



# Greenfylde C of E First School





# At Greenfylde C of E First School...

*'Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.'*

*'...life in all its fullness' John 10:10*

## OUR PHILOSOPHY IS

1. Every child is a valued individual who has great potential.
2. Every child develops at differing rates.
3. Learning is a lifelong process.
4. Education is a partnership between home and school.
5. Our phase of education is the most vital.
6. To provide the highest quality education possible.

## OUR AIMS ARE

1. To develop the whole child in a positive, supporting, stimulating environment.
2. To support and develop the child's individual strengths.
3. To foster an independent, enquiring approach to all aspects of life.
4. To forge links between home and school.
5. That every child achieves to the best of their ability.

## SCHOOL ETHOS

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian values through the experience it offers pupils. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.



# GENERAL INFORMATION

## SCHOOL ADMISSIONS

At Greenfylde First School we follow the admissions criteria set out by the Local Authority. Children due to start school in September 2021 will have birth dates between 1 September 2016 and 31 August 2017.

Applications must be submitted to the home LA. If this is Somerset, applications can be made on-line at [www.somerset.gov.uk/admissions](http://www.somerset.gov.uk/admissions). Paper applications are available to download from the Somerset County Council website at [www.somerset.gov.uk/admissions](http://www.somerset.gov.uk/admissions), or upon request by telephoning Somerset Direct on 0300 123 2224. Any supporting information must be received by the exemption period deadline using the appropriate Supplementary Information Form (SIF) where relevant.

Applications must be received by 23:59 hours on 15 January 2021; otherwise the application will be recorded as late. Late applications will be considered after those received on time. Please see the Somerset LA co-ordinated scheme for full details. Outcomes for on time applications will be sent out by email (for on line applicants) or second class post on 16 April 2021 (or next working day).

In year applications must be submitted directly to the school using the LA in-year application form (hard copy only) Where there are more applications than places available within a particular year group, applications will be considered against the published oversubscription criteria and allocated up to the admission number/ limit.

Places will not be allocated more than six school weeks or half a term in advance of being required. The only exceptions are children of UK service personnel and other crown servants (including Diplomats) returning to the UK with a confirmed posting to the area (see Children of UK service personnel)

### **Oversubscription Criteria:**

When the school is oversubscribed, after the admission of pupils with an Education, Health and Care plan naming the school, priority for admission will be given to those children who meet the criteria set out below, in priority order:

1. Children Looked After– Children who are in the care of a Local Authority or have previously been and are now formally adopted or subject to a residence/child arrangement order or special guardianship order. (See important note 1)

2. Children identified with a sensory, physical or medical disability (High Needs Pupils), where a multi-agency professional team has identified the school as the nearest suitable school. (See important note 2)

3. Children living in the catchment area, with a sibling at the school at the time of admission, and who live at the same address.

4. a) Children living in the rural catchment area. (See important note 3).. b) Children living in the catchment area.

5. Children living outside the catchment area, with a sibling at the school at the time of admission, and who live at the same address

6. Children registered in an Infant, First or Middle school (within the transfer school catchment area).

7. For Infant school admissions only; Children living outside the catchment area, with an older sibling at the linked junior school at the time of admission, and who live at the same address.

8. In VC schools with a religious foundation: a) Children and/or parent(s) who are practicing members of the founding religious body of the school (e.g., Anglican or Methodist). b) Children and/or parent(s) who are practicing members of other churches or religious denominations. (see important note 4).

9. a) Children of staff employed by the school for at least two years prior to the application closing date. b) Children of staff employed by the school recruited to fill a vacant post for which there is a demonstrable skill shortage. (See important note 6)

10. Children not satisfying a higher criterion Tie-break If in categories 1-10 above a tie-break is necessary to determine which child is admitted, the child living closest to the school will be given priority for admission. Distance is measured in a straight line by a Geographical information System (GIS) method from the geocoded point of the school site to the geocoded point of the pupil's home. Random allocation by drawing lots supervised by someone independent of the school will be used as a tie-break in categories 1-10 above to decide who has highest priority for admission if in two or more cases the children's homes are equidistant from the school. However, if children of multiple births (twins and triplets) are tied for the final place, those siblings will be admitted over PAN

### **Important Notes**

1. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22 (1) of the Children Act 1989).

2. Criterion 2 enables schools to plan with SEN Officers for the school entry of children with physical, medical or sensory impairments. This includes children that are in receipt of Early Years School Action Plus funding at level 3 and / or where significant capital works (e.g., accessible toilets, changing space, access to classrooms) are required and / or children that are identified as requiring a place at a Resource Base attached to a mainstream school

3. 'Rural catchment' is defined as living in the catchment area of a school and there is no alternative school within the statutory walking distance of the home address (2 miles for a child aged under eight years old and 3 miles for a child aged eight years old and over)

4. "Practising" is defined as at least once a month for at least six months prior to the application closing date attendance at church by at least one parent and/or child. In order for applications to be considered against criterion 8 applicants will need to use the appropriate Supplementary Application Form (SIF) to demonstrate their ability to meet the particular criterion. The SIF will need to be completed and signed by a member of the clergy and submitted along with the school place application.

5. Criterion 9 - The Head Teacher or Governing Body of the relevant school will be asked to verify point b.

6. Criterion 4, 8 and 9 – Children considered under sub-criteria a) will have a priority over children considered under sub-criteria b).

