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## SECTION 1

### **GENERAL INFORMATION**

#### **Introduction**

Grange Farm Primary School is a Community School situated about two miles from Coventry City centre and has 211 pupils aged from 4 - 11. The School serves a private residential area in the Styvechale district and admits a significant proportion from outside the catchment area.

#### **School Hours**

**8.55 a.m. - 12.00 noon (KS1) - 12.10p.m. (KS2)**  
**1.10 p.m. - 3.30 p.m.**

#### **School Sessions:**

##### **All Pupils**

8.55 a.m. - 10.30 a.m.  
10.30 a.m. - 10.45 a.m.  
10.45 a.m. - 11.00 a.m.  
11.00 a.m. - 12.00/12.10 p.m.  
12.10 p.m. - 1.10 p.m.  
1.10 p.m. - 2.15 p.m.  
2.15 p.m. - 2.30 p.m.  
2.30 p.m. - 3.30 p.m.  
3.00 p.m. - 3.30 p.m.

First Morning session  
Assembly (Mon. – Thurs.)  
**Morning break**  
Second Morning session  
**Lunch break**  
First Afternoon session  
**Afternoon break**  
Second Afternoon session  
Friday Achievement Assembly

#### **Security and Safety**

As part of our school policy, security fencing has been erected and the only access to the school building and grounds during school hours is via the secure main entrance lobby. All visitors sign in a visitors' log before admittance. Staff are on playground duty in both the infant and the junior playgrounds from 8.45 a.m. until the start of the school day, as well as during the normal school playtimes. During the day, as well as staff on playground duty there is a member of staff on duty inside who is the designated first aider.

Termly fire practices are carried out with the children and staff, and all fire fighting equipment is checked annually. The fire alarms are checked weekly. The entire fire alarm system was overhauled and upgraded in 2004. The entire school is covered by a security alarm system which is directly linked to Coventry City Council's Rapid Response Team.

#### **Lunch Time Arrangements**

Hot meals, which are prepared on the premises, are available every day. There is a choice of healthy meals, including those for children with special diets. Dinner money, currently £8.00 per week, is collected on a Monday morning for the week in advance.

If parents prefer, children may bring a packed lunch. Lunch boxes should be secure and clearly marked with the child's name. Children can also bring milk or a fruit drink

to go with their lunch but containers must be unbreakable. Fizzy drinks and sweets should not be brought into school. Drinking water is always available. The Local Authority will meet the cost of the meals for families receiving Income Support, Income Based Job Seekers Allowance, Child Tax Credit (only if their annual income is less than £14,495) and those who are covered by the Immigration Asylum Act part 6. There is also the option of going home for lunch. Each class has a Supervisory Assistant who looks after the children during the lunch break both inside and outside.

### **Charging and Remissions Policy**

A copy of the policy on “Charging and Remission of Charges in Primary Schools” is available from the School office for parents to see on request.

To summarise the main points: -

- A charge cannot be made for school trips undertaken in school time. The School will propose events and voluntary contributions will be invited from parents. If sufficient funds are forthcoming the School will proceed with the activities.
- A charge can be made for trips which take place on non-school days or which substantially exceed school hours. The charge may include travel, board and lodging on residential trips.
- A charge may be made for materials used in activities such as cookery. These activities are classified as “optional extras” and a charge can be made if parents have previously indicated their willingness to pay the charges and wish their child to take the end product home.
- A charge will be made for music tuition for the playing of a musical instrument if taught by a visiting music teacher specialist. Detailed information on charging for music tuition is available from the School.

### **Remission of Charges**

Charges will be remitted by Coventry City Council or by the Governing Body to families receiving Income Support, Income Based Job Seekers Allowance, Child Tax Credit (only if their annual income is less than £14 495) and those who are covered by the Immigration Asylum Act part 6.

## **ADMISSIONS POLICY FOR LOCAL AUTHORITY COMMUNITY AND CHURCH OF ENGLAND (VOLUNTARY CONTROLLED) PRIMARY SCHOOLS**

The School Standards and Framework Act 1998 requires all infant (Years R, 1 & 2) class sizes to be limited to a maximum number of 30. Admission Numbers are therefore based on multiples of 15 and 30, which helps schools to organise infant classes of 30 or fewer.

### **1. Admission Number**

The school’s admission number for Year R is 30.

## 2. Admissions Criteria

The admission arrangements for the school are controlled by the Children, Learning and Young People's Directorate of Coventry City Council. To apply for a primary school place parents should complete the application form contained in the booklet "Primary Education in Coventry 2008" or you can complete an on-line form at the following web site address: [www.coventry.gov.uk/admissions](http://www.coventry.gov.uk/admissions)

The local authority operates a policy of "equal preference".

