

**GRANGE VIEW C.E. PRIMARY SCHOOL**

# **School Prospectus**



Dear Parents and Carers

It's my pleasure to share with you some of the unique qualities which make up Grange View Church of England Primary School. Our school is much more than words on a page; it's about people and most of all about our children. If this is your first contact, we encourage you and your child to visit us and to find out more about us.

We put children first; they are at the heart of what we're about. Every child is special. We want your child to feel happy about coming to school, to feel valued and to experience success. All our children are encouraged to take responsibility and to care for others.

You as parents are our partners and we want you to be proud of your school. Many of our parents become involved in school or support us in other ways. Some of our past parents and grandparents continue to be active in school life. The fact is we couldn't do it without you. If our children go forward with confidence and look back on their time at Grange View knowing it made a positive difference then we as partners have succeeded.

As your child moves through the school, they will be supported and challenged to meet their potential. We place a high priority on effective teaching and learning and enjoy what we do. We teach our children, we learn with them, we talk with them and work hard to make sure that each child knows success, so that school is a positive experience.

Please visit us and you'll experience first-hand the happy, inclusive ethos and excitement for learning that abounds in our school community. I look forward to meeting you and hope you enjoy being part of our school. If this brochure does not answer the questions you want to ask, or you have any concerns then please contact school and I'll be happy to arrange to see you.

Best wishes,

[Louise Laskey](#)

Headteacher

## Introduction

**This prospectus provides information concerning the school as required by the 1980 Education Act, for parents of pupils who are expected to enter the school from within the catchment area, and also for other parents who wish to know about the opportunities available.**

**Northumberland Education Committee is responsible for the Education Service in the County of Northumberland, which has a population of some 304,000. Much of the County consists of rural countryside, including high moorland to the west, in which lies the Northumberland National Park and the Kielder Forest, rich agricultural land in the valleys and the coastal plain and an unspoilt coast line of over 50 miles in length. There are also some medium sized market and industrial towns, most other industry being confined to the South-East of the County. Schools in Northumberland are currently organised on a three tier basis of First, Middle and High Schools with pupils aged from 3 - 9, 9 - 13 and 13 - 18 respectively although some partnerships have recently changed to Primary and Secondary. The school belongs to the Coquet Partnership and children normally transfer at 9+ to James Calvert Spence College Middle and High School in Amble.**

**Widdrington Station is an expanding ex-mining village close to the beautiful North-East coast of England and about 80 miles from the Scottish border. The main east coast railway line passes through the village. It is within easy travelling distance of the market town of Morpeth and the conurbations of South East Northumberland and Tyneside. The village is changing rapidly with many new houses and more planned.**

**The original community school was at Stobswood and the present building was opened in September 1974. It was subsequently extended in 1993 additionally an Early Years Unit was created with DFEE funding. The school has a large hall, spacious classrooms, a library/computer suite, music and resource base, as well as extensive grounds including an adventure play area. Located next to the library, the community centre and the new Health Centre, Grange View is at the heart of the village.**

# **GRANGE VIEW C.E. PRIMARY SCHOOL**

**Our Christian Vision is that- Everyone sparkles.**

*Grange view welcomes everyone to flourish and thrive. We are lifelong learners that strive to achieve our God given potential.*

*So don't hide your light! Let it shine brightly before others.*

**Matthew 5:16** The Passion Translation of the bible

## **Our Ethos**

The children are living a Christian life where they aim to sparkle, thinking about our core Christian Values; Love, Friendship, Trust, Forgiveness, Respect and Wisdom

## **Our Aims**

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

**We aim to SPARKLE!**

# School Organisation

Our school is organised into three Key Stages

FOUNDATION STAGE	Early Years	Ages 2 - 4
	Reception	Ages 4 - 5
KEY STAGE ONE	Year 1	Ages 5 - 6
	Year 2	Ages 6 - 7
KEY STAGE 2 (lower/upper)	Year 3	Ages 7 - 8
	Year 4	Ages 8 - 9
	Year 5	Ages 9 - 10
	Year 6	Ages 10 - 11