Further information is available from <https://www.somerset.gov.uk/education-and-families/apply-to-start-school/>

## **THE STAFF OF GREENFYLDE**

The teaching staff of the school are fully committed in their professional work on behalf of pupils, parents, carers and the wider community, in raising standards within the school. In so doing, they are superbly aided by a range of 'Support Staff'. All staff bring a great deal of professionalism in their approach to the education and welfare of the children under our care.

Support staff may include:-

- Learning Support Assistants (LSAs)
- Higher Level Teaching Assistants (HLTAs)
- Technicians
- Secretaries and Administrative staff
- Lunchtime Supervisory Assistants
- Caretaker
- Cleaners
- Crossing Patrol
- Sports Tutors

All of these staff undertake a wide variety of roles within the school which help the teachers to deliver the curriculum in the most effective way. Many of these tasks will enable the teaching staff to more fully concentrate on the planning and assessment of learning.

It is very likely that your child will have a number of adults involved in their lessons throughout the week. Whilst not all of these will be trained teachers, their contribution to your child's education is substantial. They all have access to approved training and professional development. The responsibility for your child's education in the classroom context will always be that of the class teacher. The Headteacher has the responsibility to ensure that all staff are sufficiently well trained and skilled to deliver the curriculum.

We are very fortunate at Greenfylde to have a very well qualified and skilled group of support staff working with the children, and we hope that their contribution to teaching and learning throughout the school is recognised.

We sincerely hope that you will work with us within a true partnership in the education of your child, and that you will find the teaching and support staff approachable and supportive to you.

If you wish to know more about the staffing structure of the school, please talk to the Headteacher.

Our current staff are:

**Head Teacher**

Claire Oaten

**Deputy Head Teacher**

Kerry Lewis

**Teachers**

Simon Ashdown  
Laura Budd  
Richard Lewis  
Katie Parrington  
Debbie Oakenbee  
Claire Dutson

Laura Caines  
Katie Green  
Ariana Linthorne  
Sian Sainsbury  
Edward Swift

Hope House  
Charlotte Dunn  
Winifred Nakayama  
Louise Smales-Cresswell  
Charley Woodley

**Special Needs Lead**

Kerry Lewis

**Learning Support Assistants**

Karen Aplin	Kate Withers
Emma Baker	Jean Brittain
Angela Crouch	Louise Peachey
Dominique Done	Corrine Charles
Sarah Rogers	Vernon Higgins
Jackie Turnock	Becky Dunn
Hannah Jackson	Nicky Munro
Julie Patmore	Natalie Quinton
Sam Robbins	Nicky Samways

**School Business Manager**

Tina Vallely

**Receptionist**

Hannah Walker and Amy Burke

**Lunchtime Supervisory Assistants**

Jean Brittain  
Corinne Charles  
Keiko Gardner  
Deborah Hallett  
Vernon Higgins  
Jackie Osborne  
Nicky Samways  
Jackie Turnock  
Marie Ward  
Kerry Garrett  
Louise Peachey  
Chris Sibley  
Jana Lyscyk



## **Cleaning Staff**

Jon Broom  
Sarah Rogers  
Vernon Higgins

## **Caretaker/Crossing Patrol**

Jon Broom

## **OUR SCHOOL GOVERNORS**

Our School Governors are a professional body who monitor and develop the school with the Headteacher and staff to ensure we provide the best possible education for our pupils. Our Governors bring a range of skills and experiences that offer much to the development of the school and they are actively involved in school life and often visit the school.

LA Appointment

**Mr Guy Adams** (Chair)

Diocesan Board of Education

**Vacancy – due to appoint October 2020**

Elected Staff

**Mr Vernon Higgins**

Elected Parents

**Mr John Burke**

**Mr Niall Whitehouse**



Head Teacher

**Miss Claire Oaten**

Ex-Officio

**Rev Jo Stobart**

Associate Members

**Mrs Ruth Hobbs**

**Vacancy**

Clerk to the Governors

**Mrs Gillian Dunn**

The Governing Body meets at least once a term.

## SCHOOL SESSIONS

### Reception

Morning – 9.00am to 11.40am with a 15 minute break mid-morning

Afternoon – 12.50pm to 3.30pm

### Key Stage 1

Morning – 9.00am to 12.00 noon with a 15 minute break mid-morning

Afternoon – 1.08pm to 3.30pm with a 10 minute break

### Key Stage 2

Morning – 9.00am to 12.00 noon with a 15 minute break mid-morning

Afternoon – 1.08pm to 3.30pm with a 10 minute break

No child should arrive at school before 8.50am without the prior agreement of the class teacher. We try to encourage all children to be in school by 9.00am. Parents are welcome into the classrooms and associated entrances from 8.50am and there is someone on the office reception to answer questions from 8.30am.

The total number of hours spent on actual teaching, excluding assemblies, registration and play times is 22 hours.



# LOOKING AFTER YOUR CHILD

## KEEPING YOUR CHILD SAFE, HEALTHY AND HAPPY- HELPING THEM TO ACHIEVE

This means that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups - will be teaming up in new ways, sharing information and working together, to protect children and young people from harm and help them achieve what they want in life. Children and young people will have far more say about issues that affect them as individuals and collectively.

At Greenfylde, we take our responsibility to keep your child safe and happy very seriously. We have a duty to 'Safeguard' all the children in our care. This means providing a safe environment (taking all reasonable measures to minimise the risk of harm), and providing arrangements to take all appropriate action to address concerns relating to the welfare of any child. In practice, the following policies will play a large part in ensuring we do the above.