Parents will be able to apply for up to three schools. All three schools listed will be looked at as equal choices. However, parents should ensure they list the school they most want their child to attend as their first choice, followed by their second choice and then their third choice. All three schools will be considered against the respective over-subscription criteria for the schools chosen. Should the Authority be able to offer a place at more than one of the schools listed it will decide which single place to offer in accordance with the order in which the choices are listed.

For example:

- If a place can be offered at all three schools listed then a place will be offered at the school listed as first choice.
- If a place can only be offered at the schools listed as choices 2 and 3, a place will be offered at the school listed as choice number 2.

In all instances the Authority will endeavour to offer a place at the school listed first but parents are advised to read the admissions policies of all the schools requested so they can judge the likelihood, or not, of being offered a place at the school they most prefer.

If there are more requests for a school than there are places available within the school's admission number, places will be allocated in Local Authority Community and Church of England (Voluntary Controlled) Schools in accordance with the following criteria and in the priority order shown below:

- to children who at the time of admission are in public care (looked after children);
- to children who live in the catchment area served by the school, with a brother or sister at the school or corresponding Junior School in the case of separate Infant and Junior Schools, **provided that the brother or sister will continue to attend that school the following year;**
- to other children who live in the catchment area served by the school;
- to children with a brother or sister at the school or corresponding Junior School in the case of separate Infant and Junior Schools **provided that the brother or sister will continue to attend that school the following year;**
- to children by reference to the distance to the preferred school. A straight-line measurement will be made from the child's home address to the centre of the

preferred school site. The address used must be the child's permanent home address. The shortest measurement will have the highest priority.

### **Special Educational Needs**

If a child has a Statement of Special Educational Needs which names a school, they must be admitted to that school.

### **Looked after Children**

Priority will be given to children who are in the care of the local authority or provided with accommodation by the authority. A looked after child is defined in Section 22 of the Children Act 1989.

### **Brothers and Sisters**

The City Council sees the benefits of children from the same family attending the same school and gives priority to brother and / or sister\* connections in its policy for allocating places. However, where schools are over-subscribed no guarantee can be given that places will be available.

\*This also applies to stepbrothers, stepsisters, half brothers, half sisters and adopted brothers and sisters living at the same address.

### **Exceptional Grounds**

Exceptional Grounds are circumstances that can only be catered for by one particular school. All Coventry schools are resourced in the same way and have similar facilities, and therefore there are very few exceptional grounds that mean a child can only attend one particular school. For example, all schools are able to cope with common childhood illnesses such as asthma. Although childminding and childcare arrangements are very important to a working parent, it is not possible to take account of such arrangements when allocating school places. They will not be accepted as exceptional grounds.

Applications on exceptional grounds will initially be considered by the Head of Strategic Planning and Admissions Manager and referred to relevant professionals where considered appropriate. All applications on exceptional grounds must be supported by independent professional evidence, e.g. report from consultant psychologist. Headteachers, Class Teachers, Elected Members and other Council employees are NOT permitted to support applications; any information submitted from such sources will be disregarded. Where it is decided that the grounds are not sufficient, or no additional information is submitted, the application will then be considered against the remaining admission criteria.

### **Distance**

If it is not possible to meet all of the requests in any one of the categories described above, the City Council will prioritise the requests within that category by reference to distance. A straight-line measurement will be made, using a computerised mapping system, from the child's home address to the centre of the

preferred school site. The address used must be the child's permanent home address. The shortest measurement will have the highest priority.

### **Deferred entry into Primary School**

Legally a child does not have to be educated until the term after their fifth birthday. Parents may feel their child is young for their age, or there may be other reasons for wanting to delay their entry to school. This is called deferred entry.

In this situation applications for a place should be made in the normal way. The authority recommends that the parent / carer contact the headteacher of the preferred school to discuss the matter in more detail prior to submitting the application form. If the parent / carer then decide to apply, a place will be reserved until the child starts – the Authority cannot allocate it to another child.

Parents / carers cannot assume however that an application for a deferred entry place will be successful. It will be considered alongside all other applications in accordance with the general City Council admissions policy.

### **Children currently attending Local Authority Maintained Nursery Classes**

Parents of children already attending Nursery Classes will also need to complete an application form in order to request a place at their preferred Primary School. The policy of the City Council is not to provide nursery classes at every school, but to provide classes which serve a wider area than the school's catchment area. The number of part-time places available in a nursery class therefore often exceeds the number of places available in the Reception Class in the same school. **The City Council cannot therefore guarantee that a pupil who is admitted to a school's nursery class will be admitted to the same school.**

### **Late Applications**

- The closing date for the receipt of applications is 18 January 2008.
- All applications received after 18 January 2008 will be late. However they will also be considered along with applications received on time up to 29 February 2008.
- Applications received between 29 February 2008 and 21 April 2008 or after will be placed on the relevant waiting list and offered places when possible after 5 May 2008.