<b>Chair of Governors</b> <b>Headteacher</b> <b>Deputy Headteacher</b>	Mrs R Griffin Mrs L Laskey Mrs L Chapman
<b>Teaching Staff</b>	Mrs L Waters, Mrs D Patterson Miss L Darlow, Miss L Conroy Mrs L Chapman, Mrs O Timmins, Miss E Davies
<b>Office Manager</b> <b>Higher Level Teaching Assistants</b> <b>Teaching Assistants</b>  <b>Apprentice Teaching Assistant</b> <b>School Kitchen</b> <b>Caretaker</b> <b>Cleaner</b>	Mrs L Burt Mrs H Cessford, Mrs L Henderson Miss M Gray, Miss C Bell, Mrs L Tait, Miss D Gutherson, Mrs Curtis, Miss J Macdonald Miss L Abbey Mrs T Palmer, Mrs A Beginn Mr M Guy Miss M Cassidy

The school is grouped for the academic year in the following way:

<p align="center"><b><u>Early Years</u></b></p> <p align="center">Mrs Waters/Mrs Patterson Mrs Tait Mrs Henderson Miss Gutherson Miss Abbey Miss Macdonald</p>
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<p align="center"><b><u>Key Stage One</u></b></p> <p align="center">Miss Darlow Miss Conroy Miss Bell</p>
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<p align="center"><b>School Hours</b></p> <p align="center"><b><u>Early Years</u></b> 8.30 – 11.30am 12.30-3.05pm</p> <p align="center"><b><u>Oak Class</u></b> 8.45 – 11:30 12.30pm – 3.15pm</p> <p align="center"><b><u>Key Stage 1</u></b> 8.45 – 12.00 1.00 - 3.15pm</p> <p align="center"><b><u>Key Stage 2</u></b> 8.45 – 12.10pm 1.00 – 3.15pm</p>
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<p align="center"><b><u>Key Stage Two</u></b></p> <p align="center">Mrs Chapman Miss Gray Mrs Timmins Mrs Cessford Miss Davies Mrs Curtis</p>
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# Schedule of School Holidays for the School Year

## NORTHUMBERLAND

### SCHOOL HOLIDAY AND TERM DATES 2025 / 2026

<u>HOLIDAY OR OCCASION OF CLOSURE</u>	<u>DATE ON WHICH SCHOOL WILL CLOSE</u>	<u>DATE ON WHICH SCHOOL WILL REASSEMBLE</u>
Summer 2025	Friday 18 July 2025	Wednesday 3 September 2025
<b><u>TEACHER TRAINING DAY</u></b>	<b><u>MONDAY 1 SEPTEMBER 2025</u></b>	
<b><u>TEACHER TRAINING DAY</u></b>	<b><u>TUESDAY 2 SEPTEMBER 2025</u></b>	
October Half-Term 2025	Friday 24 October 2025	Tuesday 4 November 2025
<b><u>TEACHER TRAINING DAY</u></b>	<b><u>MONDAY 3 NOVEMBER 2025</u></b>	
Christmas/New Year 2025/2026	Friday 19 December 2025	Tuesday 6 January 2025
<b><u>TEACHER TRAINING DAY</u></b>	<b><u>MONDAY 5 JANUARY 2026</u></b>	
Spring Half-Term 2026	Friday 13 February 2026	Monday 23 February 2026
Easter 2026	Thursday 2 April 2026	Monday 20 April 2026
<b><u>MAY DAY</u></b>	<b><u>MONDAY 4 MAY 2025</u></b>	
Summer Half-Term 2026	Friday 22 May 2026	Monday 1 June 2026
Summer 2026	Friday 17 July 2026	<b>TBC</b>

### ***Important Information***

***Research suggests that children who are absent from School may never catch up on the learning they have missed, which may ultimately affect exam and test results. As a parent/carer you can demonstrate your commitment to your child's education by not allowing your child to miss school for anything other than an exceptional and unavoidable reason.***

The Education Act (1996) requires parents to ensure their child attends school regularly. The Education (Pupil Registration) (England)(Amendment) Regulations 2013 states that Headteachers may not grant leave of absence during term time unless:

- An application has been made in advance to the Headteacher by a parent with whom the pupil normally lives with: and

- The proprietor (Headteacher) or person authorised by the Headteacher considers that leave of absence should be granted due to the **exceptional circumstances** relating to that application.

The Head Teacher must be satisfied that there are exceptional circumstances to justify an authorised absence. It is the parents' responsibility when submitting the request to provide all the information and evidence to prove this.

