

Gresham Primary School



Prospectus

2020/2021

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WELCOME TO GRESHAM PRIMARY SCHOOL

A very warm welcome to Gresham Primary School

At Gresham, all the staff work together to provide a friendly and stimulating environment, where the children are happy and successful. Our motto '**Gresham Pupils Succeed**' created by the children, emphasises our ethos of an environment where we believe that all children possess gifts and talents that we help to develop and enhance. We have recently revamped our vision with the help of the staff, pupils, parents and governors: **We at Gresham succeed because we are happy, kind, inspired, challenged and ready for the future.** These are the most important values for our Gresham community and every member works hard to ensure our school continues to flourish and grow in this direction.

We encourage the children to develop positive attitudes, gain independence and realise their potential.

Our **Gresham Learning Skills Toolkit; British Values; Personal , Social Health Education** and teaching via **Philosophy for Children (P4C)** encourage children to develop their *resilience, independence, risk taking, creativity, collaboration, questioning, perseverance, reflectiveness, communication and empathy.*

As success can take place in a variety of areas, we aim to help the children develop their skills and talents within the supportive climate of a caring community.

We welcome the active interest and support of parents both in their own child's development and in the general life of the school. We hope that by working closely with you we will achieve our aims.

This prospectus provides general information about the school; it describes our aims, the curriculum and details the organisation and procedures for the current year.

I hope you will find it useful and that it will answer any questions that you may have. If you wish to receive further information, please contact the school where I, or a member of staff, will be pleased to help you. You may also wish to check our website too, which contains useful information and documents.

I hope that your association with Gresham will be a happy one and that you will be pleased that you chose Gresham as your child's primary school.

Ms Karen Steele
Headteacher

FROM THE CHAIR OF GOVERNORS

My name is Kim Durling and I was elected as Chair of Governors in October 2017. My aims are to ensure that statutory requirements and regulations are met, that the school provides value for money in its use of resources and that Governing Body business is conducted efficiently and effectively.

Gresham Primary School is a happy place where young people feel safe and supported. Our school ethos is based on inclusion and being at the heart of the local community.

The school's latest Ofsted Inspection, undertaken in the Spring of 2018, highlighted the many strengths of Gresham Primary School and the Governing Body was very happy with the 'Good' outcome. However, we recognise that the school must consistently strive to improve and innovate to ensure the best possible outcomes for its pupils.

The Governing Body helps to set clear vision, ethos and strategic direction and provides support, challenge and encouragement to the headteacher in achieving the School Improvement Plan (SIP). The Governing Body acts as a 'critical friend' in all matters.

Working very closely with the headteacher, the Governing Body is ultimately responsible for the curriculum delivery, the school's finances, personnel matters and maintaining the school premises. The headteacher, with her staff, is responsible for the planning, teaching and monitoring of the National Curriculum and the day-to-day running of the school.

The Governors, headteacher and staff work in partnership to promote the aims of the school.

The Governing Body is immensely proud of what the school consistently achieves and has a real determination to do even better in the future. We have great plans in place to take the school forward in the coming years.

In short, the Governing Body's aim is to ensure Gresham Primary provides its pupils the best educational start in life helping them to become happy, confident individuals who are given every opportunity to reach their potential.

I hope you will find the website useful. We welcome feedback and ideas on how we can improve.

The Governing Body comprises:

2 Elected Parent Governors – Mrs Tracy Evans and Mr Mike Chalk

1 headteacher (Ex-Officio Governor) – Ms Karen Steele

1 Staff Governor – Mr Joe Prior

6 Co-Opted Governors – Mr Kim Durling (Chair), Mr Phil Stack (Vice Chair), Mr Jason Hughes, Mrs Vivienne Aziba, Mr Chris Entwistle and Mr Paul James.

FROM THE CO-CHAIRS OF THE PARENTS' ASSOCIATION

The Association exists to advance the education of Gresham pupils by providing equipment and facilities not normally supplied by the Education Authority or included in the school budget. In doing so, it promotes relationships between parents and staff by organising fundraising events. These cover a range of activities including the Summer and Christmas fairs, quiz night, talent show, camp out and cake sales.

These events and others are a great way to meet other parents, catch up with friends and be involved in fundraising for the direct benefit of the school and ultimately for all our children. Parent Association funds have paid for computer equipment, our library, sports and playground equipment, outdoor play equipment and furniture including a 'Gresham Café', Table Tennis tables and a train, an outdoor stage, sports kits, library books and ICT equipment. More recently, the PA has funded 24 iPads and Wifi throughout the school, new replacement interactive whiteboards in every classroom, new reading books for KS1 and contributed to new outdoor learning, reading and play areas.

