



LEARNING FOR LIFE

Headteacher: Mrs Sharon Edwards

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School Office Hours: Monday - Friday 8:00am - 4:30pm

Out of office hours a message can be left on our answerphone

Alternatively you can leave a message by using our e-mail address:

schooloffice@greenleas.wirral.sch.uk

Our school web site can be accessed at

www.greenleasprimaryschool.co.uk

Follow us on Twitter @greenleasps

Welcome to Greenleas Primary School. Our school is a community primary school for children between the ages of 4 and 11. There are currently 323 children attending our school.

We aim to build on the many skills and abilities that you as parents have encouraged in your child and hope to provide a happy introduction to school life and learning. We welcome you as partners in the education of your child. If at any time you wish to discuss your child's progress or you have a concern or query, please do not hesitate to contact school.

Our School Core Framework- Vision, mission and values

Our Vision

The governors and staff of Greenleas Primary School work together to provide high quality care and education for all our children. We strive for high achievement in all that we do.

We want our children to be confident, motivated, independent learners with a healthy self-image and respect for others.

We are an inclusive school where every member of the Greenleas 'family' is valued and cared for.

Our Mission

We aim to provide an environment:

- which is stimulating and welcoming.
- where every child feels safe, secure and equally valued.
- where parents are welcomed as valued partners in their child's education.
- where all members of our school community are respected and appreciated.

We aim to provide a rich and balanced curriculum which:

- enables children to achieve the highest standards of which they are capable.
- is suited to the differing needs and abilities of all of our children.
- fosters the development of positive attitudes to learning and self-motivation.
- develops spiritual, moral, social and cultural awareness and understanding.
- provides opportunities for children to learn to work effectively both in collaboration with others and independently.
- prepares children for the opportunities, responsibilities and experiences of life.

We want our children to be able to:

- communicate clearly and confidently in speech and in writing in ways appropriate to different occasions and purposes.
- read fluently and accurately with understanding and enjoyment.
- apply sound mathematical knowledge, skills and understanding to problems.
- know how to access information from various sources and record findings in a variety of ways.
- show a first-hand understanding of the application of technology in appropriate settings.
- Know and understand basic scientific concepts and to observe, question, predict and interpret information with curiosity, perseverance and open-mindedness.
- Express themselves creatively through art, music, movement and dance and to appreciate creativity in others.
- be confident participants in a range of physical activities and to value exercise as an essential part of a healthy lifestyle.
- know about geographical, historical and social aspects of the local environment and national heritage and have an awareness of other times and place.

- be morally and spiritually aware, having an understanding of the ways that faith, beliefs and experience can shape life and conduct.

Our Core Values

Promoting and teaching a set of school core values to our children will educate them to become confident, responsible and caring citizens.

These values are embedded into the curriculum and Teaching and Learning in order to develop social and emotional skills and encourage the children to follow our 3 school rules-

be nice, work hard, never give up!

We value respect

We treat everyone as we would like to be treated. We work together in tolerance, understanding and respect to create a happy school. We celebrate differences and similarities and embrace the diversity of our community.

We value responsibility

We are responsible for our words, actions and attitude. We can be trusted to do what is right and make good choices. We all have a responsibility to make our world a better place. By working together, as a team, we achieve this.

We value cooperation

We work happily together as a team, encouraging everyone's skills, abilities and interests. We know we can achieve much more when we cooperate with others

We value perseverance

We work hard to achieve the best we can in everything we do, even when it is difficult. We are not afraid to ask for help when we need it.

We value friendship

From the oldest to the youngest, we work hard to be a good friend. We try our best to make our school a happy place to be. We work and play together well, encouraging and celebrating everyone's skills, abilities and interests.

We value honesty

We try to be honest in all that we say and do. We know it is important to be truthful and accept responsibility if we have done something wrong.

Ofsted Report

Our school was inspected in October 2013 by OFSTED who described Greenleas as a good school. We are extremely proud of the reports extensive positive features including:

'Standards have remained well above average for the last three years and progress has remained constantly good so that the proportion of pupils that make more than expected progress has also remained constant.'

'Teaching is consistently good across the school, with some that is outstanding'.

'The curriculum is enriched by a wide variety of activities and visits which promote pupils' physical well-being and their personal development'.

'Pupils make good progress from their individual starting points'.