**GRANGE VIEW PRIMARY SCHOOL DOES NOT AUTHORISE ANY HOLIDAYS DURING TERM TIME.**

The request for authorised Leave of Absence must be made at least two weeks in advance and the Head Teacher may invite the parent/carer(s) into school to discuss the request before a decision is made.

If the Head Teacher authorises the Leave of Absence it is expected that the child's attendance will be of a satisfactory level both prior and after the date covered by the request.

If the Head Teacher refuses Leave of Absence and the absence is recorded as unauthorised, the Head Teacher may refer the matter to the Local Authority requesting that a Penalty Notice be issued.

**All schools in the Coquet Partnership have agreed that if an unauthorised leave of absence is taken during term time and the pupil's attendance in the 12 month period leading up to the leave of absence is less than 90% (the equivalent of nearly 4 weeks of school)**

**Children who attend school every day:**

- Have the best chance of achieving well
- Are more settled
- Develop good work habits for the future
- Are better prepared for learning often enjoy school more.

**Children who often miss school or are late:**

- Miss important learning
- Can feel left out
- Develop poor work habits
- Suffer from low self esteem
- Are often unsettled
- Can find it hard to catch up
- Find it hard to be prepared for learning.
- Miss key concepts, special events, trips and visits.

## Why choose our school?

### Quotes from OFSTED

**“Pupils are happy, feel secure and respond well to the work they are given. Their behaviour is good, they are sensitive to others and their sense of community is bolstered by their involvement within the school and locality”**

**“The forest school activity is instilling in pupils a healthy respect for the environment”**

**“All groups of pupils, including those with special educational needs and/or disabilities achieve equally well”**

**“Good curricular experiences and the pervasive Christian ethos give pupils a sense of belonging and raise their self-esteem, thus benefiting their spiritual development.”**

### **We offer a Broad and Balanced Curriculum**

The school provides a broad and balanced curriculum focusing on the development of the whole child and equipping them with the skills needed to succeed in the global community we now live in. The curriculum is planned and delivered through a creative approach, maximising opportunities for independent learning and development of key skills.

Every opportunity is taken to enhance the curriculum

### **Curriculum Provision and Agreements for Pupils with Special Educational Needs**

We aim to create a positive environment for learning and we provide individual differences within the classroom, adapting our teaching methods through careful selection of a range of teaching materials. Where particular learning difficulties are identified, the children are placed on our Special Educational Needs register. Parents are informed and asked to visit the school to discuss their child and the provision which will be made for him/her within the classroom.

Individual Education Plans are drawn up with the co-operation of parents. Specific targets are set and reviewed regularly as laid down by the Code of Practice.

If it is thought necessary, parents' permission will be sought to involve outside agencies such as the Educational Psychologist, Speech Therapist or other medical services. If a formal assessment is required to be made, parental consultation takes place at every stage.

### **Religious Education and Collective Worship**

The content of our Religious Education provision is in line with the Northumberland agreed syllabus and as a Voluntary Controlled Church School, with the consent of Governors we supplement the locally agreed syllabus with units from the Diocesan Syllabus.

All parents have the right to withdraw their children from religious education. If you wish to withdraw your child please contact the Head Teacher so that alternative arrangements can be made.

The legal basis for Collective Worship is in accordance with the principles and practices of the Church of England and fulfils the requirements of the 1988 Education Act. In our school Collective Worship is placed at the centre of the school's daily life. Worship is organised and led by staff, visitors and pupils. All parents have the right to withdraw their child from Collective Worship; if you wish to withdraw your child please contact the Head Teacher so that alternative arrangements can be made.

Withdrawing a child from Religious Education or Collective Worship cannot guarantee exclusion from the religious character of the school, and the Governors hope that in choosing a church school, parents are thereby committing themselves to their child's participation in the religious life of the school.

### **Relationship and Sex Education**

The 1998 Education Act requires Governing bodies to decide whether sex education should be part of the curriculum and to make and keep up to date a written policy. The Governing Body of this school passed a resolution to include sex education within the curriculum of this school. Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any part or all of the School's programme of sex education, other than those elements which are required by the National Curriculum Science Order.

# Admissions

## **Arrangements for Admissions and Induction**

Children starting school for the first time are admitted in the term of third birthday falls, providing places are available. The Early Years currently have places for 26 pupils. For any families who are entitled to the 30 hours childcare offer we are able to provide additional provision.

Children then move into our Reception class in September (in the school year in which they reach five years old). In the case of over subscription to the school the admissions criteria will be applied. Please see our website for full details of the admission procedure, criteria and appeals process.