All parents are welcome to attend monthly meetings held at the school and become part of our fundraising efforts.

Regular letters and newsletters are sent via parentmail on line to keep parents informed about various activities and to ask for support.

The School Office, parents' notice board or any committee member can provide further information about the Association and events.

Ann Ribeiro and Caren Watchus

Joint Chairs of the Parents' Association

THE SCHOOL

Gresham Primary School is predominantly a one-form entry school situated to the south of the London Borough of Croydon. The school is set in a residential area close to shops and local services. It is on a main road with buses stopping nearby. The local recreation ground runs alongside the school premises.

The original Sanderstead Board School was built in 1875 and is now the kitchen and dining area. The main building dates from the 1930s and comprises eight classrooms on two levels, a main hall, administrative offices and a reception area. All the classrooms look onto the playground. There are two separate rooms situated in the Morris building, which incorporate the library, music and computer facilities.

The Reception, Year 1 and 2 classes have doors leading directly onto the playground. The Reception class has its own, covered outdoor play area.

The school caters for boys and girls from 4 to 11 years of age. The school is a Community School maintained by the London Borough of Croydon.

The school roll is presently 250 pupils and there are 8 classes. (At present we have 2 classes in Year 4). Each infant class has a maximum of 30 pupils and each junior class has a maximum of 32 pupils.

ADMISSIONS

Reception children are admitted to the school in September of the school year in which they are five. However, parents have the right to delay a child's admission based on the age of their children using the Croydon Admissions Code.

To help the children get used to the school routine and get to know their teacher, the children are admitted in small groups of 15 for the first two weeks.

The Local Education Authority administers both reception and in-year admissions and allocates places to the school.

Parents who are considering applying to the school for a reception class place may wish to visit. The headteacher shows small groups of parents around the school during the autumn term. Please telephone the school office from late September 2020 for an appointment.

Gresham Primary School Aims

Prepare children for the next stage of their lives including thriving in the digital world

Ensure children develop a broad range of learning skills which will enable them to thrive as life-long learners

Valuing and including every member of the community in shaping and improving learning

Children respect themselves and the beliefs and opinions of others

Make learning relevant, challenging, engaging and enjoyable for each child

Help children understand the school rules, so they can learn to be good citizens

Help children to recognise and value their individuality and grow in self-esteem and confidence

Set high expectations and standards and help each child achieve their best in every area of learning

Children to have a sense of wonder about the world and to be aware of their role in protecting it

Encourage children to be curious, imaginative and creative

Help children to be happy and enjoy coming to school

PUPIL BEHAVIOUR

Every effort is made in school to encourage considerate, responsible and acceptable behaviour, based on thought for others, respect for property and an understanding of the need to create a safe, ordered environment. It is expected that every pupil will adhere to the school's "Code of Personal Conduct" and the school's Behaviour Policy.

The Behaviour Policy follows the Governing Body's 'Statement of Behaviour Principles' that are reviewed every two years.

The Behaviour Policy must be supported by parents to ensure consistency.

There is positive discouragement of bullying, fighting, teasing, racial, sexist and homophobic and transphobic abuse.

Within the classroom, it is expected that the children will behave sensibly and contribute responsibly to the creation of a stable atmosphere in which each child can give their best. Each class develops a set of rules.

Most instances of unacceptable behaviour, whenever they occur, are dealt with by the class teacher but senior staff will become involved in matters having wider implications or of greater significance.

The class teacher will inform parents of unacceptable behaviour and, if necessary, the headteacher will contact parents on any serious matter.

The governors and staff look to parents to support the school in achieving these aims.

EQUAL OPPORTUNITIES

Copies of our Behaviour, Anti-bullying, Race Equalities and Equal Opportunities policies are available for viewing via the school website and can be obtained from the school office on request. At Gresham we promote British values and all of the staff and governors would take very seriously any incidents that involve prejudice of any kind; be it racism, sexism, homophobia, transphobia or attacks on personal beliefs. Through multi-cultural education, the school does much to teach pupils to appreciate their own cultural traditions and the diversity and the richness of other cultures.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Pupils learn about the major world religions with Christianity being the main focus. The school follows the LA's agreed syllabus for Religious Education, which provides themes for classwork and assemblies. Children learn about special festivals, home life, worship and celebration and the symbols and language of religions. Children learn about religion and from religion. The starting point for lessons is often the child's own personal feelings, experiences and questions.

