

# Glenfall Community Primary School Prospectus

2015 – 2016



# Glenfall Community Primary School

Glenfall Way

Charlton Kings

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Dear Parents,

It gives me great pleasure to introduce you to Glenfall Primary School. The school has a long tradition of excellence which continues to develop and I am very confident that your child will be able to take advantage of the many and varied activities which are part of the school's life.

Please take time to read through the prospectus. It contains a great deal of very valuable information, which you will find most helpful. However, there is nothing like visiting in person for getting a flavour of the school, and discovering what a very special place it is. You will receive a very warm welcome.

Glenfall Primary School believes that by building self-esteem and confidence, equipping pupils with skills to learn, by working together as a team and by involving all stakeholders (parents, governors, pupils and staff), it will ensure a continuous improvement in its high standards of teaching and learning.

Should you have any queries arising from the prospectus, do not hesitate to contact me. I shall be only too willing to help.

Yours sincerely,



Anthony Mitchell  
Headteacher

## About Glenfall Primary School

Glenfall Primary School opened as a one-form-entry primary school in 1972. The school gets its name from Glenfall House, which is situated on high ground between Ham and Cheltenham. The house was itself named after a narrow valley nearby, through which a stream descends in a series of waterfalls.

The school stands on an ideal site, convenient for Charlton Kings yet on the fringe of delightful open countryside. The school has large, quiet grounds with mature trees and this, along with the local area, offers perfect opportunities for learning from the environment. There is a commitment to use every area as fully as possible and much of the school grounds have been and continue to be developed as an outdoor classroom. This offers many opportunities to extend the curriculum outside the school buildings, as well as facilitating constructive play at break time. In 1995 the school received an award for this initiative from Cheltenham Civic Arts Council.

The school building is well equipped with seven classrooms, practical areas and a large hall. There is also a large library area which includes a computer suite to allow class teaching of ICT. The school is also fortunate to have a dedicated classroom for the teaching of music, which is a strength of the school. A recent addition to the schools resources is an established onsite Forest School. Children from all year groups make use of this facility. The school currently has 199 pupils on roll.

Glenfall is at the heart of the community and we are glad to share our facilities with Glenfall Pre-School Group and "School's Out" - an after school care group. The school also offers a 'Breakfast Club' facility. We have strong links with these groups, offering together a complete package of child care. Our reception teacher also visits and liaises with other nurseries in the town to ensure smooth transition for children into the Foundation Stage.

Local secondary schools in the Cheltenham area, include a choice of fine comprehensive schools as well as a selective grammar school. We have particularly strong links with our nearest comprehensive school, Balcarras. Our older children regularly visit to have experience of the secondary curriculum and to see life in a larger school environment. Balcarras offers an excellent Primary Liason Programme which we take full advantage of and teachers in Science and French regularly visit the school to work with our children. We will be happy to work with you in choosing the best option for your child as the time for secondary transfer approaches.

Finally, the school is fully used by the wider community with various groups such as Karate, Ballroom Dancing and Gymnastics, hiring the hall in the evenings.

Gallery



## Vision Statement

**At Glenfall Community Primary School we nurture happy and confident children by providing an enjoyable and stimulating environment, where enquiring minds and independence can develop and flourish.**

**Enjoy - Enquire - Excel**

### **Enjoying**

**We believe that happy children learn more effectively and efficiently; so we work hard to ensure that every child enjoys every day of their school life:**

- We provide an environment in which children can feel safe, secure and cared for
- We are an inclusive community school, promoting mutually respectful and trusting relationships
- We offer a stimulating creative curriculum and a wide range of enjoyable enrichment activities, including sports, music, the arts and Forest School.

### **Enquiring**

**We believe that children learn most when their natural curiosity and creativity is stimulated, and celebrated:**

- We offer children opportunities to investigate and explore their inquisitive instincts
- We value and promote independent learning through a broad and balanced curriculum and varied enrichment activities
- We encourage children to be reflective and ask questions to ensure a deeper level of learning

### **Excelling**

**We believe that every child who leaves Glenfall should have an exceptional grounding so they can make the most of their abilities in the future and make a positive contribution to their community:**

- We ensure that each child acquires a set of moral values including honesty, respect, perseverance, trust and personal responsibility
- We develop the potential of each child to help them achieve the highest possible social and academic standards; promoting self-efficacy, high aspirations and a sense of positive self belief
- We develop lifelong learning skills by encouraging children to take calculated risks, and reflect on their judgments

## **THE GOVERNING BODY**

<b>CHAIR</b>	<b>Clive Hodges</b>
<b>VICE CHAIR</b>	<b>Chantal Vermenitch &amp; Tom Cadogan</b>
<b>CLERK</b>	<b>Kate Shepherd</b>
<b>OTHER GOVERNORS</b>	<b>Anthony Mitchell (Headteacher)</b>
	<b>Mandy Newdeck (Deputy Head – In attendance)</b>
	<b>Jo McGuire</b>
	<b>Lucy Philips</b>
	<b>Lisa James</b>
	<b>Hannah Hart</b>
	<b>Hannah Farrington-Pain</b>
	<b>Jane Miles</b>
	<b>Nicola Grisman (Teacher)</b>

It is the responsibility of Governors to ensure that the National Curriculum is taught in accordance with current legislation. They are responsible for the recruitment of staff, for the use of the building and for prudent financial management of the school. To discharge these duties they are helped by staff of the Children and Young People's Directorate at Shire Hall.