'By the end of Year 6, pupils' attainment in mathematics and reading is well above average, and in writing is above average'.

'Activities are well designed to capture pupils' interest and to deepen their knowledge and understanding'.

The inspection team were very enthusiastic about how well children and staff worked together and the harmonious relationships they observed. They stated that pupils have good relationships with adults and feel safe in school. They certainly enjoyed chatting to our children and found them to be most engaging and articulate, acknowledging that:

'Staff and pupils have outstanding relationships that foster very positive attitudes to learning'.

'Pupils enjoy school very much and behave exceptionally well'.

'Pupils are courteous and considerate to each other and work and play very well together'.

'They take responsibility very seriously and are very proud of their contribution to the school'.

The full report can be obtained from the school office or can be viewed on the school website.

The Early Years Foundation Stage Curriculum

In Foundation 2 the children work towards the 'Early Learning Goals'

These goals are described in three prime areas and four specific areas.

The prime areas underpin all learning and are crucial for developing children's curiosity and enthusiasm. These prime areas are:

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

Children will also be supported to develop their skills in four specific areas, through which the prime areas are strengthened and applied. These specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The National Curriculum

Following foundation year, the children start the National Curriculum in Year 1.

Years 1 and 2 make up Key Stage 1

Years 3-6 make up Key Stage 2

We aim to provide a broad, balanced, relevant curriculum which meets the statutory requirements of the National Curriculum. The core subjects, English, Mathematics and Science are given priority time.

Foundation subjects include Information and Communication Technology, History, Geography, Art, Music, Design and Technology and Physical Education.

Religious education is taught throughout the school in accordance with the Local Authority Agreed Syllabus. Parents have the right to withdraw their children from school assemblies. Requests should be made in writing to the Headteacher.

A summary of the curriculum for each subject and year group is available on our website. Policy documents are available for each subject in school.

The development of positive attitudes towards cultural diversity, gender, equality and people with disabilities, together with personal, social and health education, economic understanding and citizenship are cross-curricular themes which permeate our work in school.

Religious Education

The Education Reform Act (1988) begins with the condition that the school curriculum should:

"Promote the spiritual, moral, cultural, mental and physical development of pupils in school and prepare pupils for the opportunities, responsibilities and experiences of adult life"

The content and aims for Religious Education are determined by the LEA Agreed Syllabus for Religious Education. The Wirral Agreed Syllabus for RE is available for scrutiny by parents, on request.

The School Policy Document for Religious Education is also available on request and contains further details on provision of RE at school.

Work covered in Religious Education reflects the fact that:

"Religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain". ERA (Section 8(3))

Assessment

During their first year in school, children are assessed using the 'Foundation Stage Profile. Parents are invited into school to discuss and contribute to the profile.

Informal assessments are ongoing in every year group as teachers monitor children's progress and achievement.

NFER (National Foundation for Education Research) tests also provide additional information.

For children in Year 2 the school is currently required to report teacher assessment in speaking and listening, reading, writing, maths and science. National standardised tests (SATs) are used to support and inform teacher assessment judgements.

National standardised tests (SATs) are carried out in the May of year 6. These tests are statutory for all children.

A record of school performance in the statutory tests is included in appendix 6.

The results from Teacher Assessment and National Standardised tests are reported to parents to inform them about children's progress.

Reporting on your child's progress

At Greenleas we firmly believe that keeping you informed of your child's progress and development is of primary importance.

Autumn Term

At the beginning of the year you are invited to a meeting with the class teacher to discuss how your child had settled into their new class. It is also an opportunity to view your child's work, discuss progress and next steps in their learning journey.

Spring Term

All parents are invited into school for a meeting with the class teacher to celebrate successes to date, discuss progress and to identify next steps towards meeting end of year expectations. By providing a meeting in the Spring term it will ensure learning is a continual process, targets have time to be addressed and expected progress is made year on year.

Summer Term

If your child is in F2 you will receive a written report, celebrating successes against the Early Learning Goals. If your child is in Y1-6 you will receive a written report, celebrating academic and social progress against end of year group expectations. It will incorporate all national curriculum subjects. It will also identify next steps to consolidate targets.