## **Arrangements for Pupils with a Disability**

At Grange View we welcome applications for school places from any interested party.

No pupil will be refused admission to the school purely on grounds of disability, unless it was thought the school could not provide the best educational environment for the child, following discussions with the Diocese, the Local Authority and all parties concerned.

Grange View C. of E. Primary School is a single storey building. Disabled toilets are available. We have an Equal Opportunities policy, which is in place and reflected throughout the school. The school's accessibility plan details future plans for increasing access to the school by pupils with disabilities.

## **Children moving through the school**

Reception and Year 1 teachers work closely together on a structured induction programme to ensure a smooth transition between Foundation Stage and Key Stage 1. This will involve staff from Reception and Year 1 meeting and working with the children.

Year 2 and Year 3 teachers work closely together on a structured induction programme to ensure a smooth transition between Key Stage 1 and Key Stage 2. This will involve staff from Year 2, 3 and 4 meeting and working with the children.

## **Children transferring to and from other schools**

Parents moving into or out of the area should notify the Head Teacher as soon as possible so that arrangements can be made for the children to visit their new school and for transfer of books and records.

Year 6 follow a structured transition programme which includes a visit from the head of Year 7 and a one day visit to their chosen Secondary school.

## Our Learning Environment



Grange View Primary School has undergone quite a transformation over the past 5 years. Extensive refurbishment and reorganisation both inside and out means we have excellent and spacious facilities. This includes a Forest School area with our trained Forest School leader – Miss Gray.

The Foundation Stage area overlooks the playing fields and wildlife garden. There is an enclosed quadrangle, with new soft surfacing and a more extensive fenced area for outdoor learning and play. We are currently in the process of updating the outdoor play area and as well as already having a purpose built climbing frame and sand pit.

There are 4 classroom bases for children in years 1 to 4, plus a meeting room which can be used for interventions and phonics lessons. The new well stocked library area and ICT suite are situated just off the hall.

Administration and staff areas are close to the school main entrance. Security is high on our list of priorities.

We have a cycle/scooter canopy. Many of our families cycle to school.

We make good use of the environment outside the school enhancing the learning opportunities for children. We have a Forest School and all classes access the Forest area on a weekly basis.

## Class Organisation

We currently organise the school as such:

- Early Years – 2 Year Olds & Nursery
- Oak – Reception
- Key stage one – Y1 and Y2
- Key stage two- Y3, Y4, Y5 and Y6
- These are the registration classes.

The children mostly stay in their class groupings except for some creativity sessions and sporting activities.

## Foundation Stage (age 3-5)



Children are usually admitted to our Early Years Unit the term after their 3<sup>rd</sup> birthday. We work closely with parents and carers in deciding the best options for individual children. Most children attend five half day morning sessions and we do offer an additional 15 hours for those entitled or who wish to pay. The charge for this is £15 per session. In the September of the school year in which children will reach their 5<sup>th</sup> birthday, they start Reception and attend full time.



Our Early Years Unit is staffed by one teacher and three Teaching Assistants with the appropriate ratios of staff to children. Additional support is provided for children with special needs. We place a high priority on providing a good adult / child ratio and take pride in the quality and breadth of support we provide for our children and each other.

The Foundation Stage Curriculum is organised into seven areas of learning.

- ◆ Personal, social and emotional development
- ◆ Communication and language
- ◆ Physical development
- ◆ Mathematical development
- ◆ Literacy
- ◆ Expressive arts and design
- ◆ Understanding of the world

Our Early Years Team:

- ◆ Plan and resource a challenging environment to extend and support children's spontaneous play.
- ◆ Extend and develop children's language and communication in their play.
- ◆ Support children's learning through small group activities and planned play activity.

We are very proud of our approach to Early Years education. Please see our separate Early Years brochure.

Key Stage 1 (age 5-7)

Key Stage 2 (age 7-11)



The Foundation Stage Curriculum prepares children for the next steps – that is The National Curriculum at Key Stages 1 and 2. Teachers in all three key stages work together on learning and teaching developments, ensuring a shared approach and consistency of practice.

We plan for transition between classes and key stages. Staff working across key stages and whole school times ensure children are secure with school layout as well as the adults in school. We also work closely with local services and our feeder school, James Calvert Spence College.