Governors meet once each term and carry out their work through a series of committees and monitoring visits to the school.

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## The School Staff from September 2015

Mr A Mitchell	Head Teacher
Mrs M Newdeck	Deputy Head Teacher
Mrs C Whyte	Foundation Stage
Miss G Bannister	Year 1
Miss P Kelly Mrs K Pasquet	Year 2
Mrs M Newdeck Mrs L Seeley	Year 3
Mrs N Grisman Mr T Radley	Year 4
Mrs H Nye Mrs T Uppal	Year 5
Miss R O'Connor	Year 6
Mrs N Grisman	SENCO / Inclusion Manager

### Teaching Assistants

Mrs S Crabtree, Mrs J Teague, Mrs J Balchin, Mrs J Brettingham, Mrs S Beasley, Mrs D Gaynor, Mrs S McNeill, Miss S Clapham, Miss K Elliot, Mrs K Penny, Mrs C Ingram, Mrs M Smith, Mr S Newman

### Secretarial Staff

Mrs I White  
Mrs G Gleave

### School Cook

Mrs L Marsh

### Mid Day Supervisors

Mrs J Balchin, Mrs L Carre', Mrs H Tibbets, Mrs K Elliott, Mrs L Elliott

### Caretaker

Mr K Nelson

### Handyman

Mr S Balchin

## **EQUALITY OF OPPORTUNITY**

Glenfall Primary School is committed to being a place where everyone has equality of opportunity. Everyone must be respected and treated fairly regardless of learning ability, age, gender, physical capability, religion, ethnic origin, family background or personal characteristics. Discrimination through ignorance is as unacceptable as showing discrimination knowingly. All adults in the school community have responsibility for upholding this policy in all we do and are vigilant for any activity or situation which undermines our commitment. Staff actively encourage our children to share this commitment.

Your support for your child's education is crucial to their progress. Please tell us if there are any adjustments that we need to make to help you support your child, for example: letters in large font or Braille, letters in another language, providing a signer, explaining things over the phone, wheelchair access.

In line with our commitment to be a school where everyone has equality of opportunity the school has an Accessibility Plan that can be requested from the school office or viewed on the school website.

### **GLENFALL PRIMARY SCHOOL VALUES...**

<b>Learning with enjoyment</b>	<b>Respect for all</b>	<b>Caring for our environment</b>	<b>A supportive community</b>
<b>Self motivation</b>	<b>Doing your best</b>	<b>Creativity</b>	<b>Every child matters</b>

## **AIMS OF THE SCHOOL**

Glenfall Primary School aims to:

- provide a happy, safe and healthy experience
- achieve the potential, academic or otherwise, of each child
- equip children with life long learning skills
- enable children to make a positive contribution to the community
- ensure each child acquires a set of moral values and attitudes including honesty, respect, perseverance, trust and personal responsibility
- foster a strong home-school partnership

To achieve this we will:

- create a friendly atmosphere, taking special care to establish a mutually respectful relationship with children when they first come to our school
- encourage the children to have caring and responsible attitudes towards one another, respect for property belonging to others and for that belonging to the community
- provide a broad and balanced curriculum which is exciting and challenging
- challenge children to think creatively and celebrate and encourage this as it happens
- provide opportunities for children to work both collaboratively and independently
- build a climate where children can take risks, reflect on values and be appreciated for their individual talents and contributions to the community
- engage parents by providing information evenings, consultations, use of a home-school diary, regular newsletters, an active PTA and offering an 'open door' policy
- regularly review our security and safety procedures

## SCHOOL HOURS 2015 - 2016

<b>School Start</b>	<b>8:55am</b>
<b>Morning Break</b>	<b>10:20am – 10:35am</b>
<b>Lunchtime</b>	<b>12:30pm – 1:30pm</b>
<b>Optional Afternoon Break</b>	<b>2:45pm – 3:00pm</b> <b>Key Stage 1 only</b>
<b>School Ends</b>	<b>3:15pm Key Stage 1 – 3:20pm Key Stage 2</b>

***Children should not arrive at school before 8.45 am. We welcome children into the school grounds from 8:45am when supervision will be available.***

Staff are involved in preparing their classrooms for the school day and are not available to supervise children who arrive before this time.

## Start and End of the Day Routines

**The start of the school day is 8:45am**

### **KS1**

It is great that the children in KS1 can begin their day by being settled into their class with their parents. This is especially important for the children in Reception and Year 1 but maybe less so in Year 2, however these parents are still welcome to bring their children to the class. The door to the KS1 cloakroom will be opened just before 8.45am to allow parents to settle their children into their classes. Before this time the teachers are busy preparing for the start of the school day.

### **KS2**

Children in KS2 should be dropped off at school at 8.45am when they should take their bags and belongings into school before making their way to the playground for ten minutes until the official start of the school day at 8.55am. Once again there is no supervision for the children until 8.45am.