Throughout the year we will try to keep you up to date and well informed about your child's work and events in school through:

- Regular Newsletters
- Home/school Reading Record books
- Homework
- Parents' Evenings
- Celebration events/assemblies
- A written report on progress and achievement
- Our school website
- Curriculum workshops
- Our open-door policy, providing opportunities for you to speak to teachers about concerns/worries etc. at any time
- Review meetings for children on the SEN register

Teachers are normally available to discuss individual children at the end of the school day. You are most welcome to make an appointment to discuss your child's progress at any time during the year.

Homework

Homework may be set as an extension of schoolwork, for example, spellings, maths problems, reading activities etc. It is expected that children will read regularly at home. We ask parents to actively support such activities. Further information will be given as your child moves into a new year group.

Equal Opportunities

At Greenleas we aim for equality of opportunity for all members of our school: pupils, staff, governors, parents and community members.

We aim to ensure that our school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

We aim to prepare our children to participate effectively in our diverse society.

Race Equality

A 'whole school' approach is used to promote racial equality and eliminate racial discrimination. This school opposes all forms of racism, racial prejudice and racial harassment but it does acknowledge the existence of racism and is taking positive steps to prevent it, working within its existing school policies and procedures. The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within school.

At Greenleas we respect and value differences between people and prepare our pupils for life in a diverse society. Staff foster a positive atmosphere of mutual respect and trust amongst pupils from all ethnic groups and within the wider community. We recognise the importance of language to a person's sense of identity and belonging.

Disability Equality

Since December 2007 schools have been required to have a Disability Equality Scheme in place. Part of our responsibility is to collect information about disabled members of our school community so that we can ensure that we make appropriate adjustments and provision for everyone. If there are any adjustments that we could make that you would find helpful please let us know. Clearly you are under no obligation to provide this information and anything you tell us will remain confidential. If you are disabled or have a disabled child then you may be interested in helping us as a member of our working party which looks at the school's policies and practices and identify ways that they can be improved to promote disability equality.

All schools, when carrying out their functions, are required to have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the Disability Discrimination Act
- eliminate harassment of disabled people that is related to their disability

- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to meet disabled people's needs, even if this requires more favourable treatment

At Greenleas we aim to tackle discrimination, remove barriers and promote positive attitudes towards disabled people.

Copies of our Equality Scheme and Action Plan are available from the school office.

Behaviour and Rewards

Children are asked to follow our three simple rules:

- Be nice
- Work hard
- Never give up

There are a wide range of rewards and sanctions within school which are relevant to the child's age and stage of development.

Rewards can include verbal praise, written comments, smiley faces, stickers, team points, certificates e.g. good work or kindness, achieving golden time, tidy table awards, headteacher's awards, prizes and additional playtime for good behaviour during lunchtime. Greenleas is a Health Promoting School, for this reason we do not use sweets or biscuits as a reward to children.

Sanctions may include voicing displeasure at an action, sad faces, time out from an activity, missing part of a play time or part of a lunch time, a letter of apology, loss of privileges or golden time, moving into orange or red zone on traffic light chart.

In some situations the child may be referred to the department leader, the deputy headteacher or the headteacher. Parents may be contacted to discuss behaviour and agree sanctions. Persistent or serious bad behaviour may lead the school to consider starting the exclusion process.

During the last twelve months there have been no fixed term exclusion.

Copies of the school policy documents for Behaviour/Rewards and for Anti Bullying are available in school and on the website.

Health Education

Children between four and eleven grow and develop rapidly, not just physically but also socially intellectually emotionally and morally. We encourage our children's potential for healthy growth and development by incorporating Health Education into many areas of the curriculum. The governing body has agreed that sex and drugs education should be a specific part of the health education programme. It is planned to take place in Years 5 and 6. Parents will be given further information at the appropriate time.

Greenleas is a Health Promoting School. This means that we aim to provide a health promoting environment in school. We have a whole school policy for healthy eating which ensures a consistent attitude to food and health. We aim to promote healthy choices by informing children about nutrition and health. This means that we do not reward children with sweets or other food and ask parents not to send in sweets for birthdays or from holidays. Further information is available in school.

Special Educational Needs

Children with special needs are identified as soon as possible. They may be under achieving socially, emotionally or in the learning situation. They may have a physical impairment which needs special educational provision to be made. Special education provision is any provision which is additional to, or otherwise different from, that made generally for other children of the same age. At Greenleas we believe that early identification of actual difficulties is essential. We have found that the sooner appropriate help is given, the more positive the results. As well as 'in-house' expertise from our special needs co-ordinator, we may call upon a variety of external agencies for guidance and help. Parents will be consulted if teachers have concerns about their child's progress and will be kept informed of any special needs programmes or support provided. Further information is contained in our SEND policy document which can be viewed on the website.