- Pupil Health and Safety
- Behaviour Policy
- Our approach to Emotional Literacy
- Anti-Bullying
- Meeting the medical needs of children
- First Aid procedures
- School Security
- Use and Mis-use of drugs
- Child Protection/Safeguarding

Where appropriate, policy documents for these are available from the office if required.

To further protect all children, all adults who work or volunteer within the school are subject to a Disclosure & Barring Service (DBS) check. The school has a very comprehensive record of all adults and their DBS (formerly CRB) status and is continually monitoring this. If you wish to discuss any aspect of this, please see the Headteacher.

With regard to Child Protection, the School wishes to make the following clear:-

Greenfylde Church of England First School strives to educate all its pupils within an environment where the Christian traditions of learning, truth, justice, respect and community are promoted. Consequently the overall aim of this policy (Child Protection) is to safeguard and promote the welfare of the children in our care. **In situations where child abuse is suspected, our paramount responsibility is to the child.**

The School is committed to promoting the health and welfare of all pupils and if staff see signs that suggest that one of the pupils may have been the victim of abuse (or is at risk of abuse) they will follow the procedures laid down by the Area Child Protection Committee. **NB:** Such action in no way infers that any parent/carer or other individual is being accused of wrongdoing.

A full version of the School's Child Protection Policy is available on request.

## **PUPILS WITH DISABILITIES**

Greenfylde School wishes to be open to all pupils who want to come here, regardless of any disabilities. If you have a child with a disability, please phone the Headteacher who will be happy to talk to you about the possibilities. The school will do all we can to try and accommodate any pupil. Depending on the nature of the disability, we may set up special meetings between parents, school staff and any support services involved with the family and child.

We do all we can to ensure that all pupils, regardless of any disability, are fully involved in school life. Some examples of how we may do this are:-

- Promotion of positive attitudes, amongst the whole school community, to the inclusion of all pupils. A school where adults and pupils are all supportive of each other.
- Provision of specialist equipment to ensure participation in PE and swimming.
- Provision of large print books for children with visual difficulties.
- Specially worked out lesson plans and adapted lessons to ensure involvement in games and physical activities.
- Ensuring as many rooms as reasonably possible are accessible to all.
- Provision of specialist furniture and equipment to enable children to fully access learning in the classroom, e.g., a special table or writing wedge.
- There is a fully equipped disabled persons' toilet.
- Sound System to support pupils with hearing difficulties.

The school has recently had a number of adaptations to allow access for the disabled and those with mobility problems, easier. This includes the provision of a number of ramps, a platform lift and a step-climbing machine. There are still some areas that are inaccessible, however. We have an Accessibility Plan to look at continuing to improve facilities and this is available from the school on request.

There is a comprehensive plan for the support of all children with Special Educational Needs. This is our Learning Support Policy and is available on request. Our School SEND Co-ordinator is Kerry Lewis.

The school is fully committed to including as many children as possible. We believe in local schools for local children.

Our information report for special educational needs is available to read via our school website.