### **Parental Use of the Library**

If you would like to use the library or tables outside the library to read with your child or to do some homework you are most welcome to arrive in school before 8.45am. However, can I please request that you enter the school through the main entrance and that you sign in at the reception. It is then important that when you leave the school that you remember to sign out. I would also like to make parents aware that they are responsible for their children during this time and that they respect the right of others to use these areas for reading and homework without being disturbed.

## **The end of the school day is 3:15pm for KS1 and 3:20pm for KS2**

### **KS1**

**The cloakroom door will remain closed until 3:15pm.**

#### **Reception Children**

Once the cloakroom door is opened, Reception parents should wait outside the classroom door. The class teacher will greet each parent and establish which children they are taking home. Children will only be allowed to leave with either their parents or another authorised adult. If your child is being collected by another parent please make sure the class teacher knows at the start of the school day. Alternatively phone the office and the message will be passed on. If you would like to speak to the class teacher please wait in the classroom until all children have been collected.

#### **Year 1 and 2**

The children in Year 1 and 2 will be ready to leave school at 3:15pm. We would like all parents to wait in the playground until this time. The children will leave through the doors that open onto the playground. Parents should come to the door and the teacher will call the children to meet you. If you would like to speak to the teacher please wait in the classroom until all the children have been collected.

### **KS2**

**The door to Y3 and 4 will remain locked until 3:20pm**

In KS2, children will come out of school at 3:20pm to meet with their parents or to make their own way home if this has been agreed with their parents. Children in Y3 will come to the front of the school, where the parents wait, to see if their parents are there to collect them. If they are not, the children will return to the class from where they can be collected by their parents.

#### **Use of the school field and adventure playground**

Many parents and children enjoy making use of the field and facilities at the end of the school day. As the school does not officially supervise the children after 3:20pm, unless they are attending an official after school activity, parents are responsible for the safety of their own children. Any children on the school premises after 3:20pm should be closely supervised by their parents. Could I respectfully ask that all parents and children leave the school site by 4:15pm at the latest.

It is important that parents inform us immediately if arrangements for the collection of their children alter at any time.

We would also ask that you inform us immediately if your child is ill. If we have not received a phone call or letter to explain an absence from school we will always phone home to find out where your child is. Please inform the school of any absence by 9:25am on the first day of their absence. This is particularly important for KS2 children who might normally walk to school alone.

## **SCHOOL OFFICE HOURS**

The School Office is open from 8.30.a.m. until 4.00 p.m. daily. Some useful information including copies of letters to parents is held on our website [www.glenfall.gloucs.sch.uk](http://www.glenfall.gloucs.sch.uk); the school telephone number is 01242 234055; our e-mail address is [admin@glenfall.gloucs.sch.uk](mailto:admin@glenfall.gloucs.sch.uk) (please bear in mind we receive a large number of e-mails daily so a reply may not be instant!).

## **SECURITY**

In order to keep the children safe the entrances to the school are locked during school hours. All visitors **must** use the buzzer and intercom to request access from the office staff. Please **do not** encourage children (even your own) to release the door lock.

On entry, all visitors must report to reception staff and obtain a security badge. At the end of the school day, please follow the procedures detailed the section titled 'Start and end of day routines' above.

## **SCHOOL HOLIDAYS & ABSENCES**

Parents are informed of the new academic year term dates during Term 6 and a copy of this is included within this document.

All absences should be explained, either by telephone or in writing. Absence Notification should take place on the first day of absence and then on each further day of absence. The school operates a first day calling system for any unexplained absences therefore absence should be notified to the school office by 9.25am

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Amendments have been made to the 2006 regulations in the [Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2013](#). These amendments, as described below, will come into force on 1 September 2013.

### **Term-time holiday**

The [Education \(Pupil Registration\) \(England\) Regulations 2006](#) currently allow head teachers to grant leave of absence for the purpose of a family holiday during term time in “**special circumstances**” of up to ten school days leave per year. Head teachers can also grant extended leave for more than ten school days in exceptional circumstances.

Amendments to the 2006 regulations remove references to family holiday and extended leave as well as the statutory threshold of ten school days.

**The amendments make clear that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. Therefore from September 1st 2013 all requests for leave of absence during term time will be refused unless there are exceptional circumstances.**

### **Punctuality**

Punctuality is regarded as being of vital importance and parents are asked for their co-operation in ensuring that children arrive at school on time. Persistent lateness after the register has closed is considered to be an unauthorised absence.

***Absence for which no explanation is received is regarded as 'unauthorised' and could result in the issuing of a warning or fixed penalty notice.***

From time to time, school is closed to children to enable teaching staff to be trained for the changed needs of education. We aim to notify parents, well in advance, of the dates of these closures and are usually identified on the annual term dates sent home in term 6.

## COMPLAINTS PROCEDURE

The school has a formal complaints procedure relating to any aspect of school life. A copy of the full procedure is available for inspection at school or via the school website. The procedure provides for complaints to be addressed informally and through appropriate channels as described in the policy.