This means a late application is less likely to be allocated a place in a popular school as applications received on time may already have been allocated all of the available places.

### **Waiting List**

The Authority cannot always offer places at a preferred school. If this is the case the child's name will be automatically placed on the Waiting List for community and voluntary controlled schools. If places become available, the Authority will allocate the places to those who best meet the admissions criteria. Applicants may therefore move both up and down the list depending on whether others

joining the list better meet the admissions criteria. Voluntary Aided schools will operate their own lists in conjunction with the Local Authority.

Waiting Lists will remain in operation until the start of the 2008 Autumn Term. Thereafter, parents will be required to register their interest in the preferred school every 21 days, otherwise they will be deemed to have withdrawn their interest.

Parents whose preference is not met by the Children, Learning and Young People's Directorate can appeal to an independent appeal panel.

**If a school place is offered on the basis of an address, which is subsequently found not to be the child's normal home address, the place will be withdrawn.**

Full details of the admissions policy are given in the Children, Learning and Young People's Directorates annual publication "Primary Education in Coventry". From 24 September 2007 copies of this booklet are available from Primary Schools or the Children, Learning and Young People's Directorate in Civic Centre 1, Little Park Street, Coventry CV1 5RS or by telephoning (024) 7683 1622 or 7683 2499.

### **3. Visiting the School**

Parents considering sending their children to Grange Farm are invited to make an appointment with the Headteacher to view the School and discuss school policies and organisation. We welcome parents and their children and suggest making a visit to the School during school hours, where a range of activities across the School will be seen.

#### **Parental Involvement in School**

One of our School's primary aims is to develop strong links between home and school, as this is an essential factor in a child's progress and development. During the academic year preceding children's entry into school there is a variety of additional opportunities for parents and children to visit the school. For children preparing to start school in the Reception class there is a planned **Induction Programme** which comprises a **Pre-School Club** approved by the Governing Body and organised by a teacher and volunteer parents. It meets every Thursday afternoon during term time and enables children to meet Staff and to experience and join in school activities. Teaching staff run a programme of meetings in school and visits to the Reception Classroom which provide parents and children with as much information as possible. These activities are optional.

Once children have started school, parents are encouraged to discuss problems or queries, as they arise, with the staff or the Headteacher. We value the day to day contact with parents as it helps to build strong relationships between families and staff. Parents can also make an appointment with the Class Teacher or Headteacher if a longer session needs to be arranged. This can be arranged by telephoning the school secretary between 9.00 a.m. and 4.00 p.m. on Coventry 024 7641 1098.

To promote good relationships and understanding between the school and families we have a "Home-School Agreement" which we encourage parents, children and the

school to sign. Both the school and the parents keep a signed copy of the agreement.

In addition there are three **Parents' Evenings** during the year. In the Autumn Term parents are invited into school to meet with their child's class teacher. The purpose of this meeting is to discuss how your child has settled into the school routine and to ensure there are no concerns. During the Spring Term appointments are arranged with Class Teachers to discuss children's progress, and to discuss arrangements for future development. It is also an opportunity for parents to see their children's work. In the Summer Term annual written reports are sent home and opportunities to discuss these with teachers are given if required. Parents are invited to make a written response to these reports and are also able to retain copies of them.

Parental support is highly valued. Each year parents are invited into school and volunteers assist staff in a variety of ways, e.g. helping with pre-school club, reading activities, Literacy Hour support, library, craft, ICT (information and communication technology), escorting children to the swimming baths and sporting events, and in the preparation of materials and resources.

Communication with parents is the key to the on-going success of the School. Regular newsletters are sent out to inform parents of all school activities. A notice board in the entrance lobby and on our Key Stage 1 playground displays information about local and school events and also a copy of the latest newsletter home.

The School has an active **parents' group, Friends of Grange Farm (FGF)**, which organises a number of **social events** to provide opportunities for families and staff to meet socially. The FGF produce regular letters to keep parents informed of events and to give information of the latest initiative or issue. The FGF supports family events such as Sports Day and provides and serves refreshments. In recent years events have included summer barbecues and children's discos.

### **Before and After School Care**

An independent organisation called "Fun for Kids Ltd" runs a club, which offers before and after school care. The club opens at 8.00 a.m. until the start of the school day, 8.55 a.m., and evening sessions start at the end of school, 3.30 p.m. until 6.00 p.m. The club is well staffed and organises a variety of activities. Activities include painting, model making, table football, cooking, dance and a range of outdoor sports. The staff of Fun for Kids have the necessary training, follow a strict health and safety code, and have regular checks by Coventry City Council and OFSTED.