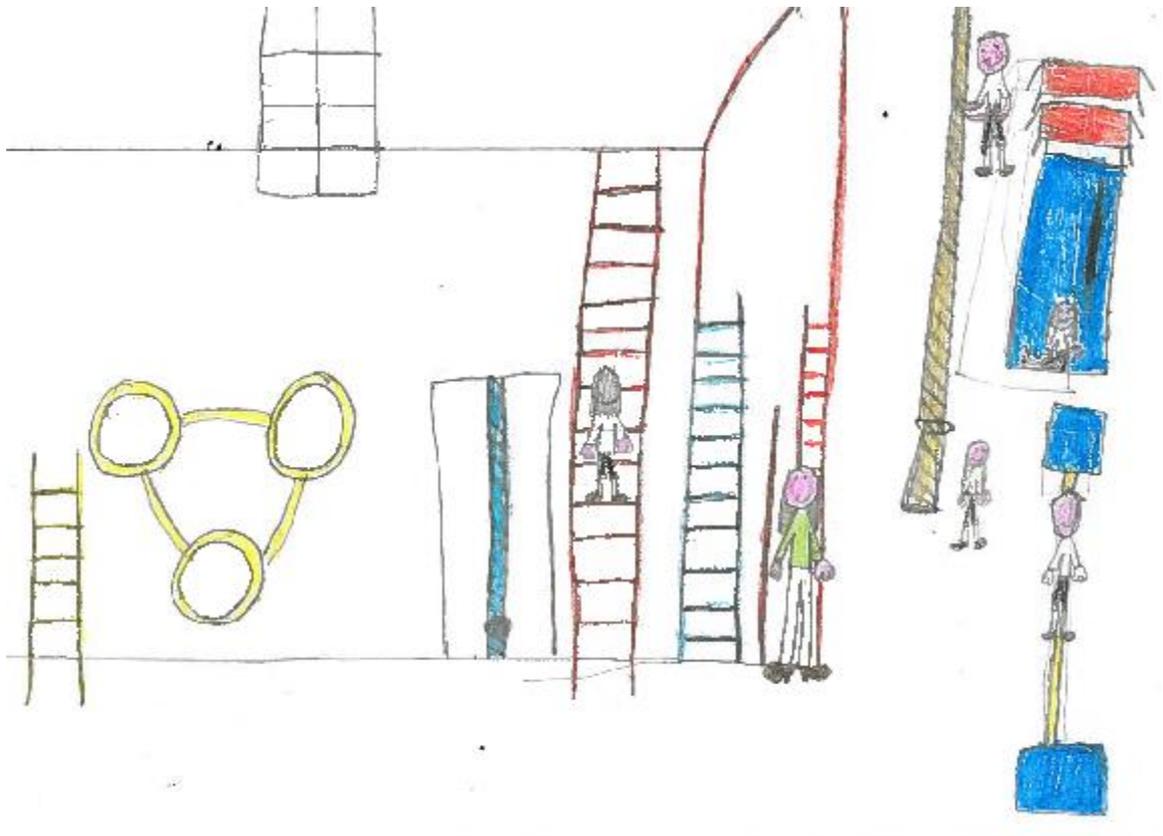
## **CHILDREN LOOKED AFTER**

Children and young people become "Looked After" either if they have been taken into care by the local authority, or have been accommodated by the local authority (a voluntary care arrangement). Most Children in Care will be living with foster parents but a smaller number may be in children's residential units, living with a relative or even be placed at home with their birth parents.

The governing body of Greenfyld School is committed to providing quality education for all its pupils, based on equality of access, opportunity and outcomes.

For Children in Care it is nationally recognised that there is considerable educational under-achievement when compared with their peers and this governing body is committed to implementing the principles and practice as outlined in all relevant legislation and guidance.

There is a policy on Children Looked After available from the school on request and our co-ordinator is Mrs Kerry Lewis.



## **STARTING SCHOOL**

### **RECEPTION PUPILS**

During the term prior to your child starting, all parents will be invited to an induction session, when they will have the opportunity to meet their child's class teacher, and ask any questions they may have.

The Reception staff and local playgroups have been working closely to develop links to ensure the children's entry into school is as smooth as possible. Children visit school in small groups with a member of playgroup staff, and the reception teachers visit the playgroups. Your child will also be invited to spend time in school when they will be able to meet their new classmates, the reception staff and become familiar with the new school environment. This is done to help them feel more confident about starting school.

It would greatly help your child if he/she is able to do the following on entry into school:-

- hold a pencil correctly
- cut with a pair of scissors
- recognise his/her own name
- use the toilet independently
- wash and dry his/her hands
- dress and undress independently
- tidy and clear away toys when finished
- share and take turns
- identify colours
- sort and match different groups of things
- sit quietly and listen to a story
- follow simple instructions

You can also help your child greatly by talking with him/her, reading with him/her, playing games of all kinds.

## **CHILDREN STARTING IN OTHER YEAR GROUPS**

Where children are starting in other year groups we will offer them to visit for one or two taster afternoons so that they can get to know the pupils in their class and familiarise themselves with the school before they start. We will also ensure that they have a classroom buddy who will support and look after them as they start at Greenfylde.

## **SCHOOL UNIFORM**

We do have a school uniform at Greenfylde. Although the wearing of a uniform is not compulsory, most parents choose to dress their children in it as it helps make them look smart and proud of their association with the school.

The basic uniform is set out below:-

Navy blue pullover, sweatshirt or cardigan, grey trousers, skirt or pinafore dress and a white blouse / shirt / polo shirt.

In the summer the girls may wear blu/white checked or striped dresses and boys may wear shorts and short-sleeved polo shirts.

Each child will require a pair of shorts, T-shirt and a pair of plimsolls to change into for P.E. These should be kept in school in a shoe bag (no drawstrings please - they are difficult for small children to open).

Sweatshirts and cardigans with the school badge and name on are available through the school.

An order form is sent out to all parents prior to their children starting school. Subject to stocks available, pre-ordered sweatshirts and cardigans will be available for collection at the induction evening. Additional sweatshirts and cardigans may be purchased from the school office.

We also operate a second-hand uniform shop that is open periodically at school – for further information please speak to the school office.

The wearing of jewellery to school is not encouraged although for children with pierced ears small 'stud type' earrings are allowed. They must be removed for P.E. and a small box should be provided for their safekeeping.

Please ensure that all your child's items of clothing are labelled clearly with their name as one school navy sweatshirt looks very much like another!

## **ABSENCE AND HOLIDAYS IN TERM TIME**

We believe that attendance at school is very important and encourage children's attendance to be as high as possible. Absence can quickly cause gaps in a pupil's learning.

If your child is absent from school for any reason at all, a letter must be sent to the class teacher giving a reason for the absence as soon as possible. Alternatively, a 'green absence slip' (available from the office) can be filled in and given to the teacher or office staff. If a letter or slip is not received, the absence will be counted as an un-authorised. Many parents also choose to telephone in as soon as their child is absent, and this is appreciated by the school.

All schools are required by law to publish information relating to rates of authorised and unauthorised absence.

The information given is for the academic year (2018/2019). Please note 19/20 does not have full figures due to Covid 19 but was on track to give similar figures to the 18/19 figures below.

Percentage attendance:	96%
Percentage of authorised absences:	3.46 %
Percentage of unauthorised absences:	0.65 %

A list of school holidays for the current year is available from the school office. This list will help you to plan your own holidays to coincide with school holidays as far as possible, thus avoiding any loss of schooling for your child.

Please try not to take your holidays during term time, doing so will disrupt your child's education. If you do intend to take your child on holiday during the school term, you are required to complete a holiday form, which should then be returned to the school office.

Please note the following:-

- Parents may only be granted up to 10 days holiday during term time in very exceptional circumstances. If the chosen holiday is the only time leave is available from your work in the whole school year, a letter from the employer will be requested.
- Holidays without permission will be counted as 'unauthorised absence'.