## MEDICINES IN SCHOOL

Normally, if a child is taking prescribed medicine we would not expect that child to be well enough to attend school. There are conditions such as hay fever or asthma, where medication is infrequently but urgently needed. Our policy in these cases is:-

- medicines **will be given only** on the completion of the consent form available from the school office.
- all medicine must be clearly labelled with the child's name and amount and frequency of dose and handed to a member of staff.
- ***inhalers for Asthma sufferers are the responsibility of the individual child and must be carried at all times.*** A "reserve" inhaler may be kept in the classroom. Parents must ensure that supplies are updated and replenished as necessary. Parents should also complete an 'Asthma Record Sheet', available from the office.
- other medicines must **never** be carried by a child.

## ROAD SAFETY

The School integrates Road Safety with other curriculum subjects wherever possible to include a Road Safety Section in either Health Education or Pastoral Care. The School makes use of visiting staff from the Road Safety Unit who provide specialist help, advice and materials, both as a support to the teacher involved in project work or when general services are provided.

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All pupils are given the opportunity in Year 6 to take a 'Bikeability' cycling proficiency test after a course of instruction at school.

## CHARITIES

We support a wide range of charities during the school year including: Children in Need, Red Nose Day, British Legion Poppy Appeal, Christian Aid, NSPCC, Barnardos and The Salvation Army.

Children are encouraged to see themselves as part of the local, national and International community.

## SCHOOL MEALS

Pupils may either bring sandwiches or take a school meal which is cooked on the premises. The cost of a school meal is, currently, **£2.20** per day

Dinner money is payable by 'Parent Pay' ONLY. Please contact the school office to find out how to set up an account. ***Meals must be paid for in advance.*** The school operates a no debt policy.

Supervision is provided in the dining hall and in the play area by the mid-day meal supervisors, assisted by the Head Teacher and other members of staff.

### **Universal Infant Free School Meals (UFISM)**

All pupils in KS1 (Reception Year 1 and Year 2) are now entitled to receive a free meal at lunchtime.

### **Free School Meals.**

If you are in receipt of benefits please apply to receive Free School Meals (FSM) even if your child is in Reception, Year 1 or 2. This measure is used to allocate school funding each year and is crucial in the school maintaining its current budget allocation. Parents who think they may be entitled to free meals may obtain an application form from the school office.

Applications for FREE MILK can also be obtained from the school office.

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As part of the school's drive to encourage 'healthy eating' we recommend that only fruit, vegetables or cereal bars are allowed for mid-morning snacks.

## **MEDICAL INSPECTIONS**

If a pupil is found to have a learning difficulty it may be suggested that the school arrange a sight or hearing test or otherwise seek advice from the school nurse. Parents will be consulted before this takes place. Parents may, themselves, request medical help via the school. From time to time the school nurse holds 'drop-in' sessions for parents who have queries or concerns about their children. Flyers are sent out giving notice of these.

## **VALUABLES**

We strongly advise you not to permit the children to bring valuable possessions to school as loss or breakage can be very distressing. N.B. mobile phones are not permitted in school except in very rare circumstances by arrangement with the Head Teacher.

## **CAR PARKING**

May we appeal to parents who bring children to school by car **NOT** to park on or opposite the yellow zig zag traffic lines at the front of the school. The temptation to park near the gates, where there are no markings, is an obvious one but potentially dangerous to pedestrians. If everyone complies, the situation will be safer for all.

We would also ask that parents do not park on the school premises or enter the car park at the start and end of the day.

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If you have a disability please contact the school office to make alternative arrangements. There is one clearly marked disabled space on the road in front of the school.

## **CLASS ORGANISATION AND PASTORAL CARE**

The school is currently organised into seven classes, with one year-group per class. With a rising roll this will remain the case for the foreseeable future. Class teachers plan the work, often in partnership with the neighbouring class. Children work in a variety of ways including whole class lessons, small groups and individual activities. The class teacher is responsible for the provision, structure and quality of the learning environment and for the pastoral care of the children. It is the policy of Glenfall School to help children in all areas of their school life and staff are quick to encourage them to discuss any problems at an early stage so that they are less likely to build into major difficulties.

Parents with general worries or queries about their children should talk initially to the class teacher but should not hesitate to bring more serious problems to the attention of the Head Teacher.

## **THE CURRICULUM**

### **ENGLISH**

Great importance is attached to enabling the child to become fluent readers. We use Oxford Reading Tree as a core reading scheme for the younger children and structured guided reading operates throughout the school. In addition there is a wide range of reading material, both factual and fiction, in the school classrooms and our modern library. The children are encouraged to use this library to develop the research skills needed to become independent learners.

Children are taught to write in a variety of styles including prose, poetry and reporting, and to suit different purposes and audiences. As the child progresses emphasis is placed on the correct use of spelling, grammar and punctuation. A whole school policy for handwriting is aimed at the

children progressing towards being able to write smoothly, legibly and neatly, leading to taking a pride in the presentation of all their work.

Speaking, listening and performing skills are promoted throughout the school through storytelling, discussion groups, drama lessons and role play in history, religious education etc. Such opportunities, as well as whole school concerts, provide a valuable means of building confidence and developing the ability to listen to, and appreciate the efforts of, others.

## **MATHEMATICS**

The school aims to give all children a thorough understanding of number work, shape, space and data handling. A strong emphasis is also placed on investigative and problem solving activities. The work is delivered through a balance of individual programmes, group work and whole class lessons. Our Mathematics curriculum has the overall aim of meeting the individual needs of children of all abilities, as well as offering challenge and enjoyment. There is a strong commitment to practical activities leading to mathematical understanding, as well as continual practice of number recall and tables. We strongly believe in the importance of agility in mental arithmetic as a basis for the children to be able to tackle more complex mathematical operations with confidence.