Gifted and Talented Children

At Greenleas we have a number of children who may be described as very able in one or more areas. These children have been identified so that appropriate provision can be made for them. Teachers have attended training on meeting the needs of gifted and talented children and a policy has been written to ensure that these needs are met. A copy of this policy can be viewed in school.

Complaints about the Curriculum

In accordance with Section 23 of the 1988 Education Reform Act, the Authority has adopted a procedure to deal with complaints about the curriculum. Most complaints are settled quickly and informally at school level; the complaints procedure exists for those parents who also wish to pursue a complaint through more formal channels. A copy of

the complaints procedure is available from the school or directly from the Education Department.

Home School Agreement

We believe that it is most important that the school works in partnership with parents. To this end we expect parents to support and sign the Home School Agreement and to discuss it with their child. A copy will be given to you when your child starts school and it will be revisited annually with the children.

School Council

A school council has been running successfully for several years. This is made up of Key Stage 2 pupils as well as two members of the teaching staff. The meetings are held termly and the agenda items are in part from questions that children have raised. Topics discussed have included playground equipment, wet playtimes, snacks, lunchtimes, charity events, the toilets and extra-curricular activities.

Parents in School

Parents will always be the greatest influence in the lives of their children. Within school we welcome parental involvement and encourage parents to take an active part in the life of the school. We appreciate parental help which supports both children and staff. Parents can help with classroom tasks and activities under the direction of the class teacher. We also welcome parents who can assist on school trips or listen to individual children read. All volunteers in school will be required to hold or complete a DBS clearance form. For further information please read our Volunteer Policy available on the website.

School Organisation

For 2017/2018 the school will be organised as follows:

Foundation 2 will work as a department with two classes.

Key Stage 1 will operate as a department of three classes with a Year 1, a Year 1/2 and a Year 2 class.

Key Stage 2 will operate as two departments.

There will be three classes with a Year 3, a Year 3/4 and a Year 4 class.

There will be three vertically grouped classes of year five and year six children.

There are four teachers in each department and so for the core subjects there will be four teaching groups.

Support Assistants and Learning Support Assistants will work alongside individual children and groups of children throughout the school, under the direction of the class teachers and the SENCO (Special Needs Co-ordinator).

This organisation is made in good faith at the time of writing and may be subject to alteration if circumstances change.

Teaching strategies used in school include whole class teaching, group and individual work. In lessons teachers match the content of the work to the level of the child's ability. Lessons generally will consist of 'core' learning objectives and activities, with extension materials for the more able and support materials for children who are less able.

Pastoral Care

In keeping with our caring school ethos all staff are sensitive to the needs of the pupils in their charge and are responsible for the welfare of all children in their classes. If they have any concerns they will deal with them and if appropriate they will make reference to Department leaders, the Deputy Headteacher and/or the Headteacher. Staff may contact parents if it is considered appropriate and helpful.

If parents have any concerns they should make an appointment and discuss them with the class teacher or the Headteacher/deputy.

Safeguarding/Child Protection

From time to time the school receives information from a variety of sources (children, parents or other adults) concerned with the protection of individual children from abuse.

This information will always be dealt with as confidentially as is possible and made known to the smallest number of staff who need to know.

Parents do need to be aware that whilst we deal with such information with sensitivity and care, there are legal responsibilities for the school to report, but not investigate actual allegations to social services or the police. There are also procedures to follow if suspicions are passed to us.

All of us, as adults, have to accept that it is the protection of the child, who may be at some kind of risk, which is most important.

School Security

The safety of our children is extremely important to all staff at Greenleas Primary School

- Only parents and visitors who have an appointment will be able to enter the school building beyond the security door. These adults **MUST** sign in and wear a visitors badge; this is so we are always aware of who is in the school building at all times; and also so the children can identify any visitors to the school. Adults should not enter the school via any other entrance.
- Parents who come to pick up their children from the main entrance during the school day will be asked to wait in the area between the front door and the security door.