In both Key Stages we have collaborated closely as a staff to ensure that not only do all our well planned topics meet the requirements of the National Curriculum but they engage and interest all our learners,

regardless of background, attainment or gender. We take a keen interest in planning topics that show great progression in knowledge and skills as the children transition through the school but also have creative hooks that foster curiosity and enthusiasm. In both key stages we are passionate about using educational visits to support and consolidate the children's learning and build their awareness of the wider world and their locality.

Throughout all key stages at Grange View, our extensive outdoor learning environment is used to support all aspects of the curriculum especially scientific concepts, fostering a love of nature, problem solving and celebrating moments of awe and wonder.

## Our Curriculum

**Grange View welcomes everyone to flourish and thrive.  
We are lifelong learners that strive to achieve our God given potential.**

Here at Grange View children are immersed in a stimulating and secure environment to enable all to succeed and achieve their full potential. Our personalised curriculum is engaging and meaningful. It enriches children's knowledge of the world and prepares them for their lifelong educational journey.

We have developed a broad and balanced curriculum which is organised on a two year cycle throughout the whole school. The curriculum has been mastered to include children's interests, consideration of our local context and planned carefully to address current priorities in our school. We believe a thematic sequence of learning supports our children to apply transferable skills and embed a secure understanding of all subjects within the curriculum. We do this by providing experiences that challenge them, develop their problem solving skills and help them respond positively to problems or mistakes. We want our pupils to be independent, resilient and confident learners.

Our curriculum plan has been well designed to grow caring citizens who value the world we live in and celebrate moments of awe and wonder. We utilise our outdoor environment and local context to enrich learning and give real life experiences. An understanding of what life is like in and beyond Northumberland, in Britain and in other parts of the world is built within our curriculum. We want our children, who come from a variety of backgrounds and have different needs, to have equal opportunities, to learn tolerance, respect and be ambitious. It offers opportunities for collective reflections and inspires spiritual development that shapes daily lives and helps our children to form values which will allow them to make moral choices throughout their lives, not just during their school years. We want to raise every child's aspirations so they are ready to embrace new challenges in their next stage of education. Reading, writing, oracy and mathematics are embedded in Early Years and built upon throughout their time at Grange View with ambitious and clear end points. This is designed to inspire, stimulate and build resilience to ensure children have the opportunities to be successful throughout their lives. We have a carefully devised skills progression for each

subject that ensures core knowledge and vocabulary are revisited through a spiral curriculum at appropriate levels throughout their time in school.

In the current modern world we live in, we need to educate the children to embrace technology and use it carefully. Technology is used across all subjects on a daily basis and through digital literacy they know how to stay safe.

We work in partnership with home, school, church and the wider community to celebrate our Grange View children and jointly showcase their knowledge, articulacy, respect and ambition.



## English

At Grange View we appreciate that being able to read and write fluently and confidently are essential for our pupils to flourish and progress in their English learning based on their starting points. We fully value offering our children the opportunity to work with a variety of resources and approaches to facilitate and support the teaching and learning of English concepts in Reading and Writing throughout the school. This approach is pinnacle to the development of our children's literary thinking and equipping them for their next stages of their education. Reinforcement is achieved by ensuring knowledge is revisited regularly throughout the year groups to create fluent reading and writing for all.

Our children need to develop these necessary reading and writing skills so they can access the whole curriculum and become deeper thinkers by using their literary knowledge. English is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge in their everyday lives, with the intention of raising aspirations and creating a continual love of learning English inclusively for all. We use a blended approach of ambitious vocabulary, high quality comprehension and extended writing opportunities across all subjects.

At Grange View we provide a high-quality phonics programme that ensures all children are given the same opportunities to learn to read. At our school we follow the accredited **Read Write Inc.** Phonics programme. This is a fast pace programme that teaches children to read accurately and fluently with good comprehension. Reading is a high priority in our school as we aspire for all children to learn the skills needed to be able to confidently read, unlocking a love of reading and all future learning.