The act of collective worship takes place during assembly times in the school hall or in individual classes. Children are given the opportunity to reflect upon the various themes and stories in assembly. They are occasionally invited to listen to a prayer, or to have their own quiet thoughts about the assembly.

Occasionally, visitors from the local community are invited to take part in our assemblies. Ministers from local churches regularly come to lead our assemblies.

Assemblies are non-denominational but are broadly Christian in character.

Parents have the right to withdraw their child from religious education lessons or the school's acts of worship. Staff respect parents' wishes in this matter and alternative arrangements are made for children who are withdrawn from R.E. Children may work or help in another class or in the reception area.

Teachers also have the right to withdraw from the teaching of Religious Education.

HEALTH EDUCATION

This area is an integral part of the curriculum and highlights the importance of the development of the whole person.

Various aspects of social and physical development are covered throughout the primary years. Hygiene and nutrition are incorporated into various topics throughout the whole school curriculum map for the whole seven years that a child is at Gresham.

SPECIAL EDUCATIONAL NEEDS

Each child's development is carefully monitored. If it is evident that individual children are experiencing difficulties, the school follows a procedure for assessing their needs and making provision for them within the classroom.

The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will work with the child's teacher to advise them regarding appropriate activities to support the child's learning.

The school keeps a register of children with special educational needs and disabilities (SEND). Some children may receive additional support from a learning support or teaching assistant. Children with a special educational need will have specific targets set in a Passport for Learning. This is individually set to meet their needs and will be reviewed regularly with parents and teachers. Children with medical needs will be supported by a Care Plan, which will set out their needs and how the school will deal with them. This will be drawn up in consultation with parents.

The school may involve outside agencies to support a child on the Special Educational Needs and Disabilities Register. The Educational Psychologist or Speech and Language Therapist may be asked to assess a child; referrals may be made to CAMHS (Child and Adolescent Mental Health Services) or other relevant agencies.

The School has devised a 'School Offer' for SEND and this is a part of the Local Authority 'Local Offer' in line with the SEND Code of Practice. Our Local Offer is reviewed annually by the Governing Body.

Some children will also be identified as having a particular ability or skill in an area of their learning. Their class teacher will provide extension activities, which will often be of a problem solving or investigative nature.

Parents should read the school SEND Policy which is available via the school web site or on request from the school office.

The SENDCo can be contacted directly via emailing sen@gresham.croydon.sch.uk

CHILD PROTECTION

A designated member of the senior management team together with the headteacher is responsible for dealing with issues regarding child protection. She and other members of staff have attended training courses to enable them to carry out their responsibilities.

Teachers and other staff play an important part in protecting and safeguarding children. Any concerns which staff members have about a child would be brought to the attention of the headteacher, safeguarding lead or deputy. A parent may also approach the headteacher with a concern. Once a concern has been brought to the attention of the headteacher, she will use her professional judgement as to any action that might be needed. Staff may seek the advice of the Child Protection or Social Services from the Local Authority.

A referral to the Social Services Department would be made if a child was thought to be at risk or if child abuse was alleged or suspected. The school works in partnership with the Educational Welfare Office, the school nurse, social services and other welfare agencies to promote the welfare of children and their families.

A copy of the school's Child Protection Policy is available from the school office and via the school website.

Designated Safeguarding Lead: Mrs Butler Kemp

Deputy Designated Safeguarding Leads: Ms Karen Steele and Mrs Karen Forsyth

SEX and RELATIONSHIP EDUCATION (SRE)

Gresham currently uses the Coram SCARF scheme of work materials which ensures the school teaches in line with government recommendations. We provide relationships education throughout a child's time at Gresham - always at an age appropriate level. The class teacher incorporates Sexual and Relationship Education in his/her health talks from Year 5 onwards (starting with bodily changes in Year 5). The children will see appropriate programmes, which will be discussed in class.

It is recognised that appropriate and responsible SRE calls for sensitive and careful treatment in order to avoid causing personal hurt or giving unwitting offence to children or their parents. Parents can request that their children do not attend the sexual elements of SRE which are not included within other areas of the curriculum (e.g. science). For further information, please read the Gresham SRE Policy which can be found on the school website.

PUPIL ATTENDANCE

Gresham Primary School has a high level of pupil attendance and this continues to be a whole school aim. Last year our attendance (up to March 2020 because of COVID 19) was 97.7%

All children are expected to attend school regularly and to arrive punctually. If a child is absent, parents are asked to telephone or email on the first day of absence by 9:15am. If they do not ring, we will try to contact them and would then expect a written explanation for the absence.