Please remember that the school is not trying to be awkward, we have a duty to ensure attendance is as high as possible. New Attendance legislation was brought in by the Government in September 2013 and further details of this can be found at [www.education.gov.uk](http://www.education.gov.uk).

A copy of the school's Attendance Policy is available on the website or from the office (at no charge).

## **MIDDAY MEALS**

Currently all the children at Greenfyld School stay for lunch. Cooked lunches are provided by BAM or children may bring in a packed lunch.

From September 2014, all children in Reception, Year 1 and Year 2 classes have been entitled to a free school meal. This is a wonderful opportunity and we encourage all families to take up this offer.

A firm commitment is required for hot lunches, as they need to be ordered and paid for in advance (if applicable).

Lunch menus are sent out once every half term covering the following half term. Payment is required for key stage 2 lunches (Years 3 and 4) in advance. Lunch menus are available from the school office. Any children requiring a special diet can be accommodated.

The criteria for benefit related meals have been taken from the government website at: <https://www.gov.uk/apply-free-school-meals> and are as follows: "Your child may be able to get free school meals if you get any of the following:

- Income Support or income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)"

Please contact the school office in the first instance.

Even if you do not wish to take up your entitlement, please let us know as a major component of our budget is based on the number of families entitled to free school meals.

Although water is always provided at lunchtime, children may bring juice in their lunch box so long as it is in a sturdy carton or leak proof container - there is nothing worse than soggy sandwiches!

During the morning break children may bring a piece of fruit and there is also water available from several water fountains.

## **CHANGE OF ADDRESS/DETAILS**

Any change of address should be notified to the school immediately. If the change of address is accompanied by a change of school the address of the new school and the Head Teacher's name should also be given to our Administrator as soon as it is known so that records can be sent on to the new school.

Equally, any change of contact details e.g. home telephone number, mobile telephone number etc. must also be notified to the office immediately as it is important that we can contact you quickly if your child becomes unwell.

## SCHOOL TRANSPORT

There are two school buses which bring children to school from outlying areas. To qualify for transport you will need to live in the school's catchment area and live more than two miles from school if your child is under eight or three miles away if your child is eight or over.

If you would like to apply for school transport, please phone Somerset Direct on 0300 123 2224 to make an application.

In exceptional cases school transport is provided free on medical grounds. Please check with the school transport section at County Hall for details.

All children travelling on school buses are checked on to the buses each evening by a member of staff.

If your child will not be travelling home on the bus, it is essential that you inform the school office.

## YOUR CHILD'S NEXT SCHOOL

At the age of nine, most children transfer to Swanmead Middle School, which is in Ditton Street, Ilminster.

The staff at both schools works closely to map out and share the curriculum throughout Key Stage 2 to ensure continuity in the children's education and to ensure that every child makes good progress.

During their final year at Greenfylde visits to Swanmead are made on a number of occasions and a 'family interview' held with the Swanmead staff. Before the end of this year, the children also have the opportunity to meet and spend time with their new tutor groups for the following year.



# **CURRICULAR INFORMATION**

## **THE AIMS OF THE CURRICULUM**

It is our desire that each and every child in school should develop their full potential as a whole person. The curriculum is therefore delivered with these aims in mind:-

- To develop a positive self image with a growing confidence to enable children to develop their own talents and personalities so that they can grow into independent, well motivated members of society;
- To develop lively enquiring minds which are able to question and solve problems in both methodical and imaginative ways;
- To work co-operatively, being sensitive to the needs of others, giving a foundation to building good personal relationships;
- To use language and number appropriately in order to understand and communicate information effectively;
- To gain a reasoned set of attitudes, values and beliefs, which enable us all to respect and value other races, religions and ways of life;
- To recognise, evaluate and celebrate human achievements and aspirations;
- To express themselves creatively and appreciate aesthetic, creative and imaginative forms;
- To promote their own good health and well being;
- To develop a growing awareness of social and environmental issues and encourage a sense of personal responsibility on a local and global scale.

## **CURRICULAR AREAS**

Policies outlining the approach to the curriculum, and its organisation, are available on request from the office.

We employ a mixture of approaches in our teaching including whole class, individual and group work where appropriate. We do not set children but often group them dependent on their abilities in particular curricular areas.

Our learning support policy details our method of supporting pupils. This involves working with children within their classrooms as well as removing them from this environment for one-to-one or small group work.

During Year 2 (the school year in which your child becomes 7 years of age), all pupils must be formally assessed and the result of this assessment reported to parents. Teachers will use their extensive knowledge of each child to make a professional judgement of a child's level of attainment. They will call on a range of evidence to help them make this judgement and these may include the use of some standardised tests. The teacher or Headteacher will be happy to discuss this process or the assessment results with you at any time.

## **RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP**

As a Church of England School, we take our status very seriously and endeavour to base our day to day practice on Christian principles. We therefore view Religious Education and Collective Worship as being very important aspects of school life. They both contribute greatly to the Spiritual, Moral, Social and Cultural development of children.

Religious Education is taught in accordance with the terms of the Education Reform Act of 1988. The curriculum for R.E. follows guidelines from Somerset LA, the Diocese of Bath and Wells and the Government. There are a set of units of work which children study as they progress through

the school. These will reflect the Christian Church year. It is also important to realize that the main theme of our R.E. teaching is the Christian faith, but we also teach about other faiths (in a planned way) and emphasise respect for all faiths and cultures.