## 2008/2009 School Terms and Holidays

Term	Pupil Dates	Teacher Day (Fixed by LA)
<b>Autumn 2008</b>	Tuesday 2 <sup>nd</sup> September to Friday 19 <sup>th</sup> December	Monday 1 <sup>st</sup> September
(Total Days 75)		
(Pupil Days 74)	<b>Half Term Break</b> Saturday 25 <sup>th</sup> October to Sunday 2 <sup>nd</sup> November	
	<b>Christmas Holiday</b> Saturday 20 <sup>th</sup> December to Sunday 4 <sup>th</sup> January	
<b>Spring 2009</b>	Monday 5 <sup>th</sup> January to Thursday 9 <sup>th</sup> April	
(Total Days 64)		
	<b>Half Term Break</b> Saturday 14 <sup>th</sup> February to Sunday 22 <sup>nd</sup> February	
	<b>Easter Holiday</b> Friday 10 <sup>th</sup> April to Sunday 26 <sup>th</sup> April	
<b>Summer 2009</b>	Monday 27 <sup>th</sup> April to Tuesday 21 <sup>st</sup> July	
(Total Days 56)		
	<b>May Day Holiday</b> Monday 4 <sup>th</sup> May	
	<b>Half Term Break</b> Saturday 23 <sup>rd</sup> May Sunday 31 <sup>st</sup> May	
	<b>Summer Holiday</b> Wednesday 22 <sup>nd</sup> July	
<b>Total Days</b> <b>194 + 1 Fixed Teacher Day = 195</b>		

### NOTES:

*4 Teacher Days to be fixed by individual schools within the 194 days. Head Teachers should ensure there are 190 pupil days set. 1 Teacher Day is set by the LA leaving the remaining 4 days to be set by the school with regard to the agreed principles and protocols as agreed with the Children, Learning and Young People's Director and the Trade Unions.*

## School Governors

### GRANGE FARM PRIMARY SCHOOL GOVERNING BODY

#### Membership and Structure

##### LEA Governor (Council Appointed)

Cllr Tim Sawdon	Cllr John Blundell	Mrs Shelagh Rixon
*(31.08.08)	*(23.07.10)	*(23.07.10)

##### Parent Governors

Mrs Ann Follows	Mrs Helen Hughes	Mrs Julie Prescott	Mrs Parneet Kang
*(06.12.08)	*(12.11.07)	*(12.11.07)	*(06.12.08)

Dr Andrew White

\*(21.03.08)

##### Co-opted Governors

Mr Colin Marscheider (Chair)	Mr Pete Cattell (Vice-Chair)	Mr Douglas Howatt
*(02.07.08)	*(09.02.08)	*(26.02.10)

##### Teacher Governor

Mr Trevor Elliott  
Grange Farm Primary  
Dewsbury Avenue  
Styvechale  
Coventry CV3 6NF  
\*(01.09.10)

##### Support Staff Governor

Mrs Christine Rogers  
Grange Farm Primary  
Dewsbury Avenue  
Styvechale  
Coventry CV3 6NF  
\*(13.10.09)

##### Headteacher

Mr Ben Whelan  
Grange Farm Primary  
Dewsbury Avenue  
Styvechale  
Coventry CV3 6NF

\*Governors serve for four years. These dates indicate the end of their term of office.  
Contact with Governors can be made via the school office. (Tel: 024 7641 1098)

## **SECTION 2**

### **ETHOS AND VALUES**

#### **Extra-Curricular Activities**

These vary at different times of the year. During the autumn and winter months school sports include football, rugby, netball and cross-country running. Practices and fixtures take place at lunch time, weekends or immediately after school. During the summer, rounders and athletics are the predominant sports. Short tennis and basketball are very popular year-round activities and qualified instructors lead these sessions.

The school has an excellent hall and a good-sized playing field to enable these activities to take place. We have also built a "Petanque Pitch" for the French game of Boules. This is providing children with additional opportunities for team games during breaks.

We are proud of our successes in music and provide excellent provision for musical activities. Recorder groups, guitar groups, choir, and a fun-music group are arranged as extra-curricular activities during the lunch breaks.

Computers are used during breaks in addition to their use in lesson time.

We currently offer French classes as an extra-curricular activity. These classes are arranged according to age and the activities are led by an outside agency. Some of these classes therefore involve a cost to those participating.

We have two quiet outside areas, which enable children to participate in quiet activities at playtime such as chess, draughts, snakes and ladders or drawing. Other children can join in more active games with balls, stilts, hopscotch or other playtime games in one of the two playgrounds.

#### **Pastoral Care and Discipline**

Our "Behaviour Policy", which incorporates the Code of Conduct and an anti-bullying statement, outlines the policies and practice at the School. It gives details of specific school rules and sanctions, and is available upon request from the School office.

Pupils at the school are involved in the identification of acceptable/ unacceptable behaviour, and in the drawing up of specific rules. For the benefit of pupils new to the school, and as a general reminder, the Headteacher will regularly draw children's attention to expected standards of behaviour.

A summary of some of the significant points in the document is included here.

