foods - restricted - meals should not contain more than two deep-fried foods, such as chips and batter –coated product, in a single week.

Manufactured meat products - restricted - these products, such as chicken nuggets, burgers and sausage rolls, may only be served occasionally.

Packed lunches

Your child may stay at school and eat a packed lunch. Please ensure that it is packed in a clearly named lunch box. All children will be given a drink with their meal, if required. If you wish your child to bring an additional drink (**NOT FIZZY**) as part of their packed lunch, it must be in a named, unbreakable container.

Children who bring packed lunches are also encouraged to eat healthily and therefore we would ask that you **do not** send sweets e.g. fun size chocolate bars (Mars bars/Twix etc.), chocolate covered biscuits (Kit Kat/Penguin etc.) and restrict crisps to once a week.

We also ask that you follow the government guidelines as set out above. If you would like some ideas

for nutritional lunch boxes, you will find some sample lunchbox menus for 5-8 year olds on www.eatwell.gov.uk.

Schools need support from parents and carers to encourage children to eat more healthy foods and we hope we can count on you!

The Dining Hall

All meals are taken in the school hall, which is used as a dining hall at midday. Children are seated, with others from their class. Children are encouraged to eat in a quiet and polite way.

We have ample lunchtime supervisors who assist children throughout the lunchtime period.



Sweets, Snacks, Toys and Money

It is not necessary for children to bring these things into school. Children's appetites are affected by snacks (any food on school premises must be consumed in the dining hall during the lunchtime period. Children are **NOT** allowed to consume sweets, crisps, biscuits, drinks etc at break times) and toys/money are often lost or broken. Collector's cards if brought into school can cause problems - these will be confiscated and returned at the end of the day or week. If a toy is allowed into school (usually during 'Show and Tell' in KS1) the class teacher will inform the children of this opportunity.

Fruit

Key Stage 1 and Foundation Stage pupils are provided with FREE fruit.

Fruit Shop

We do, however, sell fruit at morning break and each child is allowed to buy and consume one piece of fruit a day if they so wish. Fruit costs 20p per item. When the school can afford it, we provide free fruit for Key Stage 2 pupils. When this happens the Fruit is closed.

Absence from school and Illness

Please cross reference with Attendance on page 11 and 12

If children are ill school needs to be informed immediately by phone on the first day of absence. This is essential as a Government directive requires schools to be aware of children's security. We ask that you keep your child away from school until they are fully recovered. Schoolwork can be provided if requested. If your child suffers from diarrhea or sickness, they must remain at home for 48 hours from the last time they were ill.

However, if a child becomes ill whilst at school, every effort will be made to contact parents or a designated emergency contact person. Should this not be possible, appropriate decisions will be taken to ensure the child's health and safety.



Any absence from school without notification has to be recorded as an Unauthorised Absence. Such absences are deemed as truancy and the schools Education Support Officer will be informed. Pupils who have had a minimum of 10 school sessions lost for unauthorised absence during a six month period will be considered for a Penalty Notice, which incurs a £60 fine.

As a school we have to provide details of authorised and unauthorised absences to the local education authority and the Department for Education and Employment.

Lateness

It is important that your child arrives at school on time. Lateness, after registration closes, is recorded as an unauthorised absence and, of course, it has an adverse impact on a child's education. Children who are regularly late are expected to make the time up by working during the break or lunchtime for the minutes they have missed.

Extra Holidays

In order to minimise disruption to your child's education we hope that you will be able to have your holidays to coincide with school holidays. Copies of the term dates are available from the main office. We will not be authorising ANY FORM of leave of absence. So, in order to avoid any disappointment please do not ask! **IN YEAR 6 CHILDREN TAKE VERY IMPORTANT GOVERNMENT SAT TESTS IN MID MAY OF EACH YEAR.**

No holidays will be authorised by the school

Appointments during school hours

Occasionally your child may have to attend an appointment, e.g. doctor or dental, during school hours. No child, in any circumstances will be released from school on their own to attend an appointment. If your child has such an appointment, a known adult – PARENTS OR SOMEONE YOU HAVE AUTHORISED TO COLLECT YOUR CHILD must collect them from school. Please make arrangements with their class teacher and inform the office staff.