The whole school visits the Minster Church on at least four occasions during the year and the Vicar, who is also a Governor is actively involved in the life of the school. We also have links with the Methodist Church and Roman Catholic Church in Ilminster. The Minister also takes collective worship throughout the year.

Collective Worship happens daily, for a short period (often ten or fifteen minutes). It is an important time of the day, when staff and children focus on issues to do with belief and how we live our lives. Collective Worship will generally involve the whole school in the hall, but is often in key stages (about half of the school) or in classes. Typically, Collective Worship will include listening to music, a story or short talk, a prayer and a short time for reflection. There is a set of themes for our collective worship and these are based around the Christian faith. However, other faiths are often talked about and stories from other faiths used. Respect for all beliefs and faiths is emphasised. On a Friday we hold a non-religious Star of the Week Assembly to celebrate children's academic and wider achievements obtained both in and outside of school.

The School has comprehensive policies on Religious Education and Collective Worship which are available to parents from the office. There is also a policy on the Spiritual, Moral, Social and Cultural Development of Pupils.

Parents have a right to withdraw their children from Religious Education or from Collective Worship. To do this, a simple written request is all that is necessary. However, we sincerely hope that parents will not wish to withdraw children, seeing both R.E. and Collective Worship as integral to Greenfylde's ethos. The Headteacher will be happy to discuss any aspect of R.E. or Collective Worship at any time.



## **TEACHING METHODS**

Classes are organised so that each child may progress at his or her own pace, i.e. the more able child make appropriate progress, while those who find learning more difficult move on at a steadier pace. Methods will, of course, vary from teacher to teacher but continuity is always maintained via regular meetings between all teachers backed by careful planning. Pupils with learning difficulties will always benefit from the school's comprehensive learning support programme. We are justly proud of our Learning Support Team and we do all we can to ensure all children make as much progress as possible, whilst acknowledging that some children find reading and writing more difficult and that there are things we can do to help these children. Every effort is made to ensure all children are positive about their learning and receive the support they need.

If you have any concerns about your child's progress, then please do talk to their teacher as soon as possible.

Gifted and Talented pupils These are children who may be more able in one or more aspects of their learning. We work hard to ensure that we educate these pupils in such a way as to fully extend their learning and progress. Our Key Stage Co-ordinators (Mrs Caines – Foundation Stage; Miss Budd – Years 1 & 2 and Mr Lewis – Years 3 & 4) take responsibility for the co-ordination of Gifted and Talented provision in their key stage and a policy is in place.

## **CLASS ORGANISATION**

The school has control over its own budget. Our priority is to maximise pupil adult ratio by employing as many teachers and LSAs (Learning Support Assistants) as possible within the limit of our budget. The arrangement of year groups and children within classes will vary from time to time, depending on a number of factors, most notably the budget available for any given year. Classes are always arranged with pupil friendships in mind.

## **HOMEWORK**

Our policy on homework is as follows:-

Reception, Year 1 and Year 2 - One hour a week: mainly reading, spelling and number work.

Year 3 and Year 4 - One and a half hours a week: mainly reading, spelling and number work (learn tables etc) but with occasional assignments in other subjects.

Homework is a consolidation of what your child has already learned in school. If your child is finding their homework difficult please do not do it for them, rather we would prefer you to come in and see the class teacher (or send a note with the homework if this is more convenient) so that we are aware of the difficulties and can work these through with your child in school.

## **LIBRARY**

The school has a well equipped library and children are encouraged to take books home. We always try to foster a love of books and a keen interest in learning, which we hope parents will encourage at home. We regard books as the essential tools of learning. We also work with Iminster Library and encourage children to access their resources.

## CLUBS AND ACTIVITIES

The school aims to offer a wide variety of extra-curricular activities. These take place either during break times or after school. If they are after school, parents will be advised of times, days and places, although they will usually be finished by 4.30pm. Parents should ensure that provision is made for their children to return home safely after the activity is over.

The following activities are available to the children (although some may be limited to certain year groups):

For example drama, art, singing, recorder, gardening, football, country dancing, art, gymnastics, multi-skills, forest school, cooking, dodge ball, cricket and rounders.

All out of school activities are voluntary.

## SWIMMING

We are very fortunate at Greenfyld School to have our own swimming pool. Being indoors and heated, it means that the children are able to swim for most of the summer and some of the autumn terms. They are also able to come to organised sessions in the summer holidays.

As we receive no financial support for this facility from the Local Authority, the pool is run by a team of volunteers who maintain it and manage the running costs.



# **WORKING TOGETHER WITH FAMILIES AT GREENFYLDE**

## **EXTENDED PROVISION**

At Greenfylde we can offer families extended provision in both a breakfast and an after school club which run from 7.45am to 5.30pm. The clubs offer children a safe and caring environment where they can play, take part in activities and have nutritious food all in a friendly and social atmosphere. Both clubs are based in our Annexe and further details are available from the school office or via the school's website.

## **PRE SCHOOLS**

Since January 2020, Greenfylde has taken over the leadership of the Cygnets Pre-School which is joins Sunny Ile Pre-School which became part of Greenfylde January 2016. The settings offer an excellent range of learning opportunities and have provision for children from two years old. Children at the Pre-School benefit from having access to the school's resources and at transition, the Early Years team work together to support the move to Reception so that this is positive for both the child and the family.

## **REPORTS AND VISITS TO THE SCHOOL**

At the end of the academic year, each child will bring home a written report. Parents are encouraged to visit the class teacher throughout the year to discuss their child's progress. We also organise a more formal programme of parent's consultation meetings throughout the year.