## **SCIENCE**

From the early years, children are provided with opportunities for discovery and experimentation through first hand experience. They are encouraged to observe, discuss, classify, compare, set up fair tests and to record and interpret their findings. Through their investigations children are given the opportunity to learn about life processes and living things, materials and their properties and physical processes. Activities will take place in the context of the study of themes laid down in the National Curriculum and each theme will be visited every two years as the children develop understanding.

Our aim is to nurture the enquiring mind and extend children's knowledge and understanding of the world around them.

## **INFORMATION COMMUNICATION TECHNOLOGY**

The school is well equipped to provide the children with the access they require to a range of technologies in this increasingly important area of the curriculum. There is currently a computer suite in the library area, internet access and computers in every classroom a set of wireless notebooks, an ipad, interactive whiteboards and projectors in every classroom. All of the computer hardware is networked to a main server allowing all children access to their files from any computer in the school. The main hall is also equipped with a screen, data projector, laptop and PA system for assemblies, presentations and performances.

The school has a VLE which children across the school have access to at both school and home. This is a developing area for the school and one that will hopefully be extended to parents to use for communications with the school.

Importance is placed on creating confidence in the use of I.C.T. skills for use in all areas of the curriculum. This is done not only in word processing, but in the general handling of information be it in simple story form or more sophisticated desk-top publishing, graphing, creating a piece of music or collecting data from our various items of sensor equipment.

Information Communication Technology is used throughout the curriculum. It is taught from Reception onwards in small groups where the children gain some basic computing knowledge, to whole classes in the school's I.T. area for the older children where their skills can flourish under direct teaching.

Children have the opportunity to use digital cameras and multimedia to enhance their presentation of work. This area is becoming increasingly important in opening up the world to the children at the touch of a button. We use it fully and have developed links with schools in four continents.

## **DESIGN TECHNOLOGY**

All children are encouraged to develop their design and making skills through practical tasks. They are given the opportunity to use a wide variety of materials and to manipulate tools safely. Children are encouraged to design and plan their work through drawing and discussion and evaluate their models when they are complete. Children study different areas of modern living including food, textiles and construction techniques. To develop their knowledge, skills and understanding, children also investigate and evaluate a wide range of products.

## **HISTORY**

As part of their Humanities Studies, children are encouraged to develop an interest in the past, to appreciate past achievements and major events - both national and world wide - and to develop an understanding of their own and their family's history and how values and attitudes may have changed. Pupils are taught the skills necessary for the interpretation of primary and secondary source material, artefacts, maps, visual and auditory aids, books, the countryside, ancient sites, newspapers, records, and documents. Within the framework of a cross curricular approach, we aim to develop an understanding of the nature of cause and consequence, continuity and change, similarity and difference.

## **GEOGRAPHY**

As with History, Geography forms part of the school's cross-curricular approach. Pupils are encouraged to develop a lively and questioning awareness of their local surroundings. Their interest and knowledge of the variety of physical and human conditions will extend from their

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local environment to the national and international scene. Within the places studied, children will acquire the skills necessary for the interpretation of geographical information and for geographical enquiry.

The school has its own outdoor classroom and activities within this play a vital role in fostering an understanding of the relationship between human activity and the quality of the environment. Walks, guided visits, regular surveys and, at the upper junior level, residential visits all contribute towards a growing awareness and appreciation of the child's environment.

## **PHYSICAL EDUCATION**

We aim to develop agility, physical coordination, fitness, confidence and enjoyment through physical activities.

The school encourages all children to participate in sport in order to develop an appreciation of teamwork, a respect and tolerance of the abilities of others and an awareness of opportunities to enjoy fulfilling leisure activities.

The P.E. programme is designed to make full use of the school's excellent facilities of a large field and modern hall, and includes development of skills using large and small apparatus, ball skills, team games and dance.

Swimming takes place weekly, at Pittville, for pupils from Year 2 upwards. Priority is given to increasing water confidence and ensuring that all children learn to swim. A high percentage of children develop their swimming techniques to award level.

The school's high reputation in gymnastics is maintained through extra-curricular activity and children regularly participate in local gymnastics competitions. In addition to gymnastics extra curricular opportunities are available in football, hockey, netball, tennis, and cricket. A number of these activities are provided in partnership with fully qualified coaches who are brought in to provide expert tuition.

Team games are played in season, both within school and against teams from neighbouring schools.

All children are expected to take part in P.E and swimming unless we receive a note from you.

## **ART**

Art is taught as a crucial part of the school's cross-curricular approach to different topics and as a subject in its own right. All children are encouraged to be creative, to develop an active

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interest in a range of media and to express themselves fully using this range. Artwork is used and displayed widely throughout the whole school in order to foster an appreciation of different forms, traditions and cultures. With many 'artist' parents in the school it has become an integral and important part of a child's education at Glenfall. In 2010 the school was used as a venue during the 'Cheltenham Open Studios' festival and saw artists in residence and a host of workshops running at the school for the community over a two week period.