Children should be in the school playground by 8:50am. The bell will be rung at 8:55am.

The rules for registering absence of pupils are laid down by the Department for Education.

For your information: -

1. All absences from school have to be accounted for by parents or guardians either through a letter, an email or a telephone call with the reason for the absence clearly stated. Any absence un-notified has to be recorded as unauthorised.
2. Only in exceptional circumstances can time out of term time be authorised, although these are rarely authorised.
3. If your child is going to be late for school, please either telephone the school or send a note to explain the reason. Calls should be made by 9:15am.

Children who are late should report to the office before going into class.

Poor attendance or lateness have a severe effect on a child's education, as they will always miss something important, and the continuity of their learning will be interrupted. Please make every effort to ensure that your child attends school on a regular basis throughout the year and arrives on time.

Please consult the Attendance Policy on our website for further details.

THE SCHOOL CURRICULUM

The National Curriculum 2014 comprises English, Mathematics, Science, Computing, Design and Technology, History and Geography, Art and Design, Physical Education, Foreign Languages and Music.

PSHE (personal, social, health education) and SMSC (Spiritual, Moral, Social and Cultural) Education is an integral part of all learning across all areas of the curriculum.

Religious Education is taught at Gresham and follows the Local Authority 'Agreed Syllabus'.

Key Stage 1 - Years 1 and 2

Key Stage 2 - Years 3 to 6

The school provides a broad and balanced curriculum that fulfils the requirements of the National Curriculum and the EYFS Framework.

Although the curriculum is described in terms of subjects, it allows for schools to teach in a variety of ways. It is possible to include important elements such as health education, aspects of personal and social education, philosophy, environmental education and multi-cultural issues.

At Gresham, children learn through a truly inspirational curriculum programme called the International Primary Curriculum (commonly referred to as the IPC). Alongside the English and maths curriculum implemented in 2014, Gresham offers an exciting, topic-led approach to the National Curriculum which allows children to explore areas such as time travellers, super humans, fair grounds, adventurers and toy making. In adopting this approach, our aim is to provide a 21st Century curriculum which extends knowledge, skills and understanding, develops personal attributes and supports an international perspective in a way that responds to the changing world around us and the needs of our pupils. British Values and our Learning Toolkit are integrated into the theme based units, and 'Philosophy for Children' strategies are used to create strong communities of enquiry. English and maths are largely taught separately, but where possible are linked with the IPC unit theme. Art, design and technology, history, geography, international/society, science and computing routinely feature in IPC lessons, and where possible, links are made with PE, RE, Spanish and music, which are also taught separately. We routinely invite parents into school to witness the successes and enjoyment seen in the IPC; we also ask family and friends to share any expertise or resources they may have as we highly value the contribution our whole school community can make to the learning journey of our pupils.

All children are taught in mixed ability classes but the work may be organised on a class, group or individual basis.

A blend of whole class, group and individual teaching methods are used.

For further information please see the Teaching and Learning Policy and Curriculum Policy available on our website.

FOUNDATION STAGE

Our Reception class follow the Foundation Stage curriculum, and a separate prospectus is produced to explain how we teach in the Reception year.

A Statutory Framework was introduced in September 2014.

ASSESSMENT

Assessment is a continuous process that takes place in all areas of school life. The emphasis of our on-going assessment is not only to build a complete picture of a child's development, but also to decide how best to help each child progress in their learning. Assessment can take place in many ways – such as through discussion and observation as well as marking children's work.

At the end of Key Stage 1 when the children are 7, they are formally assessed in English (reading, writing; including handwriting, grammar, punctuation and spelling), mathematics and science. A typical 7-year-old is expected to achieve a standardised score of 100.

At the end of Key Stage 2 when the children are 11, they will sit National Curriculum tests in English (reading, grammar punctuation and spelling), and mathematics. A teacher assessment is also determined for writing. A typical 11-year-old is expected to achieve a standardised score of 100.

Year 1 children undertake a 'Phonics Screening Check in the summer term of Year 1. Children who do not meet the standard of the test retake the test in the summer of Year 2.

Year 4 children will undertake a Multiplication Check. This is a statutory assessment designed to ensure all children leave Year 4 knowing their times tables up to and including 12 x 12.

We work with other schools and the Local Authority to moderate judgements regarding children's outcomes in reading, writing and mathematics to ensure judgements are consistent.