The Head Teacher is available to discuss personal or other problems at most times. Please contact the office direct for an appointment stating the nature of your problem.

Prospective parents are encouraged to visit the school by appointment with the Head Teacher.

## **PARENTAL HELP**

Parents are always very welcome to help in school. By helping in the class we hope parents will gain an insight into the methods we use in the classroom. Whatever your strengths, teachers are very grateful for help and children can only benefit from the additional support.

Prior to starting to help, you will need to complete a Disclosure & Barring Scheme (DBS) and await the outcome. This usually takes around 10 days. Please contact the school office.

## **FRIENDS OF GREENFYLDE SCHOOL - FroGS**

All parents of children at the school and all the teachers are automatically members of the association and it is hoped that you will feel able to participate in some way, however small, to support it. All money raised by the association goes to benefit the children of the school. In recent years their funding has helped the school to purchase the Log Cabin classroom for the Forest School and provide resources to support Educational Visits.

A variety of activities are arranged throughout the school year and fresh ideas are always welcome. These activities are enjoyed by families and provide wonderful social occasions as well as raising valuable additional funds for the pupils.

There is also a sub-committee, which maintain and supports the school swimming pool. Volunteers are always needed.

## **SCHOOL WEBSITE**

To find out more about the school or keep up to date, please visit the school's website on [www.greenfylde.somerset.sch.uk](http://www.greenfylde.somerset.sch.uk)

This has lots of information and photographs plus copies of recent newsletters.

# **FURTHER INFORMATION ABOUT OUR SCHOOL**

## **HEALTH AND SAFETY**

The school has a very comprehensive Health and Safety Policy - This is available from the school office. Children's safety and wellbeing is always at the forefront of anything we do at school.

## **HEALTH AND HYGIENE**

We aim to maintain a high standard of hygiene and children should be encouraged to wash their hands after going to the toilet and before eating.

If your child is feeling genuinely unwell, please do not send him/her to school as illness is easily spread to others in the class.

Inhalers which are sent to school should be clearly labelled with the child's name. Instruction in its use should be given to the class teacher.

In the interests of hygiene and safety dogs are not allowed on the school premises.

We are a non-smoking campus.

## **MEDICINES IN SCHOOL**

The giving of medicines to a child is first and foremost, the responsibility of the parent or guardian. Therefore, if a child should need to take medicine whilst at school the parent/guardian should, if at all possible, take the child home to give him/her the medicine or come into school to do so. Staff should discuss this with the parent/guardian if requested to administer medicine.

However, if the above is not possible, the Head or Deputy (or Office Staff in their absence) will take responsibility for administering any medicines. The following should be noted:-

- The parent/guardian should come to the office where they will be asked to fill in a form giving permission for the Head/Deputy to administer medicines.
- The smallest practical dose should be brought to school and handed in to the office. Medicines must not be kept by the pupils (with the exception of inhalers, which need to be kept in classrooms for easy access at all times).
- The medicine must clearly state the child's name and the exact dosages and timing required, and the name of the medication.
- Should the dosage of the medicine change, a new permission form will be required.

These guidelines have been written with the best interests of all parties, staff, parents and all pupils, at heart and following Somerset Local Authority guidelines.

## **MEDICAL CHECKS**

At some time during Reception year, the school nurse will visit to check your child's eyesight.

During your child's second year of school (Year 1), their hearing will be tested. Parents may request a hearing test at other times if they have a concern.

If any problems are detected during these tests, parents will be notified as soon as is practicable and referrals will be made.

As in all schools, outbreaks of head lice are all too frequent. Please check your child's hair regularly, and if you do suspect your child has 'unwelcome visitors', treat him/her before sending him/her back to school, and inform the class teacher or office (this will be kept in confidence) so that the rest of the class can be warned!

If we discover a child has head lice, we naturally contact the parent and inform them. We often request the parent to collect the child to treat him/her and many parents are happy to do so.

## **ACCIDENTS TO PUPILS IN SCHOOL**

Accidents, unfortunately, happen from time to time. In the event of your child having a significant accident and injury you will be contacted and medical attention will be sought. All injuries, however minor, will be recorded by the appropriate staff.

It is important that the school has a telephone number where you can be contacted during the day in case of an emergency, and the name of the child's doctor. If there is any change in this information, please notify the school office immediately.

# **POLICY INFORMATION**

Full copies of any school policies may be obtained from the school office. Many of these are available from our website, please visit

## **SCHOOL CHARGING POLICY**

The school, from time to time, arranges outings, field trips and events within the school for which the LA makes no financial provision. The following charging policy has been drawn up by the Governing Body, and complies with the LA's charging and remission policy.

The cost of outings, trips etc. will be met by voluntary contributions from the children which should be paid in advance. If these advance contributions do not cover a large percentage of the costs incurred, the events will be cancelled. If the voluntary payment is likely to cause financial hardship, parents should be aware that they have only to see the Head Teacher in confidence and the payment may be met through school funds. No child will ever be excluded from any event because of non-payment.

Swimming is also available during the summer to parents and a membership scheme helps towards the upkeep of the pool.

## **BULLYING**

Instances of bullying do occur at the school, as they do in all schools. We do not accept bullying and work hard to deal with instances of which we are aware. Bullying is detrimental to all involved and harms both the bullied and the bully. There are often reasons why people bully and we work with children to explore these and hence stop the behaviour. When bullying occurs, we will take it seriously and we always listen to the child. We ensure that both the bullied and the bully are dealt with appropriately. Parents will be involved if appropriate, particularly if the bullying is repeated or of a particularly aggressive nature. A lot of work is done with the children to promote an anti-bullying message. This may be through assemblies, classroom discussions or curriculum work.