The pastoral care of the children is initially the responsibility of the Class Teacher, but shared by all staff members working in school. Children's personal and social development is as important as their academic development. It is important that children are well motivated, have senses of self-responsibility, consideration for others and a respect for property. To achieve this, children need to be given responsibility and be expected to contribute in daily classroom and school routines. They need to be given opportunities where they can learn to participate in co-operative tasks, where they can use their initiative and where they can be

involved in decision-making processes. Extra-curricular activities can provide a range of opportunities for children to take genuine responsibility and some children respond more positively in this context. It is, therefore, important for the school to consider the whole range of experiences offered to pupils to ensure children have every chance to make a commitment/contribution to the school as a community.

Praise too maintains positive attitudes within the school community. It can be formal or informal, given to individuals or groups, earned for maintenance of good standards or achievements of note. Praise and rewards should motivate and reinforce the community, giving its members a sense of value.

If children do misbehave, staff will follow a common and consistent approach so those children clearly know what will happen if they behave in an unacceptable manner that interferes with the daily learning or pastoral activities of the class. In more serious or persistent cases the Headteacher will be involved and a number of sanctions can be used, for example loss of privileges or the loss of personal time in order to complete work. We believe that parents should be informed early in the event of poor behaviour and are kept notified. If poor behaviour persists, parents will be consulted and involved in the programme to improve poor performance or behaviour.

As well as seeking the support of parents, a further option may be to consult with external agencies, such as the School Psychological Service. If these measures should prove ineffective, exclusion could be considered.

### **Records of Achievement**

The children are involved in developing their own **Record of Achievement** from the time they begin school. We encourage the children to review and evaluate their achievements, both in and outside school, and record these as an ongoing record, which also forms part of their annual report. We feel this contributes towards a positive ethos, which actively encourages children to reflect upon the things they have done well and which recognises achievement in all aspects of their lives.

Pupils' progress and pupils' achievement are regularly reported to parents through written reports and consultation evenings.

### **School Dress**

Our school uniform colours are **royal blue and grey**. Royal blue sweatshirts or sweat cardigans and **white polo shirts**, embroidered with the school name, can be bought from Clive Mark Schoolwear, High Street, Earlsdon or from Andy Blair, Cannon Park Shopping Centre. It is most important for children's personal safety that they dress appropriately for school and wear sensible shoes. Children should **not wear jewellery** to school, with the exception of ear studs, simple watches and certain items of particular and recognised religious significance. It is important that children have a change of clothes for physical education and the following basic kit is recommended.

Shorts

} these should be plain in colour, without logos, writing or pictures

T-shirt

Pumps

A tracksuit (optional), spare jumper or sweatshirt is very useful for outdoor games during the colder months. All children's clothes should be named. This enables staff and parents to identify lost items.

There may be a need for additional equipment e.g. football boots or trainers as the children get older, but staff will inform and advise parents of these requirements as necessary.

### **SECTION 3**

## **THE CURRICULUM, ORGANISATION AND TEACHING METHODS**

### **Organisation**

The School is organised into seven classes, one class for each year group. The Reception (foundation stage), Year 1 and Year 2 classes comprise Key Stage 1 and Year 3, Year 4, Year 5 and Year 6 comprise Key Stage 2.

A variety of teaching methods are used dependent upon the nature of the activity being taught and the needs of the children. This may be whole class teaching, differentiated group teaching, children working in pairs, one to one teaching (one teacher, one child), practical work (both inside and outside the classroom), teaching off-site (Geography local study work for example) or learning at a specialised centre (Partnership Centres such as the Jaguar Centre or Transport Museum).

### **Curriculum Information**

The Governors of Grange Farm Primary School endorse the City Council's Policy Statement for the school curriculum as outlined in the document "Entitlement and Achievement". Copies are available from the School office. The Governors are very keen to ensure that all our children reach their full potential and set annual targets for Maths and English aiming to continually improve performance at Grange Farm.

In addition, there is a Policy Statement for each of the relevant subjects covered in school. These include English, Maths, Science, History, Geography, Design Technology (DT), Information and Communication Technology (ICT), Art, Music, Physical Education (PE), Personal, Social and Health Education (PSHE) and Religious Education (RE).

### **Curriculum**

Years one to six follow a programme of work which is determined by the National Curriculum. This consists of eleven subjects and Religious Education. The eleven subjects are Maths, English, Science, Design Technology (DT), Information and Communication Technology (ICT), History, Geography, Art, Music, Personal, Social and Health Education (PSHE) and Physical Education (PE). In Key Stage 2 children take Modern Foreign Languages (MFL) as an additional subject. The school has developed an overall plan for all subjects to ensure that a broad and balanced curriculum, which has continuity and progression, is planned for the children throughout their time at Grange Farm. Each class also has a scheme of work for each subject that outlines the curriculum to be covered for every term. All parents receive a termly information sheet detailing the curriculum to be covered by their children over the coming weeks.