## **MUSIC**

With a well stocked, dedicated room music is an important part of Glenfall life for many pupils. Music is taught as part of the cross curricular approach within classroom activities. Recorder lessons are available from Year 2, with opportunities for older children to try tenor and treble models. The school also offers tuition in many instruments using peripatetic teachers. These include tutors in flute, clarinet, violin, guitar, trumpet and drums. We have a school orchestra, which is rapidly building up its proficiency and reputation in the town performing with distinction at Primary Schools Live. If parents wish, children are able to participate in the Cheltenham Music Festival each year. There are also many opportunities for the children to perform in assemblies, school concerts and in the community.

## **RELIGIOUS EDUCATION**

Religious Education plays an important part within the broad and balanced curriculum offered at Glenfall Primary School. Children attend the daily assembly, which is mainly Christian in character, but may also draw on stories from other faiths or focus on moral issues. R.E. is taught in line with the Gloucestershire Agreed Syllabus. Pupils are welcomed from any religious faith or none, and will find their opinions respected.

Parents do, however, have the right to withdraw their child from the whole or part of the R.E. curriculum. Any parent requiring further information or wishing to withdraw their child should contact the headteacher.

## **PERSONAL, SOCIAL and HEALTH and CITIZENSHIP EDUCATION**

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Personal, Social and Health education is considered to be important so that children can develop an understanding of themselves and of the environment in which they live. In this context and as part of a varied approach, subjects such as understanding ourselves, myself and others, protecting our health, food, enjoyment and health and safety are covered. Parents will be notified and may be invited to attend with their children any videos or talks which deal specifically with sex education.

## **MFL**

French is taught across the whole of KS2. We are very fortunate to have the use of French Specialist from Balcarras School who currently teaches French to the children in Y5 and Y6. The class teachers in Y3 and Y4 are delivering their own lessons. Although not compulsory the children in Y1 and Y2 also take part in French lessons with their class teachers and a volunteer.

## **SPECIAL NEEDS**

The school operates according to the structure set out in the Code of Practice for Special Needs. A copy this is available to parents from the Head Teacher as well as the schools policy, which can be accessed via the school website.

Teachers differentiate work to cater for different needs including children who are experiencing difficulties as well as those who are particularly able.

Children who are experiencing learning difficulties will be given a programme of activities within class or receive some individual help from our SENCO and our team of Teaching Assistants. Individual education plans delivered are discussed with parents and reviewed each term. Where more specialist expertise is required the school liaises with other professionals who offer advice and in some cases provide support in the form of specialist teachers who come in to school and work with individual pupils.

The school also recognises the individual needs of the more able child and staff are happy to provide enrichment activities which will extend their classroom work.

Parents who have any anxieties about their children's learning, behavioural or physical development are encouraged to discuss any problems with the class teacher, Head Teacher or Nicola Grisman who is the school's Special Educational Needs Co-ordinator (SENCO).

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## **HOMEWORK**

It is the policy of the school to give some homework, which increases as the children progress through their primary phase.

As part of the general philosophy that the child's education is a matter of partnership between home and school, the staff has developed a homework policy. This is intended to enhance work being done in the classroom and to enable children to share what they are doing with their parents. The shared experience should be enjoyable and not create pressure either for the child or the parents. A copy of the policy, which is in line with government guidelines, is available in school.

In the early years this would involve our shared reading scheme and develop to include spellings and tables, as well as follow up and research in project work.

In the later years we believe homework is an integral part of children's studies and there is a gradual increase, which helps prepare for a smooth transition into life at secondary school. Increasingly, particularly in KS2, homework is being set via the VLE. The children, and parents, can access the homework via their computer and complete it and return it electronically.

## **REPORTING TO PARENTS**

We hold termly Parents' Evenings. An annual report is completed and sent to the parents during the Summer Term.

We have an open school where parents are welcome to come in and discuss their child's progress at any time during the year. Please make an appointment, as this will ensure that your child's teacher or the Head Teacher will be available to see you. If the matter is urgent, time will be made to see you immediately, if at all possible.

## **CURRICULUM COMPLAINTS PROCEDURE**

Under Section 23 of the Education Act 1988, any parent who has a complaint relating to the curricular responsibility of the Local Education Authority, the Governing Body or the school should direct that complaint initially to the Head Teacher and an attempt should be made to resolve the issue informally. Should the informal mediation fail there is a formal procedure for such complaints, a copy of which is available at the school or via the school website.

## **MULTICULTURAL EDUCATION**

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The children we are educating will become adults living in a multicultural society. It is vital that everyone involved in our school community should be aware of this fact and work towards creating a harmonious atmosphere in which the needs of all individuals are recognised and respected.

We are fully committed to the Gloucestershire Policy for Multicultural Education, which states:- "Gloucestershire County Council is opposed to racism in all its form and therefore will not tolerate attitudes or actions which subordinate a person or group because of colour, race or religion and will work to promote racial equality and equality of opportunity."

We recognise the importance of the child's positive self image in his/her educational development and accept our moral responsibility to promote all pupils' self esteem and the right to equality of opportunity. We aim to foster tolerance, understanding and respect for all individuals, whatever their colour, race, religion or gender and to ensure that our curriculum reflects the multicultural diversity of the wider society in which we live.