## Mathematics

We have developed a maths curriculum that is progressive, challenging and engaging. We appreciate that fluency and a confident number sense are essential for our pupils to flourish and progress in their mathematical learning based on their starting points. We fully value offering our children the opportunity to work with a variety of concrete and pictorial representations to facilitate and support the teaching and learning of mathematical concepts whether in Early Years or Key Stage 2. This approach is pinnacle to the development of our children's mathematical thinking and equipping them for their next stage of their





## Religious Education

At Grange View, Religious Education is taught in accordance with the Northumberland LA Syllabus and guidance from the Newcastle and Durham Diocese, and reflects the distinctive and inclusive ethos of our school. As a Church of England school, Religious Education carries a high status within our curriculum to ensure we offer our children unique opportunities to promote their spiritual, moral, social and cultural development. Our curriculum provides engaging experiences for all of our children to explore the significant theological concepts within Christianity and different world religions. Lessons are carefully crafted so children can explore diverse world faiths through a variety of approaches.



We aim to immerse pupils in an enquiry approach where they can debate and make reasoned and informed judgements about the world around them, creating religiously literate individuals.

## Computing



Our aim is to provide a high-quality computing education which equips children to use computational thinking and creativity to understand and change the world regardless of their starting points in life and home environment. At Grange View we give our pupils life- skills that will enable them to embrace and utilise new technology in a socially responsible and safe way in order to flourish and achieve their God given potential. We want our pupils to be able to operate in the 21<sup>st</sup> century workplace and we want them to know the career opportunities that will be open to them if they study computing, raising aspirations.

Our intention is that computing also supports children's creativity and deep links with other subjects to engage children and enrich their experiences in school. Not only do we want them to be digitally literate and competent end-users of technology, equipped to tackle their next stage of education.



## The Arts

Our aim is to provide a high-quality and authentic arts education for our pupils, which covers a variety of arts, crafts, drama, design, dance and music to inspire pupils to innovate and develop a creative understanding. We will offer pupils opportunities and experiences that will stimulate a love for the arts in a meaningful and continuous process that they will remember and aspire to throughout their school life and beyond. It is our responsibility to engage our pupils and expose them to different artistic movements, artists and artwork from history and the modern world to help broaden their horizons and unlocking potential.



Our art and design curriculum is a challenging and purposeful progression of skills starting in the early years and continuing throughout their learning journey at Grange View. It focuses on communicating ideas through the creation of artwork either individually or as a collective, all this is underpinned by a developing knowledge of the arts through a growing vocabulary and understanding of the tools, techniques and movements that have led to where we are today. In music we follow the Charanga online program extended further in KS2 with specialist provision. This covers all aspects of the national curriculum, to listen and appraise, perform with song and instruments, improvisation and composition.

## Design Technology



With DT we intend to equip children to use critical thinking and creativity to understand and change the world. At Grange View we give our pupils life- skills that will enable them to flourish and achieve their god given potential. We want our pupils to be able to operate in the 21<sup>st</sup> century workplace and we want them to know the career opportunities that will be open to them if they study DT.

Our Design Technology curriculum focuses on a progression of knowledge and skills. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Our intention is that Design Technology supports children's creativity and allows children to apply the knowledge and skills learned in other subjects, particularly Maths, Science and Art. Children's interests are captured through theme learning, ensuring that links are made in a cross curricular way, giving children motivation and meaning for their learning.

## Physical Education

Our aim is to provide a high-quality physical education which aids children to physically develop and improve levels of fitness and mobility during their younger years. At Grange View, our physical education programme has been developed to engage children in all forms of sport and games. Within our provision we have planned a wide range of sporting activities to ensure all children at Grange View understand the need to live a healthy and active lifestyle. Within the programme, children become equipped with both physical skills and social values, preparing them for their future lives. The children are given exciting opportunities to try different areas of sport, coached by specialist sports leads or by teachers, and participate in a wide variety of inter and intra sport competitions which build their confidence, social interactions and further love of keeping active.



## PSHE/RSHE



At Grange View Primary School, the RSHE curriculum covers subject knowledge, skills and understanding in Relationships, sex and Health education which will prepare children to become healthy and responsible members of society

currently and in their future lives.

It will support them with the development of their social and personal skills and tackle many of the moral, social and cultural issues that are part of growing up. We provide children with opportunities to learn about their rights and responsibilities and appreciate being a member of a diverse society. We encourage our children to be open and honest about their feelings and emotions, to create a secure environment within which mental health can be supported and discussed. Effective communication will be encouraged for all the children by ensuring all views are listened to and respected.

All of the children at Grange View Primary School will be supported in developing their self-worth by playing a role in contributing to school and the wider community. We strive for all our children to leave Grange View having a secure sense of self, how to be safe and how to care for others.