- To avoid congestion in the main entrance and to ensure children are collected safely from after school clubs the children will exit through their normal doors onto the playground. The playground gate will be opened 5 minutes before the end of a club.
- At the start of the day the playground gates will be opened at 8:45am and will be locked at 9:05am.
- At the end of the school day the playground gates will be opened at 3:05pm and could I ask all parents and children to be clear of the school playground by 3:25pm as the gates need to be locked to enable after school clubs to safely take place.

We pride ourselves on the fact that our children feel safe and secure during their time at school with us and we feel that by following the above procedures we will help them feel even more secure whilst they are in our care.

Friends of Greenleas (FOG)

We have a very strong and supportive Parent School Association who help us to maintain a high level of resources and equipment.

They organise a variety of social and fundraising events throughout the year and are always on the lookout for new ideas.

The funds raised by FOG make a very valuable contribution to school by providing additional experiences and resources for the children.

All parents/guardians of children registered at the school are automatically members of FOG.

The FOG team regularly contribute to our newsletters to parents to keep you in touch with information about upcoming events.

Uniform

We believe that the wearing of a school uniform contributes to the pupils' sense of belonging to the school community and makes life a lot easier for parents trying to get children ready for school.

Pupils at Greenleas Primary School are encouraged to take pride in their general appearance and acceptance of a place for your child assumes that you will support the school's policy.

Our school uniform includes a green sweatshirt with school logo for boys and girls. Alternatively a cardigan is available. White polo shirts with the school logo are also available. For cooler weather fleeces are popular.

Grey school trousers or shorts are worn by the boys and a grey skirt or school trousers can be worn by girls.

Plain black shoes- no trainers please.

During the summer months the girls may wear green gingham or striped dresses. For cooler weather fleeces are available. Book bags and caps for the summer are also available.

Children with pierced ears may wear small studs. Hair bands and bobbles etc. must be in keeping with school uniform.

Watches worn in school should not be of the large novelty type.

School uniform can be purchased at 'Wallasey Schoolwear', 242 Rake Lane, Wallasey and the 'Wirral Uniform Centre', 2a Princes Pavement, Birkenhead;

Please name all items of clothing, indoor and outdoor

Physical Education

Physical education is a compulsory subject of the National Curriculum and a note is required from home if a child does not take part.

PE kit consists of a white top and black or navy shorts. PE shirts with the school logo and shorts may be ordered from the suppliers named above. Pumps are also required.

For Health & Safety reasons it is essential that no jewellery is worn in P.E. lessons

All items of kit should be **clearly marked inside** and should be in a **named** bag.

Children should not bring large sports bags to school.

Please check your child's pumps each half term to make sure they still fit.

Lost Property

This is kept in bins out on the playground. Unclaimed lost property is kept until the end of term and then disposed of after a final 'claims day'.

After School Club

A before and after school care facility is run in the bungalow on the school premises each morning and afternoon during term time. This is run by private providers who have a lettings agreement with us. For contact numbers or to request an information pack please contact the school office.

Extra Curricular Activities

Staff, parents and commercial organisations may, during the school year, offer activities outside the normal day for the children. These are totally dependent on the skills, interests and goodwill of the adults involved.

These activities currently include choir, cookery, multi-skills, judo, athletics, knitting, gardening, cricket, football, ICT, and homework.

School Dinners

Our cook and kitchen staff provide a healthy choice of hot and cold options which the children can choose. The kitchen staff are always there to help children with their choices. The school meal service meets the nutritional standards for schools. Menus are available in school. Dinner money can be paid at the school office weekly or each half term in advance. Currently, the cost of a school dinner is £2.25 per day. Children in Foundation 2 and Key Stage 1 are currently entitled to a free school meal.

Free lunches are available for all those who qualify. Forms can be collected from the school office.

Children are welcome to bring in a packed lunch in a named box. These children may bring a drink in a suitable container (please make sure the seal is tight).

Children are encouraged to bring in a water bottle so that they readily have access to a drink. This can be topped up from the water machines throughout the day.

Illness in School

Although we do the best we can there is no quiet, comfortable place for poorly children to rest in school. When a child is ill we contact the parents by telephone. Please make sure that the telephone numbers and addresses for use in an emergency are up-to-date. Cuts and grazes which occur at playtimes are dealt with by the staff. Children receiving a head injury receive a 'bump note' to take home.