INTERVENTION PROGRAMMES AND SUPPORT

The school uses data outcomes and teacher knowledge to identify a need for pupils to have targeted support via intervention programmes. Children may receive support within the class through additional adult help or through separate 'booster groups'. On occasions, these groups may be run before or after school with parental permission sought if they run outside of school hours. Booster groups may also be run for children who are not experiencing any difficulties in their learning.

If you have any concerns about your child's attainment or progress and would like to find out if an intervention group could help your child, please talk to your child's class teacher.

COMMUNICATION BETWEEN HOME AND SCHOOL

The school office is staffed from 8.30 a.m. to 3.30 p.m. In the interest of the children's safety and security and because matters are initially dealt with by the administrative staff, all visitors and parents must visit the office first.

For any discussions with your child's teacher, please arrange a convenient time through the school office. Teachers cannot meet just before the school day as this has an impact on the day's learning. Arrangements are made for parents' evenings twice a year, in the autumn and spring term. Parents are given an individual consultation with their child's teacher to discuss their child's progress.

Towards the end of the summer term, the children take home their end of year report. Parents are given the opportunity to discuss their child's report with the class teacher if they wish. They may arrange to see their child's teacher at other times throughout the year. The report will contain information about how much progress a child has made in reading, writing and mathematics. We include any statutory assessment outcomes in these reports where relevant: at the end of the foundation stage (Reception), KS1 (Year 2) and KS2 (Year 6) as well as the Phonics Screening Check scores for Year 1 and Multiplication Check (Year 4)

Parents may also be invited in to school for special events, e.g. Christmas concerts, special assemblies, music assemblies, class assemblies, sports assemblies and IPC assemblies.

Newsletters and other relevant school information are sent home via ParentMail PMX.

The school's Freedom of Information and other policies, development plans and other information are available via the school office for parents to read or borrow.

**Please make sure that you keep us informed of any changes to your address, telephone (landline), mobile telephone and email address.
Please review this regularly with the School Office.**

PARENTAL INVOLVEMENT

We strongly believe in working alongside parents for the improved success of all our pupils. Building positive relationships is key and we try to involve parents at all levels of their child's schooling. All parents are asked to sign a Home School Agreement at the start of each academic year.

We welcome support from parents helping in classrooms other than your own child's. This help is a valuable contribution, both to the teacher and the children.

Parents help in a number of different ways: listening to children read; assisting with mathematics and language work; working with groups in art, craft and cookery activities; escorting children on outings, sharing special interests and expertise appropriate to topic work.

Parents and volunteers offering regular support work in school must have the appropriate clearance with the Disclosure and Barring Service (DBS) before they undertake work in school.

Parent rep meetings are held half termly. We encourage parents to pass questions to their rep where they can be voiced at these meetings. The headteacher's responses and comments will be available on the school website.

COMPLAINTS

If parents have questions about any aspect of their child's education, they should first of all speak to their child's teacher.

Parents can approach the deputy headteacher or headteacher if they would like to discuss a concern or complaint following this initial discussion with the class teacher on a formal basis.

A complaint could then be made to the school's Chair of Governors, who may be reached via the school office or via the Chair of Governor email address, if they are not satisfied with the decision taken by the headteacher.

Parents may feel it is necessary to take a complaint further and can contact Croydon Education Authority who have set out a formal complaints procedure, (Curriculum and Religious Worship), in compliance with the 1988 Education Reform Act.

The document with details of this procedure is available for inspection at school or in Croydon Public Libraries and the education offices at Bernard Weatherill House.

HOME LEARNING

Each teacher sets 'Home Learning' for their class. This may consist of reading, spellings, mathematics tasks and a creative task, depending on the ages of pupils. Much of this work is related to work that is to be covered in the impending weeks in class. Home Learning is often set on a two-week cycle. Home Learning is compulsory for each child. If a child fails to submit the required Home Learning, the class teacher may implement a sanction in line with the Behaviour Policy.

We also expect all children to read for a minimum of 20 minutes per evening.

In the junior classes, reading is still a priority and children are encouraged to bring home a variety of books to read. They will also be asked to complete a variety of different activities, for example a mathematics investigation or game, following up the class work or topic, spellings and tables.

Please see further details about Home Learning via the policy available via the school website.

EDUCATIONAL VISITS

Visits may be organised by class teachers to places of educational interest, usually having a connection with the current class topic. Parents are asked to make a voluntary

contribution towards the cost, as it would not be possible to finance the visits otherwise. If we are unable to fund the event or trip via voluntary funds, we may need to cancel the event.