## **SEX EDUCATION**

The Governors of the school have decided that Sex Education should form part of the school's Health Education programme. It is dealt with as a natural development of teaching of other areas of the curriculum and we aim to pay due regard to the importance of the context of family values and beliefs. As the issues being dealt with become more specific, in Years 5 and 6, children are shown a short series of lesson videos produced by the B.B.C. and questions which arise are discussed. Parents are given the opportunity to view these films beforehand if they wish.

## **EXTRA CURRICULAR ACTIVITIES**

The school provides a wide range of extra-curricular activities catering for a variety of interests. Children have the opportunity to take part in after-school clubs in football, hockey, rugby, drama, gymnastics, netball, cricket and ballroom dancing. Many of these clubs are provided by external coaches or companies and are chargeable.

## **RESIDENTIAL VISITS AND TRIPS**

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Educational Visits to enhance a particular topic are very much encouraged. Much use is made of the local area, festivals and sports facilities. The school has a developed 'Forest School' and the Deputy Head is a trained Forest School Leader.

Children in Y5/6 will visit Chateau du Broutel in France on a two year rolling programme. Children in Y4 will get to undertake a shorter more local residential during the Spring Term to The Dean Field Studies Centre in The Forest of Dean.

## **BEHAVIOUR AND DISCIPLINE**

We believe that children have the right to learn and teachers have a right to teach.

We also aim to foster a sense of belonging and community. To this end it is essential for us all to provide:

- A stimulating, positive and safe environment
- Clear expectations
- Opportunities to be responsible citizens

In order to achieve the above we aim to:

- Create a friendly atmosphere, taking special care to establish mutually respectful relationships, so that everyone has a voice.
- Encourage all members of the school community to show respect for their own and others property and the school community.
- Provide a broad and balanced curriculum, which is exciting, challenging and personalised.
- Develop children's natural sense of curiosity and develop their love for learning.
- Provide opportunities for children to work both collaboratively and independently.
- Build a climate where individual talents and contributions of all are recognised and celebrated.
- Regularly monitor and review policy and practice to ensure the safety and emotional well being of our community.

As a result, we subscribe to these four simple rules:

- 1. We will show respect for each other**
- 2. We must listen and follow instructions**
- 3. We will do our best at all times**
- 4. We will respect other people's property**

## **PARTNERSHIP WITH PARENTS**

On the next few pages are items of information which you may find useful about routines and procedures, as well as details about the ways in which you can play an active part in the life of the school. As part of this you will be invited to sign a "Home School Agreement". This lists the commitment we make towards delivering a quality education to your child as well as detailing how you can support us and your child.

### **INFORMATION FOR PARENTS**

Good communication between home and school is very important. Newsletters are sent home every other week on a Friday. They are also posted on the school website.

In addition the school keeps copies of the:-

Policy documents relating to the curriculum and other areas of school life

Schemes of work

LA policies

DFE circulars

School improvement plans

Information about performance of schools in the area

Information about playgroups, secondary schools, after school care groups

## **SCHOOL UNIFORM AND CLOTHING**

The school uniform is royal blue, grey and white with smart, practical school shoes.

All uniform can be purchased from School Togs, in the Lower High Street. Many items with the exception of 'Crested' sweatshirts and cardigans are freely available from most supermarkets.

We actively encourage the children to dress smartly and appropriately for school; not in jeans, trainers or high-heeled shoes.

Most girls wear a blue check dress in the Summer but this is purely a preference.

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We would ask that the children do not wear jewellery to school. Stud earrings can be worn, being removed or taped over in P.E.

We also ask that suitable clothing be provided:-

For indoor P.E :- Please provide a coloured T-Shirt in the colour of House your child is in and blue or white shorts or leotards.

For outdoor activities:- As above plus sweat-shirts/jogging trousers or jogging suit/tracksuit - preferably in school colours.

For Art and Craft - an apron of some kind (an old adult size shirt is fine, this can be worn backwards preferably with the collar removed and the sleeves shortened and elasticated.)

## **LOST PROPERTY**

Each term the school collects a considerable amount of lost, and often unclaimed property. This is kept in boxes in the cloakrooms and children are asked to look here in the first instance for any missing item. Parents are positively encouraged to look for missing items themselves, at any reasonable time. At the end of each term we will lay out uniform to be claimed. If it is not claimed it will either be disposed of, washed and offered for sale in the 'Uniform Exchange' or be recycled.

***Children's property should be clearly marked with the owner's name.***

## **GRANTS AND ALLOWANCES**

The school is happy to advise on the availability of free meals and other concessions which would help in the case of hardship.

## **CHARGING POLICY**

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The school wishes to provide the best educational opportunities available for all its pupils using the fund allocated by the LA. The law states that education during normal school hours is to be free of any compulsory charges to parents.

This school endorses that principle and will uphold the legal requirements. It is recognised, however, that many educational activities have been, and will continue to be, dependent on financial contributions in whole or in part, from parents. Without that support, the school would find it impossible to maintain the quality and breadth of the educational programme for pupils.

No charge will be made for materials or equipment. However, for certain practical activities (needlework, technology, etc.) parents may be invited to provide materials or ingredients on a voluntary basis. When parents would like to possess the finished product, the school reserves the right to charge the cost or require the supply of the necessary materials.