Medical Conditions

If your child has a recognised medical condition e.g. Asthma, Diabetes, Epilepsy, school must be informed and a medical form completed. These forms are available from the school office. If your child needs an inhaler this should be in school at all times. It is the parent's responsibility to check that inhalers are in date. Inhalers are kept near the main office where children can easily access them. Office staff keep a record of the use of inhalers and will assist any child needing help.

Medicines in School

Children are not allowed medicine in school without a written request from parents and the agreement of the Headteacher (a Medication Request form is available from the school office).

The school will not automatically accept responsibility

What to do in the case of absence

If your child is unable to attend school due to illness, please telephone or email the school office before 9:30am on the first day of absence. This will help us to establish the whereabouts of every child who should be in school. When your child returns to school, please send in a letter to confirm the absence, the nature of the illness and identifying any special after care which may be necessary.

If we do not hear from you with regard to your child's absence, we will make contact with you to check you are aware of the absence and mark the register appropriately. If your child returns without an absence note we will make contact with you as we are required to categorise absences as authorised or unauthorised and the registers must indicate this.

When your child is ill:-

If your child has	Keep her/him at home
Chickenpox	5 days from onset of rash
German Measles	5 days from onset of rash
Measles	5 days from onset of rash
Mumps	5 days from onset of swollen glands
Whooping Cough	5 days from commencing antibiotic treatment or 21 days from onset of illness if no antibiotic treatment
Diarrhoea/Sickness	<u>at least 24 hours</u>

Dental and Medical Appointments

If you wish to take your child out of school for a dental or medical appointment, please inform school in advance. Parents may collect their child/ren from the school office where they will be signed out in the attendance book by the office staff. When the child is returned to school the office staff will sign them back in. This is so that we comply with fire regulations. No child will be able to leave the premises, even with written permission during the morning or afternoon sessions unless they are accompanied.

Holidays in Term Time

The School Attendance Regulations 2013 make it clear that Headteachers **may not grant any leave of absence during term time** unless there are exceptional circumstances.

Family holidays are not classed as exceptional circumstances so leave of absence for family holidays will not be authorised. For any other requests for leave of absence parents will need to complete a leave of absence request form, providing details of the exceptional circumstances, and authorisation for the absence will then be considered.

Children arriving late

School opens at 8.55 am. Registration is at 9.00am.

If your child is late for school they will be marked late in the register. Children who arrive in school after 9.30 without an adequate explanation will have that session recorded as an unauthorised absence. Playground gates will remain open until 9.05am and all children should come through the playground whilst the gates are open and through the main entrance after they are locked. Children who are late will be signed in the attendance book at the school office.

Charging Policy

The Governors have adopted the following policy in connection with the matter of charging for school activities.

- 1 The governing body endorses the policy of the Wirral LEA with respect to charging for school activities. A copy of this policy is available for inspection in school.
- 2 Parents may be asked to pay in cash or kind for materials which are being used in practical activities if they indicate a wish to own the finished product. Parents will be asked before the activity is undertaken whether they so wish.
- 3 A charge is made for Instrumental music tuition (KS2) provided by the Authority's Instrumental Music Service in groups of up to 4.
- 4 Parents may be asked for payment towards the cost of repairing or replacing any part of the fabric of the school or any item of school property which has been damaged or lost as a result of their child's behaviour.
- 5 Parents will be asked to pay for examination fees in the circumstances outlined in the Authority's policy statement.
- 6 School trips and visits form an important part of the curriculum offered by our school. Parents are not required to pay for such visits, but may be asked to make voluntary contributions towards their cost. No pupil will be excluded from a school trip because of his or her parents' unwillingness or inability to contribute, but it is hoped that parents will feel able to support the school in its efforts to provide a full and interesting curriculum for all its pupils. If the contributions made are not sufficient to enable a planned trip to take place, the Headteacher may cancel the trip or make such changes to the organisation of the trip as he/she thinks necessary.
- 7 All trips and visits will be organised under the direction of the Headteacher and in accordance with the guidelines issued by Wirral Education Authority (Circular 1/86). No school visit will take place without the approval of the governing body and the Wirral Education Authority. Teachers organising such trips will be responsible to the Headteacher at all times.
- 8 Parents will be asked to meet the board and lodging costs of residential trips unless they are in receipt of income support or family credit during any period when the trip is taking place.
- 9 Parents may be charged for activities defined as "optional extras", that is, activities which are provided mainly out of school hours and which are not part of the school curriculum. If parents would like their children to take part in such activities but are unable to meet the full cost, financial assistance may be available; the Headteacher is happy to talk to parents in confidence about the possibility.