Visits in the past have included The British Museum, Ladyland Farm, Brooklands, Brighton, The Science Museum.

During the autumn term, Year 6 spends a week away from school on a residential visit. A charge is made for the trip.

Parents are asked to consult the class or headteacher if there is any financial difficulty.

EXTRA CURRICULAR ACTIVITIES

The children have various opportunities to participate in activities, which are held during lunch times or after school.

Clubs are run by teachers, other staff from school, parents, or outside agencies.

The fee charged by the school is used to support sports and curriculum development at Gresham. Please consult the Charging Policy on the Gresham website for up-to-date fee information. Clubs run by external providers may have charges and you will be informed of these by the provider.

OUT OF SCHOOL HOURS CARE AT GRESHAM

We are registered with Ofsted to provide out of school care and qualified staff provide for planned activities as well as allowing children time to relax and pursue their own interests.

Breakfast Club

This runs every school day during term, excluding teacher training days. The club opens at 7.30am and children can be left at any time after that, although the charge will be per session, regardless of the time they arrive.

Breakfast, consisting of toast, cereal and a drink, is served between 7.45am and 8.15am, but children arriving after 8.15 will be offered yoghurts, fruit and a drink.

Games and other activities such as drawing and reading are available until 8.45am when an adult escorts the children to the playground and they are left with the teacher on duty.

The charges for Breakfast Club are shown within the Charging Policy available on the School website or from the school office.

After-School Club

This club provides care for Gresham children from 3.15pm to 6pm every day during term time excluding teacher training days.

Younger children will be taken to After-School Club and older ones will make their way to the Morris Building at 3.15pm.

Qualified staff will provide activities and be available to play games etc. with children attending the club. Children will also be able to play together and instigate their own games and activities, as well as having time to just relax and watch suitable television or DVDs occasionally. Outdoor play will be encouraged and supervised when weather and light is suitable.

A healthy snack and drink will be served at about 4.30pm.

Please ask at the office for further details about out of school hours care.

The After-School Club provision is subject to an agreement being signed by parents and the adoption of all school policies. The school reserves the right to terminate the agreement if the behaviour of a child contravenes the school's policies and procedures.

The charges for After-School Club are shown within the Charging Policy available on the School web site or from the school office.

If your child is scheduled to be at After-School club but is not attending on that day, please notify the office so we can account for the whereabouts and safety of your child.

GENERAL INFORMATION

School Hours

Children should be on the school playground by 8:50am. The bell is rung at 8.55 a.m. The mid morning break is from 10.30 am until 10:45 am.

The school playground is supervised by a member of staff from 8.45 am. Children should not be left before this time and parents are asked to note that we are not responsible for the children before 8.55 am. In inclement weather, the children can come straight into school on arrival after 8:45am.

At the end of the day, the infant children should be collected at 3.10 pm. and the juniors at 3.15 pm from the playground.

If children are left uncollected and we have not been contacted, we will attempt to contact the parent or person who is due to collect their child after this time. Children will be brought to the office for their safety. Senior staff will use their judgement to determine the length of time between the end of the day and the decision to contact parents or the person collecting them. This allows for some degree of discretion, taking account of factors, which may have affected a parent's ability to collect their child on time.

Children get very distressed about not being collected or persistently being collected late so please collect on time and call us if there is a problem.

Lunch Time

The lunch break is from 12 noon until 1pm for all children.

Parents can decide on a daily basis whether children will be taking a school meal, bringing their own packed lunch or going home.

The cost of the meal is fixed by the Local Authority and the catering company (Alliance In Partnership), and is presently £2.35 each day. All infant children are entitled to a free hot meal every day. School lunch money is paid online via www.parentpay.com. Lunches must be paid for in advance and you will be contacted if your account is in arrears.

If any food really upsets a child, parents should inform the school. There is a wide variety of meal choices through the week, and vegetarian options are available every day.

Gresham is a nut-free zone and no products containing nuts or nut products may be brought to school.

We encourage a healthy lifestyle and this includes diet. Where children bring a packed lunch it should be put in a suitable container and parents are asked not to send in sweets or chocolate. Anything not eaten at lunchtime will be returned to the lunchbox so that you can check what your child is eating.

Free School Meals

Infant children are entitled to a free school meal every day.

Some children are eligible for free school meals. If you think that you may fall into this category, please ask at the office for information and assistance.

Milk

The school has the facility to arrange for milk to be provided to all pupils every day via the Cool Milk scheme. This is chargeable for most pupils. However, children in receipt of Free School Meals and those for whom the Pupil Premium applies are entitled to free school milk every day.