Medication

Staff have the right to refuse to administer medication. We ask that parents (or an adult authorised by the parent in writing) come into school to administer this. In the ***rare event*** of a child needing to take medicine during school hours we ask that a parent / carer speak with either the Headteacher or Deputy Headteacher personally to discuss how best the school can support you and your child especially as we do not administer medication to pupils. ***There is a form to be completed. Please ensure that medicines are not sent to school with a child for safety reasons.***

Please ask to see our policy on this for further information

Asthma

Key Stage 1 - A form needs completing by the parent before the school will handle any inhalers. The inhalers are kept in a locked cupboard in the child's classroom. A designated member of staff will administer the inhaler and witnessed by another member of staff. Both members of staff will sign a pre-produced form.

On entry to the Key Stage 2 phase, you will be asked to complete a form regarding asthma and your child. At school we keep comprehensive records of children who suffer from asthma and the medication they require.

If your child has an inhaler for use at school it should be clearly labeled with your child's name, class and administration details. Your child remains in possession of this inhaler.

A duplicate inhaler, labeled as above, is required by school, for central storage. This is required for emergency use, only.

Medicals

All children have key indicators of health assessed at primary school entry, when they are four to five years old. This is called the School, Entry Health Check. This is only done if a parent consents. Year 6 pupils are weighed and measured but you have the right to withdraw your child from this check-up if you so wish.

Dental Checks

The Scunthorpe Community Health Care NHS Trust no longer provides dental checks in school.

Emergency Procedures

In the event of an emergency during school hours it is essential that you can be contacted. Please ensure that your contact details are up to date.

Emergencies / Accidents

In such events we would contact the emergency services first and then inform you.

If your child had an accident, and there was uncertainty as to the seriousness of their injury, we would administer first aid and ask you to come into school immediately.

Contact Forms

On your child's entry to school you will be required to complete a contact form. Please ensure that this form is returned to school, for our records, and that school is notified of any subsequent changes to information on the form. On this form you will also be offered the opportunity to authorise additional adults to collect your child for you in the event of illness, emergency or unforeseen circumstances.

Head Bumps

Infants - The child is taken to medical room and dealt with, a letter would be sent home to parents and we would also send a text parents to let them know about the bump and give parents the opportunity to come into school to have a look for themselves - for less serious bumps. Obviously if the bump was serious we would ask the parent to take them home, monitor them and seek medical attention.

Juniors - If your child bumps their head during the day, we will send you a text message and do our best to inform you of this in writing (this is not a legal requirement but rather one of courtesy) to make you aware of the situation so that you are able to monitor your child for any signs of a delayed reaction.

Illness

If your child becomes ill during the day, contact you so that you are able to home. This enables you to seek avoids further distress for your child amongst the other children.



e.g. sickness or fever we would collect your child and take them medical attention for your child, and prevents illness spreading

First Aid

A First Aid cabinet is situated in the medical room and first aid is administered in the first aid room or on the playgrounds. Parents are informed of any incidents that might have required attention.

Welfare

All parents are asked to complete our home/school information form and to tell us if any details change during the year. The school nurse and education support officer visit as necessary and can be contacted through the school office. In addition the teaching staff are always willing to meet with parents to discuss any matters or concerns, preferably after school. We hope that parents and children will find it easy to bring any problems to our attention. Pastoral care, led by our Pastoral Manager, Miss Baker, is seen as a joint responsibility although the Headteacher has overall charge.

Child Protection

Where there are concerns of possible abuse of children, there is a legal requirement for action to be taken without parental consent. The school staff will always take the appropriate action as laid down in the safeguarding policy.

Uniform

We have a school uniform, which we expect all children to wear daily. School dress should be comfortable and practical. Designer fashion items are not allowed. Shoes should have low heels and offer good support - lace-ups are ideal. ***Trainers should not be worn throughout the day – trainers are only allowed for PE sessions.*** We ask that indoors shoes, preferably black plimsols, are provided to be used inside school – we are in a new building and are trying our best to protect this ‘newness’ for as long as we can, kindly support us. The school uniform items are green sweatshirts or cardigans over a white T-shirt and grey or black trousers or skirts. All items of uniform with the school logo can be purchased online at Tesco or at Shah’s Uniform shop. In summer, plain shorts and white T-shirts are acceptable for boys and green gingham dresses for girls. If parents choose not to buy the uniform from either suppliers, the same items (unbadged) can be purchased cheaply in outlets and supermarkets.