Documents in School

Copies of the following documents are available to be viewed on the school website:

- National Curriculum Documents
- Year group curriculum maps
- OFSTED Report
- School policy documents
- Equality policy

Appendix 1: Absence Information

In accordance with the Pupils' Registration Regulations 1956 (the unauthorised absence provisions) as amended by the Education (pupils' attendance records) Regulations 1991, the number of unauthorised absences in each term is as follows:-

Total number of pupils on roll for at least one session: 324

Overall attendance was 96.5%

Percentage of sessions missed through authorised absence: 3.2%

Percentage of sessions missed through unauthorised absence: 0.3%

This information relates to this academic year 2016/2017, up to 25th July 2017.

Appendix 2: School Staff

Mrs S Edwards	Headteacher	
Miss J Russell	Deputy Headteacher	(Year 4)
Mrs J Higginson	Assistant Headteacher/SENCO	(Year 5/6)
Miss S Wood	UKS2 Band Leader	Years 5 & 6
Mrs L Ward	Class Teacher	Years 5 & 6
Mrs S Hummerston	Class Teacher	Years 5 & 6
Mrs L Morrison	LKS2 Band Leader(Maternity)	Year 3
Mrs A Youdan	LKS2 Band Leader	Year 3/4
Miss E Webster	Class Teacher	Year 3
Mrs D Hinson	Class Teacher	Year 4
Mrs H Coombes	Class Teacher (0.2)	Year 3/4
Mrs S Evans	KS 1 Band Leader	Years 1 & 2
Mrs J Hazlehurst	Class Teacher	Year 1
Mrs K Coates	Class Teacher	Year 2
Mrs C Johnston	Class Teacher	F2
Miss J Rowlands	EYFS Band Leader	F2
Mrs J Johnston	Office manager	
Mrs A Chong	Administrative Assistant	
Mrs P Cattrell(0.8)	Teaching Assistant (LSA)	
Mrs J Connor	Teaching Assistant (LSA)	
Miss L Ellett	Teaching Assistant (LSA)	
Mr A Ashton	Teaching Assistant	

Mrs R West	Teaching Assistant
Mrs J Alexander(0.4)	Teaching Assistant
Mrs S Hampson	Teaching Assistant
Mrs S Holmes (0.8)	Teaching Assistant
Mrs K Laing	Teaching Assistant
Mrs L Madden	Teaching Assistant
Miss A Mastora	Teaching Assistant
Mrs R Pickthall (0.8)	Teaching Assistant
Mrs J Taylor (0.8)	Teaching Assistant
Mrs L White	Teaching Assistant
Mrs N Wilson(0.8)	Teaching Assistant
Mrss J Cecchini	Teaching Assistant
Mrs P Cabry- Wilson	Teaching Assistant
Mrs J Wilkinson	Teaching Assistant
Mr S Roth	Caretaker
Mrs D Burns	Cleaner
Mrs L Reid	Cleaner
Mr G Morris	Health and Safety Compliance Officer
Mrs M Spencer	School Cook
Mrs J Cardus	Senior Supervisory Assistant
Mrs E Baddeley	Supervisory Assitant
Mrs G Beaver	Supervisory Assistant
Mrs K Jones	Supervisory Assistant
Mrs S McCrory	Supervisory Assistant
Mrs L Pearson	Supervisory Assistant
Mrs A Churchill	Family Support Worker

This information was accurate when printed but may be subject to change.