Parents need to register with the company in order for their child to receive milk at school. Registration forms are available on line via www.coolmilk.com.

Water/Drinks

The school has two chilled, filtered water fountains and, as part of encouraging children towards a healthy lifestyle, water can be drunk at any time during the day. Children should bring to school a sports bottle with a re-sealable lid and then this can be filled from the fountains as required.

Children may bring a small carton of water or pure fruit juice to have at playtime. Squash, fizzy or sports drinks are not allowed.

Birthdays and Food

The school does not allow any food (e.g. sweets, chocolates or cakes) to be distributed in school for the celebration of birthdays. The school council decided that they would like to encourage children to donate a signed book for the library instead.

School Uniform

Children are expected to wear the uniform as outlined below.

Grey skirt or pinafore dress

Dark grey tailored trousers or shorts (not leggings or ski pants)

Plain white polo shirt (or with school logo) or plain white blouse

Red school sweatshirt or cardigan with school logo (available from the Hewitts website)

Grey tights or dark grey socks

Black school shoes (not trainers, boots, platform, high fashion shoes or open sandals)

Summer dress - red and white check

PE Kit – Indoor

Plain red or a red Gresham logo T-shirt (available from the Hewitts website)

Black PE shorts

Trainers

PE Kit – Outdoor

As indoor kit and black Gresham logo tracksuit or plain black tracksuit or suitable jumper and leggings.

Please make sure that all items are named making sure your child's full name is clearly visible.

All Gresham specific uniform and PE items can be purchased via Hewitts

Jewellery

Please note that jewellery should be kept to a minimum. In the interests of safety only small stud earrings are permitted. Children may wear watches (see below).

No earrings or jewellery (including watches and 'fitness watches e.g. 'Fitbits') are to be worn during PE. Watches which access the internet or take photos/videos are not permitted to be worn at school.

APPEARANCE

We believe that children should look smart all the time. This helps them to realise that presentation, of themselves and their work, is at the forefront of their minds.

Hair

This should be neat and tidy. Hair length that touches the shoulder means that it should be tied back with a small hair band in school colours of red or grey. This is also an important safety consideration for PE.

Hair should be cut and/or trimmed as required (not shaved). Please ensure no marks, emblems or symbols are cut into your child's hair.

Watches

If your child is able to tell the time or is learning to, then they should be encouraged to wear a watch to school. This helps with their independence. Please make sure their name is visible on the watch so that it can be returned to them if it is misplaced. These are not permitted to be worn during PE. If your child is going swimming, we recommend them not wearing any valuables (e.g. watch, ear studs) this day as we cannot guarantee its safe return.

Nails

Children are not permitted to wear false nails or nail polish to decorate their nails.

MEDICAL MATTERS

Medical Needs Register

Please inform the school office if your child has a condition or illness that you think we should be aware of. We will add them to our 'Medical Needs Register'. This will then be used to inform staff of needs when planning lessons, activities or trips. Please ensure we are kept informed of any changes to their condition regularly so that we can review the register. It is a parent/carer's responsibility to ensure that all medication required is in school and is in date. Please notify any club leader of your child's medical condition when allocated a place so we can discuss arrangements to care for your child. Please ensure any relevant medical condition is shared with the Parents Association if your child is attending any event organised by the PA.

Accident or Illness in School

Children feeling ill or needing basic First Aid are sent to the office. During the lunch hour, they will be cared for by a First Aid trained member of staff, situated in the sheltered area of the playground. If necessary, we will contact you so that you can decide whether you should come to collect your child.

We will assess and decide whether we need to contact you if your child has an accident in school. Parents will usually be sent a text message. However, we will contact you if your child sustains a head injury or if we believe they may need further medical attention.

If medicine prescribed by the doctor has to be taken during the school day, then this should be clearly labelled with the owner's name and handed, with written details, into the school office at the start of the day. Please use the forms available via the school office.

Children should not be given any medication (including cough sweets, aspirin) to take themselves.

Some children require regular medication, e.g. for asthma, and we are prepared to help with this providing we are given exact instructions and permission. Such medication should be sent in to school in a clearly marked container with instructions for use. It is then your responsibility to ensure that the medicine is within its use-by date, and replace any items as necessary.

In line with the guidance of Public Health England (formerly the Health Protection Authority), children should be kept at home for 48 hours if they have experienced an episode of vomiting or diarrhoea. If your child has an episode of vomiting or diarrhoea at school, we will contact you so that you can collect your child from school. Your child should then be kept at home for 48 hours after the symptoms have passed.