The School is well resourced, as we believe it is essential that children have access to high quality equipment and materials. Reading and Library books are regularly replaced and there is an annual review and update of resources for classrooms and for the different subject areas.

We have made a commitment to Information and Communication Technology and recognise the need for a regular update to hardware and software. PCs are installed in every classroom and we have a suite of computers installed in our Learning Resource Centre (LRC) which also contains our library. Group sets of wireless Laptop computers extend the use of ICT within the classroom. They are used in a variety of ways to develop skills in Information and Communication Technology. They also provide a means of supplying information, data and tools for supporting other areas of the curriculum. All PCs are connected to the Internet via a broadband connection. The school has a policy for the safe use of the Internet and we use a safe filter system. Every classroom is equipped with an Interactive Whiteboard. We are well stocked with books and software and children are encouraged to use the LRC for searching for information and for pleasure.

Literacy and Numeracy have the highest priority in both Key Stages and children are given a great deal of support in developing and extending these basic skills. We have developed a range of whole-school policies and strategies for the teaching of English (reading, writing, spelling and handwriting) and Mathematics. Regular assessments and more formal testing regularly monitor children's progress.

Science, Geography, History and Religious Education are mainly taught through subject-focused modules of work in Key Stage 2. Some elements of subjects may be drawn together as Topic work where the linking of subjects is felt to be appropriate. Topic work is a more common mode of delivery for the curriculum in Key Stage 1 where the emphasis is upon the acquisition of skills and concepts.

The Reception children follow a programme of work which develops skills and provides opportunity in six key areas: communication language & literacy; mathematical development; knowledge & understanding of the world; personal, social and emotional development; creative development and physical development. They follow the Foundation Stage of the National Curriculum.

Physical education is an important aspect of a child's development. All Key Stage 2 children will experience gymnastics, athletics, games, swimming, outdoor pursuits and dance. The teaching of specific skills from the earliest years supports these activities. Key Stage 1 children will have regular sessions in the hall and outside and will experience gym, games and dance. They will be taught movement control and basic skills with a variety of small apparatus.

Swimming lessons are taken in Years 3 and 4 at the main swimming pool in Coventry. The aim of the swimming course is to ensure that at the very least children reach a level of proficiency to ensure their safety in the water.

All children have regular music sessions. There is a strong music tradition in the school. Peripatetic teachers provide opportunities for Key Stage 2 children to learn to play violin, viola and electric guitar, drums, piano and keyboard, as well as a range of woodwind and brass instruments. The school policy is to give all interested children a chance to try an instrument, although choice is sometimes constrained by numbers.

Class teachers cover health, hygiene and personal safety as part of their Pastoral Care of the children. In addition assemblies offer opportunities for visiting speakers, frequently from the local community, to come and talk about particular aspects of this subject. Lessons in PSHE (Personal, Social and Health Education) are planned across the school and raise issues for discussion as well as raising self-esteem.

### **Homework**

All children in the school have regular homework but it is vital to remember that at Primary School this requires a high level of parental interaction. In Key Stage 1, children will practise reading, phonics and spelling regularly, and Mathematics homework is sent home when appropriate. Key Stage 2 children also have reading, spelling, multiplication tables and Mathematics homework. Research for Science, History, Geography, Religious Education, or Art may be required. Children having extra support through the Special Needs Programme will be sent additional weekly homework and any child learning a musical instrument, including the recorder, is expected to practise on a regular basis. It is hoped parents will encourage their children in these tasks and share their interest. Regular advice is sent home to parents giving information about the expectations for homework in the relevant year group.

## **SECTION 4**

### **SPECIAL EDUCATIONAL NEEDS (SEN)**

Children can experience learning difficulties at any time during their school career. The degree of difficulty can vary significantly, requiring different strategies for support. The school aims to make appropriate provision for all children with **Special Educational Needs**, including those with **high ability**. We have a teacher who is responsible for the “**Gifted and Talented**” who supports other teachers in providing for these pupils.

A member of Staff oversees provision for children with particular needs. This may, for example, take the form of planned individual programmes of work supervised by the Class Teacher, or it may require particular skills from specialist support teachers.

Specific procedures for the early identification of learning difficulties, and those children demonstrating high ability levels, are laid down in the School’s policy document.

Support for children experiencing difficulties is viewed as an integral part of the school curriculum and wherever possible is given within the classroom situation.

Parental involvement is a vital factor in overcoming difficulties experienced in a child’s development and close liaison is an essential element in any support programme.

### **PUPILS WITH DISABILITIES**

Grange Farm takes all reasonable steps to ensure that any pupil with a disability gaining a place at the school is catered for in such a way as to ensure they receive a

full and equal entitlement in terms of access to the curriculum and wider school community.