### Sex and Relationship Education

Sex education is taught in the context of healthy growing bodies, relationships, RE and the statutory requirements of the science national curriculum. Parents have the right to withdraw their child from any part of sex education that is outside the compulsory requirements of the curriculum. We invite you to discuss this with the headteacher.

## Modern Foreign Languages

Our aim is to provide high quality MFL education which equips children to develop oracy skills and understand different cultures and societies regardless of their starting points in life. At Grange View we expose our pupils to French, building their simple conversational language to communicate with others outside of their community. We want our children to be able to operate in the 21<sup>st</sup> century using their transferable language learning strategies and inclusive attitudes.



It is important for the children to understand that the world that they live in is vibrant and full of lots of different communities. As we believe it is important for the children to learn about other cultures and communities through MFL, we celebrate the European Day of Languages annually. Through this, the children learn about the language, culture and lifestyle of these countries.

### Special Educational Needs

All children at Grange View have the right to a broad, balanced, differentiated and relevant curriculum, regardless of gender, race or educational ability and we encourage each individual to achieve success. We define a child as having Special Educational Needs when his/her learning, emotional, behavioural or physical needs are significantly different from those of the majority at any given time.

The Code of Practice has been developed to identify and assess Special Educational Needs. It gives clear guidelines on the identification, assessment and provision for Special Educational Needs and through this children's special needs are identified at the earliest opportunity. Individual programmes are devised which may involve working individually or in small groups within the class or other parts of the school. Children's progress is carefully monitored.

We have excellent working partnership with a range of other professionals including the Educational Psychologist, Speech and Language Therapist, School Nurse and Health Visitor. We ensure that procedures and practice for statement/EHCP pupils satisfy statutory requirements and parents / carers are consulted at every level.

### Pastoral Care: Grange View Buddies

We're really proud of our Buddies. All Year 3 children are trained in the summer term so they can apply and go through the interview process to become a buddy: their role is to assist other children in building up friendships. We support our children in developing the skills they can use to promote positive relationships and solve conflict at play and lunch times.

## Home / School Links

### **Assessment and Recording**

The school keeps records for all pupils. Children are continually assessed by the class teacher in terms of their learning and personal development and at key times of the year children are tested in each year group. Children are assessed on entry to nursery and at the beginning and end of the Foundation Stage using the new Early Years Foundation Stage Profile. Statutory national testing takes place at the end of Year 2 as well as Phonics screening on Year One. In addition, Year 4 have a statutory online Times Tables Table assessment. Results of tests and ongoing assessments are used to plan future learning, to ensure children are making expected progress and to identify those needing extra support or extension. This information is available in school for parents to view and of course is discussed at length in parent interviews.

### **Reporting to Parents**

Individual parent interviews are offered in the Autumn and Spring terms which have a termly summary document for parents on their pupils targets and successes, then reports are sent home yearly in the summer term. In Year 2 these include the results of national tests (SATs). At interviews we share with you your child's learning targets and keep you up to date with progress towards these targets. Parents are however invited to consult teachers about their child's progress whenever they feel the need. In addition, each year we offer parents the opportunity to join us to find out about what we are in more detail. We also host parenting workshops and open days where parents have the opportunity to see their child's work and classroom.

### **Home / School Links and Homework**

We value our relationship with parents and believe that by working together we will develop a home school partnership that will enhance children's learning. Children learn best when home and school work together and we keep parents / carers informed about the work going on in school. We use 'Class Dojo' an online communication app as a safe and secure means to share daily successes from class teachers and provide a means for parents to contact their child's teacher. We have a homework policy in place and parents are consulted regularly for their opinion as well as supporting their child to complete at home.

## How you can get involved

We have lots of “helpers” in school, but we’re always ready to welcome anyone who feels they have something to offer. Most are parents /carers, although we also have community members, and grandparents who often started helping when they had their own family members in school, but have stayed on.

Helping can be what you want it to be – in the classroom, supporting groups or individual children, reading, changing books, doing craft work, joining with school trips and visits. Not everyone is able to help in school time and some parents help with fundraising, or sewing and decorating.

All helpers have to have Criminal Records Clearance. Please see the office manager if you would like to apply for clearance.