PE Kit

Each class has one indoor PE session and one outdoor games lesson each week, weather permitting. Children should bring an appropriate change of clothes for these lessons. PE kit is as follows: a plain white t-shirt and plain black shorts with plimsolls for inside and trainers for outside.

Pupils may wear a jogging suit for outside PE during the winter.

The Home/ School Planner has full details and our parents have signed the Home/ School Agreement.

Kindly note that any child who does not have their PE kit available when they have PE will be provided with spare kit. However, PE kit should be brought on a Monday and taken home on a Friday and is the responsibility of the children, with your support.



Year 4 children will require swim suits or trunks and towels on swimming day. Deodorants, hair sprays etc are not required.

Hair Styles

We expect long hair to be tied up. No designs, dying or colour is allowed.

Clothing vouchers

If you think that your child might be entitled to clothing vouchers, you must apply to the Welfare Benefits Department, Hewson House, Station Road, Brigg DN20 8XJ. Telephone number 297217.

Jewellery

Children are not allowed to wear jewellery. The only exception to this rule is one pair of earring studs in pierced ears, small objects of religious significance, such as a crucifix on a chain and a simple watch - one which does not have sound for obvious reasons! Jewellery (including earrings) cannot be worn for PE or games for reasons of safety in relation to your child and others. Studs that cannot be removed by your child will need to be covered with Elastoplast or similar. You will be given notice of PE and games days and the most straight forward solution is not to send your child with jewellery on these particular days.

Should children have new piercings, we recommend this be arranged in the six weeks holiday.

Other

No make-up or nail polish is allowed.

Good to be Green – RAG (Red Amber Green approach)

The school has a positive approach to behaviour and discipline. Children are supervised at all times and any persistent behavioral problems are discussed with the relevant staff. If problems persist then parents are contacted and an agreement reached on how to encourage the pupil to overcome his/her problems. In some cases a pupil may be excluded. Our expectation on behaviour is distributed as part of the pack to all new parents. This pack also contains the policy on Bullying. All distributed documentation have been approved by the Governing Body.

We praise good work and behaviour at all times - in class, in assemblies, throughout the whole school including the playground. We award stickers and certificates to support good behaviour. Inappropriate behaviour is usually dealt with by the class teacher using agreed measures such as loss of privileges or separating the pupils in class. More serious offences are dealt with by the Headteacher, Deputy Headteacher, Pastoral/Inclusion Manager or a member of the Senior Leadership Team and in such cases parents are informed to enable school and home to work together to resolve the problem. We also have a Pastoral Inclusion Manager and pastoral team who support us in this area. Children may be placed on report and cases of unacceptable behaviour will be logged. In rare cases a child may be excluded from school.

Below are some guidelines, taken directly from the Department for Education website, for your information:

To demonstrate our commitment to working together, we ask that the Home-School Agreement is signed by parents, pupils and school. This is an on-going feature of home-school liaison. The school has a very clear behaviour procedure policy which is available on request.

We expect all children to behave well and obey the school rules. Bullying and aggressive behaviour are unacceptable and should be reported so that it can be dealt with quickly.



COMPLAINTS PROCEDURE

Should parents have any concerns or complaints, we would want to address them immediately. It is our policy that parents should contact the school office in the first instance. The office staff will collect the information available and refer the matter to the appropriate member of staff. The Headteacher, Deputy Headteacher or Pastoral Manager are accessible most mornings. Appointments can be made to see class teachers at a time to suit both parties, preferably after school. We believe that discussion and help will achieve a satisfactory conclusion. However, should further action be required, the Chair of Governors will assist.

Please remember we are always here to help. The school office is open daily from 8.00am to 3.30pm. If you require advice or need to make an appointment to see your child's class teacher or member of the Senior Leadership Team, our office staff will arrange this for you.

We advocate an 'open door' policy – talk to us. We have a moral obligation to support you and are more than happy to do so.