We invite voluntary contributions from parents to meet the cost of visits during school hours.

Full charges may be levied for visits occurring out of school hours or for the board and lodging costs of residential visits.

## **INSURANCE ARRANGEMENTS**

### **COUNTY COUNCIL COVER**

It is sometimes assumed that if an accident occurs at school, then the school and county council can be held responsible and that financial compensation will, therefore be made. It must, however, be stressed that the liability of the county council is strictly limited to cases where there is proven evidence of negligence.

In many, and arguably, the vast majority of cases, the circumstances of an accident at school will show no negligence on the part of the authority or member of the school's staff.

The county council has taken out, through policies of insurance, cover to meet the costs of financial recompense which the council may be called upon to make, should a child be injured, or killed, or have its property damaged or destroyed as a result of the council's negligence. This negligence insurance cover applies in the context of school visits of whatever nature and in addition, certain accident insurance cover is made available to schools for educational visits to meet situations in which pupils are injured without the county council having acted negligently.

If parents wish to provide their children with general insurance cover Personal Accident Schemes for Pupils are available.



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## **Friends of Glenfall School - FrOGS**

FrOGS is a lively organisation concerned with strengthening the home - school bond and with raising funds to provide extra resources for the children's benefit. A range of social events are organised and membership is open to all parents.

Our aim in all this is to increase the contact and understanding between home and school, for we believe this partnership to be a vital factor in your child's happiness and progress.

For further details contact:

Chairperson – Jane Miles

## **GLENFALL PRE-SCHOOL GROUP**

The school has its own excellent pre-school group which caters for the needs of children under school age. There are strong links between the group and school aimed at ensuring a smooth, anxiety free, start for children joining Reception.

Further information can be obtained from:

**Playleader - 01242 234055**

## **SCHOOL'S OUT - AFTER SCHOOL CARE**

**Valerie Willis-Lea 07974 207759**

## **BREAKFAST CLUB – BEFORE SCHOOL CARE**

**Anne Swannell 07722 634215**

For further details about these facilities please contact the school office or collect an information leaflet and booking form from the entrance hall.

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## LOCAL SECONDARY SCHOOLS

Balcarras	01242 515881
Pittville School	01242 524787
Pates Grammar School	01242 516756
All Saints Academy	01242 711200
The Cotswold School	01451 820554
Cheltenham Bournside School	01242 235555
Cleeve School	01242 672546

Please remember, we can offer help when choosing a secondary school for your child. Most parents discuss this with the Head and staff in Y6.

**Thank you for reading this prospectus. Copies of HMI/Ofsted Reports and other school policy documents are available upon request from the school Office or via the website.**

**The information in this brochure is correct at the time of writing but it may be necessary to make changes as the result of events in the course of the year. Changes are notified to parents as and when they occur.**

### Headline Data

## EYFS

Good Level of Development	<b>2013</b> 69%	<b>2014</b> 76.5%	<b>2015</b> 62.1%
LA	52%		

## Year 1 Phonics Screening

% Meeting the threshold	<b>2013</b> 74.4%	<b>2014</b> 81%	<b>2015</b> 86%
LA	52%		

## Key Stage 1 SATs

	2013		2014		2015	
	2b+	3	2b+	3	2b+	3
Reading	86.6%	36.6%	79%	36.6%	83%	37%
Writing	80%	20%	82%	20%	80%	20%
Maths	83.3%	23%	79%	23%	80%	27%

## Key Stage 2 SATs

### Attainment

	2014				
	N	3	4	5	6
Reading	3.2%	6.25%	40.6%	50%	0%
Writing		9.4%	37.5%	37.5%	12.5%
SPAG	3.2%	22%	46.9%	46.9%	3.2%
Maths		15.6%	34.4%	34.4%	12.5%

	2015				
	N	3	4	5	6
Reading			28%	71%	
Writing			32%	53.6%	14.3%
SPAG		3.6%	28.6%	53.6%	14.3%

<b>Maths</b>			<b>42%</b>	<b>42%</b>	<b>14.3%</b>
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	<b>2013</b>	<b>2014</b>	<b>2015</b>
Reading 4+	95%	90.6%	<b>100%</b>
Writing 4+	81%	87.5%	<b>100%</b>
SPAG 4+	81%	75.1%	<b>96.43%</b>
Maths 4+	86.6%	84.4%	<b>100%</b>

## Combined 4+ (R,Wr &Ma)

**2014 Floor Standard = 65%**

**2013 = 77%**

**2014 = 72%**

**2015 = 100%**

**APS (R,Wr,Ma) = 31.3**

## Progress

	<b>2 Levels of Progress</b>		<b>2014 Floor Standard</b>	<b>3 Levels of Progress</b>	
	<b>2014</b>	<b>2015</b>		<b>2014</b>	<b>2015</b>
Reading	81%	<b>96.4%</b>	94%	25%	<b>20%</b>
Writing	97%	<b>100%</b>	96%	43.7%	<b>52%</b>
Maths	91%	<b>100%</b>	93%	36%	<b>24%</b>

## Value Added (VA)

**Reading 100.56**

**Writing 101.6**

**Maths 100.18**