### Friends of Grange View

The “Friends Association” is a way that community members as well as parents can be involved in supporting the school. We have been pleased to receive extra funds through their very hard work; people support us in many different ways. In recent years we’ve had extremely successful Christmas Summer and Easter Fairs, Film Clubs and Discos. As a result, we have provided play equipment and forest school development, pantomime trips and school nativity DVDs and we have been able to subsidise trips out of school and intend to provide additional enrichment experiences for the children such as zoo lab and circus visits.

## School Life

### Uniform

All children are expected to wear our school uniform, as it is both practical and inexpensive, and gives the children a sense of belonging. Items can be ordered and purchased from the school office. We offer a range of good quality second hand uniform Free to all families.

Our uniform consists of:

- Jade green sweatshirt or cardigan
- Jade green polo shirt
- Dark grey trousers, skirt or pinafore
- Jade green T Shirt for PE
- Jade green gingham dresses in summer

Children are expected to wear sensible shoes at all times.

## **P.E. Kits**

All children must wear a P.E. Kit to school on their allocated PE days. This should include school PE t-shirt and black jogging bottoms/ shorts. Trainers for outdoor use and a sweatshirt/cardigan are also useful.

## **Jewellery**

Jewellery is not permitted to be worn in school for Health and Safety reasons, with the exception of stud earrings if the ears have been recently pierced. If this is the case, the earrings must be covered up to avoid accidents on days when there is P.E.

Earrings must be removed for swimming before the child comes to school. The school does not accept responsibility for any damage or loss of jewellery.

## **Photographs**

After consultation with Parents, we do not allow photographs to be taken of children in school, or at school organised events other than by staff or authorized persons. Parents have the opportunity to withdraw their child from having any photographs taken in school. We have a photograph policy in place.

## **After School Clubs**

The School offers a variety of After School Clubs during the school term. These include:

- Crafts
- Football
- Gymnastics
- Lego
- Messy Church

## **Swimming**

Throughout the school year, Years 3 and 4 are taken for swimming lessons to Morpeth Leisure Centre.

## **School Meals**

We have an excellent catering service in school, all food is prepared on site and healthy eating is encouraged. Children who stay for lunch are supervised by the supervisory assistants during the lunchtime period.

Pupils who choose to have a school meal should pay for these on a MONDAY MORNING. We are a cash free school and all payments should be made via the School Money system. Those families in receipt of Income Support are entitled to Free School Meals. Applications can be made on-line or by telephoning 01670 623592.

Menus are available on the school website and theme days are a regular event.

## **Fresh Fruit and Milk**

All pupils in KS1 receive a piece of fruit each day. Milk is available to all pupils at a small charge, and free to those in receipt of free school meals and under 5's.

# Keeping everyone Safe

## **Safeguarding**

The school takes its responsibility to "Safeguard the Child" very seriously. We work in close partnership with other agencies. If we ever have a concern regarding a child's well-being, we will log that concern in school, talk to parents and possibly refer the concern to another agency such as Children's Services. Should parents ever have any worries about a child in school, they should talk about them with the Headteacher. For any concerns outside of school please call Onecall 01670 534600.

## **E-Safety**

Children should be encouraged to use the internet as much as possible but at all times in a safe way. Parents are asked if they agree to their child using the internet. Pupils must never be left unattended whilst online and teachers should ensure that this does not happen. If teachers know of misuse, either by a teacher or child the issue should be reported to the Headteacher without delay. As Child Protection Officer the Headteacher has overall responsibility for internet safety.

## **Complaints Procedure**

It is the aim of the Governors and staff of the school to provide the best possible education we can for the children in our school. Any concerns should be discussed with the Headteacher in the first instance. The school operates a complaints procedure, details of which can be obtained from the school website - <http://www.grangeview.northumberland.sch.uk/website/home/88919>

## Helpful Addresses & Community Contacts

**Chair of Governors:** Mrs. R. Griffin

c/o Grange View C.E. Primary School, Grange Road, Widdrington, Morpeth NE61 5LZ

**Clerk to the Governors:**

Director of Education, Northumberland County Council, County Hall, Morpeth, Northumberland, NE61 2EF. Tel. 0845 600 6400

**Widdrington Library:**

Grange Road, Widdrington, Tel: 01670 791548

**Area Training and Activity Centre:**

David Mather House, Mile Road, Widdrington, Tel: 01670 791808

**Widdrington Clinic:**

Grange Road, Widdrington, Tel: 01670 790229

**Health Visitor:**

Bryony Trafford - Tel: 01670 790316

*The details in this booklet are correct at the time of publication*