The Local Authority representative, is a useful contact to discuss the complaint with a party not from school and clarify this process. The contact number for this support is 01724 296426 and the Complaints Officer is Ms J Pointon.

Below is a chart with the steps to follow, the complaint may be resolved at any of these steps:

Step 1. Speak to the class teacher who knows your child well and is with your child most of the day.

Step 2. Meet with the Pastoral Manager or other member of the Senior Leadership Team to resolve the issue raised. This may take several meetings. If this needs referring, the Pastoral Manager or member of the Senior Leadership Team will inform the Deputy Headteacher or the Headteacher. If you are not happy with the outcome then proceed to STEP 3.

Step 3. Complainant writes to the Chair of Governors (via the school office).

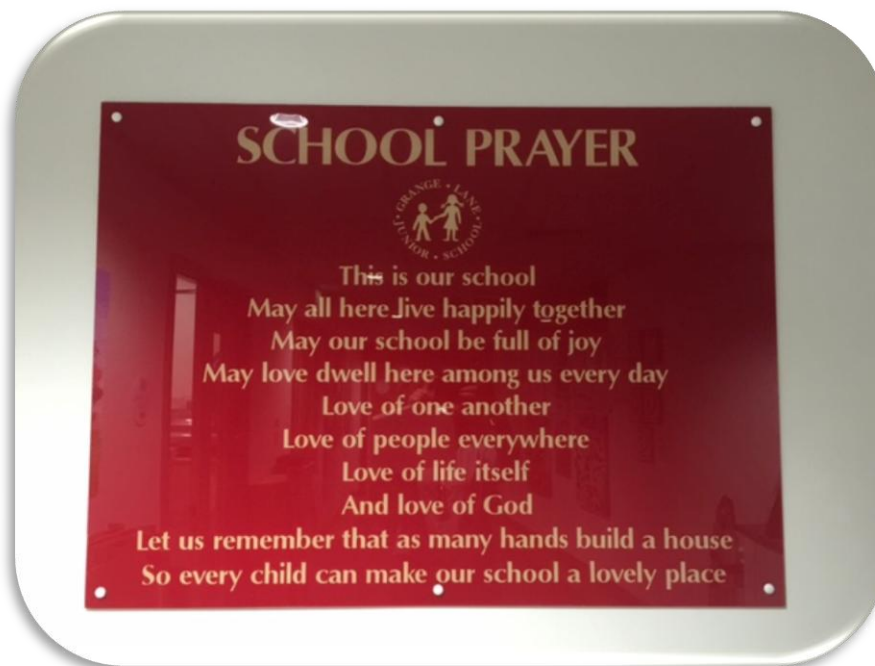
Step 4. Investigation is undertaken a Governor.

Step 5. If deemed necessary, Governor's complaints panel meeting arranged and convened.

Step 6. Letter is issued confirming the panel's decision and all relevant parties are informed of the outcome.



*Let us resolve your issues
amicably*



CONTACT DETAILS

THE GRANGE PRIMARY SCHOOL

Cornwall Road

Ashby

Scunthorpe

DN16 3AW

Telephone number: 01724 843601

Email address: admin.tgps@northlincs.gov.uk

Website: www.tgps.uk.com

North Lincolnshire Council

Hewson House

Station Road

Brigg

DN20 8XJ

Telephone number: 01724 297241

Chairman of Governor

Mrs M Thompson

DISCLAIMER

The information given in this booklet was valid in July 2016. It is possible that there could be changes affecting either the arrangements generally described in this booklet or any particular part of them before the start of the school year 2016/2017 or in any subsequent years. Parents wishing to contact the individual members of staff or governors named in this booklet are advised to check the details with the school for any changes beforehand.

And Finally...

We make every effort to run the school in an efficient and effective way, with the needs of the children and staff placed firmly at the top of the list of our priorities. However, there may be occasions when you are concerned about an issue at school. Please let us know! If you wish to discuss a matter at length with any member of staff, please arrange a mutually convenient time.

The Grange Primary School is very much a team, which includes all staff, children, parents/carers, governors and the wider community. Your association with us will be most effective when it is fully included in all that the school provides – this is an area we pride ourselves in.

Mrs L Thorpe (Headteacher) and Miss S Thomas (Deputy Headteacher)
July 2016