Appendix 3: Governing Body

Name	Type of Governor	
Helga Shoebridge	Co-opted	Chair
Shaun Haughy	Co-opted	Vice Chair
Paul Fife	Local authority	
Paul Farr	Parent	
Bill Clark	Co-opted	
Leah Fraser	Co-opted	
Joy Schmack	Co-opted	
Sarah Holmes	Co-opted	
Sam Bartram	Co-opted	
Cath Johnston	Staff Governor	
Tracy Evans	Parent Governor	
Sharon Edwards	Headteacher	
Joanne Johnson	Clerk to the Governors	

Appendix 4: Times of the School Day

Foundation 2 and Key Stage 1

8:55	Bell to indicate children should be in the playground. (Formal acceptance of responsibility for supervision)
9:00	Start of the school working day
10:45	Playtime
11:00	End of playtime
12:00	Start of lunchtime for F2 and KS1 classes
1:00	Start of afternoon lessons for F2 and KS1 classes
14:15	Playtime (For F2 and KS1 only)
14:30	End of Playtime
15:15	End of children's working day

Key Stage 2

8:55	Bell to indicate children should be in the playground. (Formal acceptance of responsibility for supervision)
9:00	Start of the school working day
11:00	Playtime
11:15	End of playtime
12:15	Start of Lunchtime for KS2 classes
13:15	Start of afternoon lessons for KS2
15:15	End of children's working day

TERM AND HOLIDAY DATES FOR THE ACADEMIC YEAR 2017-18



Attainment and Performance 2016-17

Early Years Foundation Stage

Good Level of Development trend

All pupils

	2017	2016	2015	2014	2013
Greenleas	83%	85%	91%	63%	67%
Wirral	69%	70%	70%	63%	47%
National	Not available	69%	66%	60%	52%

	2017 No of children	Greenleas 2017	Wirral 2016	2016 No of children	Greenleas 2016	Wirral 2016	2015 No of children	Greenleas 2015	Wirral 2015
All	40/48	83%	Above av.	47	85%	Above av.	45	91%	Above av.
Male	27/33	82%	Above av.	28	82%	Above av.	22	86%	Above av.
Female	13/15	87%	Above av.	19	89%	Above av.	23	96%	Above av.

Key Stage One

Year One Phonics Screening Reading Test

Summary of Standards

	2017 Result	2017 Wirral Average	2016 Result	2016 Wirral Average	2015 Result	2015 Wirral Average (National)	2014 result	2014 Wirral Average (National)
Year 1 Test	70%	76%	84%	80%	89.1%	77% (77%)	85.7%	76% (74%)
Year 2 (retest)	98%	92%	40%	n/a	57.1%	n/a	43%	n/a

Year 2 Key Stage 1 National Curriculum Assessments

Reported results are Teacher Assessments for each subject area.

EXS- expected standard GDS- greater depth at expected standard

KS1 Year 2 2017		Reading	Writing	Maths	RWM combined
47 Pupils	EXS	47%	70.5%	52.3%	79.5%
	GDS	34%	11.4%	31.8%	9%
	EXS+	82%	81.9%	84.1%	
Local Authority	EXS+	73.3%	65.8%	72.3	60.4%
National	EXS+	76%	68%	75%	64%

KS1 Year 2 2016		Reading	Writing	Maths	RWM combined
46 Pupils	EXS+ GDS	83% 9%	76% 2%	89% 9%	76% 2%
Local Authority	EXS+	72%	62%	70%	57%
National	EXS+	74%	66%	73%	60%

Key Stage 2 National Curriculum Tests

In 2017 tests were taken in

- Reading
- Grammar, punctuation and spelling
- Mathematics

Teacher Assessment

- Writing
- Science

EXS- expected standard

HS -Higher Score

44 pupils	2017 Greenleas	2017 WIRRAL	2017 National	2016 Greenleas	2016 National
Reading	EXS + 77% HS 20%	EXS+70% HS 23%	EXS+ 71% HS 25%	EXS+ 78% HS 26%	EXS 66%
Average reading scaled score	104	103	104	105	103
Writing	EXS+ 91% EXS 73% HS 18% (8)	74% 15%	76% 18%	EXS+ 91% EXS 85% HS 6%	EXS+ 74% EXS 59% HS 15%
GPaS	EXS 86% HS 25%	75% 27%	EXS 77% HS31%	EXS 80% HS 30%	EXS 73%
Average GPaS scaled score	105	105	106	106	104
Maths	EXS 86% HS 20%	71% 19%	EXS 75% HS 23%	EXS 74% HS 31%	EXS 70% HS 17%
Average maths scaled score	106	103	104	105	103
COMBINED R,W,M	70%	57%	61%	67%	53%
COMBINED HIGH SCORE	11%	7%	9%	2%	5%

KS2 Progress Score

	Greenleas	National Floor Standard
Reading	-1.4	-5
Writing	1	-7
Maths	0.7	-5