We would also ask you to remember that not all difficult behaviour between children is bullying. Children do often fall in and out of friendships and can then say or do unkind things to each other. These are often forgotten soon afterwards.

The school has an anti-bullying policy available from the office.

## **BEHAVIOUR AND DISCIPLINE**

Discipline and courtesy begin at home. We can only hope to reinforce what your child brings with him/her into our school.

There are comprehensive policies on Pupil Behaviour and Discipline, available from the office on request.

We have a few school rules but rely mainly upon common sense and thought for others to give us a generally good level of behaviour. We always try to emphasise the rewarding of good behaviour in the first instance, and have a number of ways in which we do this. Where a particular child's behaviour is less than acceptable, we work hard with the child (and parents if appropriate) to try to understand why this might be so. We then help the child to improve this behaviour. Sanctions such as the withdrawal of play times are usually sufficient to maintain discipline. Any serious or continual breaches of the standards set will be reported to the parents. Exclusion from school is only used as a last resort. A letter will be sent from the Head Teacher to

the parents, asking them to come in and see him. The Head Teacher's aim is to work together with parents to solve the problem.

We do not allow violent games or 'play fights'.

Children may bring a toy to school to play with during breaks, so long as:

- It is non-violent (no guns etc.)
- It fits in the child's pocket
- It is of little value (in case of breakage).

## **SEX EDUCATION**

After due consideration the Governing Body of Greenfylde School have decided that Sex Education should not be taught at this school. Normal biological processes will be taught as and when they arise during normal class lessons. A programme of formal Sex Education is taught at the Middle School, further details of this are available from that school. Relationship education is taught within our SCARF programme for PSHE. From September 2020 we are teaching the full content of the Government's new Relationships Education curriculum.

## **HOW TO MAKE A COMPLAINT**

We hope that any complaints parents may have can be resolved by the school. Therefore in the first instance, these should be made to the Head Teacher, and it is hoped that in most cases complaints will be dealt with at this informal level. However, if they cannot be so resolved, there is an agreed LA complaints procedure that should be followed.

The parent should submit his/her complaint in writing to the Clerk of the Governors (who will acknowledge receipt of the complaint and inform the LA that a complaint has been received). If the matter cannot be resolved by the Governing Body the complaint can be referred in writing to the LA, which will arrange for an investigation to take place.

If you require any detailed information on the Complaints Procedure, full details are available on request from the school office.

## **EQUALITY OF OPPORTUNITY AND ACCESS**

The school has a very comprehensive and clear Equalities Policy, available from the office on request. This covers the areas of disability, gender, religious and cultural backgrounds and community cohesion. The staff all work very hard to ensure that all pupils are given the same opportunities and are able to access these. This is regardless of gender, race, religious background, financial circumstances or disabilities. We firmly believe that this is essential to promote a fair and just school.

## **AVAILABILITY OF INFORMATION**

The following information is available to both parents and the public:-

The LA's Statement of Curriculum Policy and (where it exists) the Governing Body's Statement of Curriculum Aims.

Any statutory instruments (including those for National Curriculum subjects), circular and administrative memoranda relating to powers and duties under the 'Curriculum' Section of the Education Reform Act.

Any published HMI/OFSTED reports which may refer explicitly to the school.

Any schemes of work currently being used by teachers in the school.

Any syllabuses followed, including those for public examinations.

A full copy of the arrangements for the consideration of complaints about the school curriculum made by the LA.

The LA' s agreed syllabus for Religious Education.

In the case of voluntary schools, a copy of that part of the Trust Deed which deals with the provision of Religious Education, and any other written statement dealing with Religious Education, including any syllabus in use in the school.

The school also holds copies of the prospectus, and of the School Profile, which are available free to parents, on request, at the school.

The school's policy on the Availability of Information is available from the office along with our current Publication Scheme.

## **DATA PROTECTION**

We have a policy on the use of data and on data protection which is compliant with GDPR. This is available from the office.

# **SOME USEFUL EDUCATIONAL TERMS**

## **Early Years Foundation Stage (EYFS)**

The two years covering Pre-school provision and Reception Year in school. The Foundation Stage has its own curriculum and Early Learning Goals.

## **Reception Year**

A child's first year in school. A child starts in the Reception year in the September following their 4<sup>th</sup> birthday.

## **Key Stage 1**

Used to be called 'Infants'. The two years following Reception year ie, Years 1 and 2.

## **Key Stage 2**

Used to be called 'juniors'. Years 3, 4, 5 and 6. Please note that in Ilminster children transfer to Swanmead halfway through Key Stage 2, at the end of Year 4.

## **SATs: Standard Assessment Tasks**

### **TAs: Teacher Assessments**

These are assessments taken by children at the end of Key Stages 1(in Year 2) and Key Stage 2 (in Year 6).

Assessment is statutory and the results are reported to parents and the government and LA.

### **LA: Local Authority**

The organisation within Somerset County Council that oversees education within the County.

### **DfE: Department for Education**

The Government department responsible for running and overseeing schools.

### **OfSTED: Office for Standards in Education**

### **LSA: Learning Support Assistant**

### **HLTA: Higher Level Teaching Assistant**

We hope that this sheet helps. Please ask if there is anything you do not understand. Teachers are very good at using jargon!