A group of parents, teachers and governors led by the schools Inclusion Manager is currently working to produce the schools Disability Equality Scheme. This should be published in December 2007.

## **SECTION 5**

### **SEX EDUCATION**

Year 5 and 6 pupils have the opportunity to participate in a short course of Sex and Relationship Education. A meeting is held with parents of pupils in Y5 and Y6 so that they might review the resources used and ask questions of the teaching organisation.

Governors and staff regularly review the Sex and Relationship Education Policy that builds upon the science taught in school and emphasises the need to establish a moral context for Sex and Relationship Education.

Parental consent is required prior to the child taking part in this course.

## **SECTION 6**

### **RELIGIOUS EDUCATION AND ASSEMBLIES**

All children attend Religious Education lessons based on the Coventry Agreed Syllabus, which recognises and values the different faiths and beliefs of children in schools.

There are daily assemblies following themes relevant to the children.

Parents may be invited into school if their children are participating in an assembly. They are also invited to attend the Achievement Assembly at 3.00p.m. on Fridays, where children receive rewards for their achievements in both their work and behaviour. This is an opportunity for groups and individuals to demonstrate their skills, such as the choir, the recorder group or a group showing a newly learnt dance. Sometimes visiting speakers will lead an assembly, for example members of the local community or representatives from Charity organisations.

Normally all children participate in these activities but if parents wish their children to be withdrawn they should contact the Headteacher to discuss alternative arrangements.

## **SECTION 7**

### **SPORT**

Sport has always taken an important place in the life of Grange Farm Primary. We feel that sport develops inter-personal skills by helping pupils to be aware of their role as a member of a team. It can develop personal qualities of commitment, fairness and enthusiasm by involving pupils in physical activities that require decision

making and selecting, refining, judging and adapting movements. We feel too that sport can establish and increase self-esteem through development of physical confidence. Sport promotes and develops a high standard of health, hygiene and general fitness. We aim to develop physical competence and help promote physical development in all students.

The school is fortunate to have a large field, which currently has two mini-soccer pitches. In the summer three rounders pitches, one cricket pitch and running tracks are marked to enable the sports, which are more traditionally played in the better weather, to be played. There are two separate playgrounds, which enable games to be played which require a hard surface. The grounds also boast a Petanque pitch on which to play Boules.

Indoors there is a large hall which is fitted with a range of gymnastic equipment and a selection of small equipment, which is used to teach skills of catching, throwing, balance and agility. A badminton court is marked out in this hall. This hall is also used to teach dance and indoor games such as short tennis and basketball.

## SECTION 8

### ATTAINMENT TABLES

#### SCHOOL RESULTS 2007

This table shows the percentage of eligible children at the end of Key Stage 1 achieving each level in the school in 2007. The number of eligible children is 30. Figures may not total 100% because of rounding.

<b>TEACHER ASSESSMENT</b>									
	<b>Percentage at each level</b>								
	W	1	2	2			3+	Pupils disappie d	Pupils absent
				C	B	A			
Speaking and Listening	0	0	90				10	0	0
Reading	0	7		20	37	20	17	0	0
Writing	0	17		23	33	13	13	0	0
Mathematics	0	3		23	20	30	23	0	0
Science	0	0	80				20	0	

W represents children who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

#### NATIONAL RESULTS 2006

This table shows the percentage of eligible children at the end of Key Stage 1 achieving each level nationally in 2006.

Figures may not total 100% because of rounding.

<b>TEACHER ASSESSMENT</b>									
	<b>Percentage at each level</b>								
	W	1	2	2			3+	Pupils disappie d	Pupils absent
				C	B	A			
Speaking and Listening	2	11	65				22	0	0
Reading	3	12		13	23	23	26	0	0
Writing	5	14		21	26	20	14	0	0
Mathematics	2	7		17	24	27	21	0	
Science	2	9	66				24	0	

\*These assessments do not apply at every level and therefore figures may not total 100%

## Comparative Report: Grange Farm Primary

Summary of the National Curriculum results of pupils in the school (2007) and nationally (2006) at the end of **Key Stage 2**, as a percentage of those eligible for assessment.

Figures may not be 100 per cent because of rounding.

TEACHER ASSESSMENT: Percentage at each level

		Dis.	Abs.	W	1	2	3	4	5	6	4+
ENGLISH	School	0	0	0	0	0	0	33	67	0	100
	National	0	0	0	1	4	18	49	28	0	77
MATHEMATICS	School	0	0	0	0	0	0	23	77	0	100
	National	0	0	0	1	4	17	45	32	0	77
SCIENCE	School	0	0	0	0	0	0	47	53	0	100
	National	0	0	0	0	2	13	47	37	0	84

TEST RESULTS: Percentage at each level

		Dis.	Abs.	Below Level 3	3	4	5	6	4+
ENGLISH	School	0	0	0	0	43	57	0	100
	National	0	1	6	14	47	32	0	79
MATHEMATICS	School	0	0	0	3	17	80	0	97
	National	0	1	6	17	43	33	0	76
SCIENCE	School	0	0	0	0	10	90	0	100
	National	0	1	3	10	41	46	0	87

Dis. = disapplied under sections 92/93 of the Education Act 2002

Abs. = absent from tests

W = working towards level 1

B = assessed by teacher assessments only

N = no test level awarded

## SECTION 9

### **ATTENDANCE DATA**

The figures below are published to conform to the Education (Pupils' Attendance records) Regulation 1991, and intend to show the level of unauthorised absence recorded for pupils of compulsory school age during 2006 - 2007.

#### **Absence returns**

Percentage of authorised absence	4.2%
Percentage of unauthorised absence	0.00%
Percentage attendance	95.8%

**We strongly discourage children from taking holiday leave** during school term time. This may have adverse effects on their school performance. In the event of parents having to take holiday leave during term time, only two weeks within a school year is permitted. **Holiday forms must be completed prior to the holiday and can be collected from the school office.**

## SECTION 10

### **COMPLAINTS PROCEDURE**

Your child is entitled to receive a broad and balanced curriculum at school, including all the subjects of the National Curriculum and Religious Education. Schools must also make arrangements for a daily act of collective worship (assembly).

In addition each school must have a charging policy, which explains which school activities will be subject to a charge.

If you feel any matters are not being properly handled as far as your child is concerned, then you may make a complaint.

It is hoped that most complaints can be resolved by talking to your child's teacher or Headteacher and making sure that there are no misunderstandings. However, parents or guardians have a right to make a formal complaint. A copy of the complaints procedure can be obtained from each school and the City Council's website contains some information and advice. The address is:

[www.coventry.gov.uk/ccm/navigation/education-and-learning/schools-and-colleges/complaints-about-schools](http://www.coventry.gov.uk/ccm/navigation/education-and-learning/schools-and-colleges/complaints-about-schools)

## SECTION 11

### **FURTHER INFORMATION**

#### **About the curriculum and related matters**

1. The following documents are available for inspection either at school or at the Children, Learning and Young People's Directorate, as listed:

<b>Document</b>	<b>Available at</b>
• "Entitlement & Achievement", the Curriculum Policy Statement of Coventry City Council.	School or Children, Learning and Young People's Directorate, Civic Centre 1, Little Park Street.
• Curriculum Policy Statement of the Governors of the school.	School

2. The following documents are available for inspection at school :

- Circulars and Statutory Instruments sent by the Department for Education & Skills to the school, referring to the powers and duties of the Governing Body and the Headteacher under Acts of Parliament in relation to the curriculum;
- any published OFSTED reports on the school;
- the school's policy for making provision for children with special educational needs;
- the school's charging and remissions policy;
- schemes of work and syllabuses;
- the procedure for dealing with complaints about the curriculum;
- statement of procedures on school records;
- the School Profile;
- the agreed syllabus for religious education adopted by Coventry City Council and the school.
- the School's Access Plan.

Copies of some of these documents can be supplied to parents. Please ask at school, a charge may be made.

[This list is produced to conform to Education legislation and associated regulations].

## **OFSTED Inspection**

The school was inspected in May 2006 and was identified as a good school with many outstanding features. Copies of the report are available from the school office, (£1 to cover printing costs) and on the Internet. <http://www.ofsted.gov>

## **CHILD PROTECTION**

In the interest of safeguarding children there may be occasions when the school has to consult other agencies without a parent's prior knowledge. The school's first concern is the child's welfare and the school has a duty to act to protect the child at all times. We follow the procedures laid down by the Coventry Safeguarding Children Board and a copy of these procedures is available in the school.

## **DISCLAIMER**

Whilst all the information contained within this prospectus was correct at the time of writing, it should be noted that it relates to the Academic Year 2007/2008 and that it should not be assumed that there will be no change before the school year in question or in relation to subsequent years.

## **TRANSFER TO SECONDARY EDUCATION**

Parents/carers will receive a booklet explaining the process for the transfer of children from primary to secondary education in the summer term, when their child is in Year 5.

The Government requires every Local Authority to draw up a scheme for admissions to secondary schools. Coventry's scheme covers every maintained school in the Coventry area (Local Authority, Catholic and Church of England schools). The regulations also require Local Authorities to exchange information with their neighbouring authorities, in our case, Warwickshire and Solihull. Coventry therefore consults with other Local Authorities, Catholic and Church of England admission authorities within its area and annually agrees a scheme for the co-ordination of admissions to secondary schools. The main aim of the scheme is to ensure each child receives the **best possible single offer of a place** at a secondary school based on the choices made by parents/carers.

Parents/carers of children living in Coventry will be able to apply for schools in Coventry and outside of Coventry on the application form supplied by Coventry Local Authority.