Medical Examinations

Some medical checks are given to all infants early in school life. These might include sight, hearing and height checks.

If there is a particular reason why you do not wish your child to be examined, please notify the school in writing and your letter will be passed to the nurse.

The visiting school nurse carries out regular health surveillance and is present at medicals. Parents are given notice of any nurse health checks. She would be happy to see any parent by appointment to discuss (at school or at home) any health problems.

Gresham Pupil Results

Guide

At the end of Reception, to reach a good level of development, children need to gain '2' in 17 areas of learning. '1' indicates they have not met the expected standard and '3' indicates they have exceeded the expected standard.

At the end of Y1, children sit a Phonics Screening Check. In the 2013-2019 period the pass mark has been 32/40 words correctly read.

At the end of Key Stage 1 (Y2) children need to demonstrate a range of skills in each subject to reach the expected standard. Teachers use a combination of tests and teacher assessments to reach this judgement. 25% of schools are moderated each year to ensure accurate judgements are made by teachers.

By the end of Key Stage 2 (Y6) children should have attained a standardised score of 100 or more to be at the 'expected' standard or above. A score of 110 or more indicates the child is working at greater depth within the expected standard. The range is from 80-120. Writing is assessed by teachers and similarly to KS1, regular moderating by the local authority supports accurate judgements. Children's individual progress is calculated from KS1 to KS2 in order for the school's overall progress measure to be ascertained. A score of '0' indicates average progress. Anything below indicates below average progress and a positive number shows that above average progress has been made.

Due to being a small school, results can fluctuate substantially year on year depending on a particular cohort. However, we are proud of the fact that Gresham typically performs above the national and local authority results in all areas. Please see below for specific assessment outcomes.

Gresham Results 2018-2019 (No external results for 19 – 20 due to Coronavirus)

EYFS

Gresham Good Level of Development = 80%

National 2019 = 72%

Year 1 Phonics Screening Check

	2019	2018	2017	2016	2015	2014	2013
Gresham	90%	88%	93%	90%	90%	89%	70%
National	82%	82%	81%	81%	77%	74%	69%

Key Stage 1 2019 Results

Previous years in brackets (2018) (2017)

<u>KS1</u> <u>Year 2</u>	Gresham Expected	National Expected	Gresham Greater Depth	National Greater Depth
Reading	87% (97%) (87%)	75% (75%) (76%)	37% (43%) (32%)	25% (26%) (25%)
Writing	77% (93%) (74%)	69% (70%) (68%)	12% (23%) (29%)	15% (16%) (16%)
Maths	80% (90%) (84%)	76% (76%) (75%)	22% (30%) (19%)	22% (22%) (21%)
R, W, M	70% (90%) (74%)	65% (64%)	12% (17%) (13%)	11% (11%)

Key Stage 2

Percentage of children achieving the combined expected standard or above in reading, writing and mathematics.

	2019	2018	2017	2016	2015	2014	2013
Gresham	72%	74%	84%	67%	90%	83%	77%
National	65%	64%	61%	53%	80%	78%	75%

Percentage of children achieving the expected standard or above in individual subjects at Gresham.

	2019	2018	2017	2016	2015	2014	2013
English	Reading 75% Writing 88% Spelling and Grammar 88%	Reading 84% Writing 88% Spelling and Grammar 72%	Reading 88% Writing 94% Spelling and Grammar 91%	Reading 72% Writing 81% Spelling and Grammar 84%	Reading 93% Writing 93% Spelling and Grammar 83%	Reading 97% Writing 97% Spelling and Grammar 87%	Reading 87% Writing 87% Spelling and Grammar 80%
Maths	84%	81%	88%	82%	90%	93%	80%

Gresham compared to national results 2018/2019.

KS2	Gresham Expected Standard	National Expected Standard	Gresham Greater Depth*	National Greater Depth	Gresham Average Scaled Score	National Average Scaled Score	Gresham Progress Measure
Reading	75%	73%	28%	27%	105.9	104.4	1.63
Writing	88%	78%	22%	20%	NA	NA	2.02
Maths	84%	79%	25%	27%	105.6	105	0.74
SPaG	88%	78%	47%	36%	108	106.3	(0.3)
R, W, M	72%	65%	6%	11%	(106)	(104.1)	NA

*The national average is 0. Floor standard for reading and maths is -5. The floor standard for writing is -7. Where a confidence interval overlaps zero, this means that the school's progress score is not significantly different from the national average.

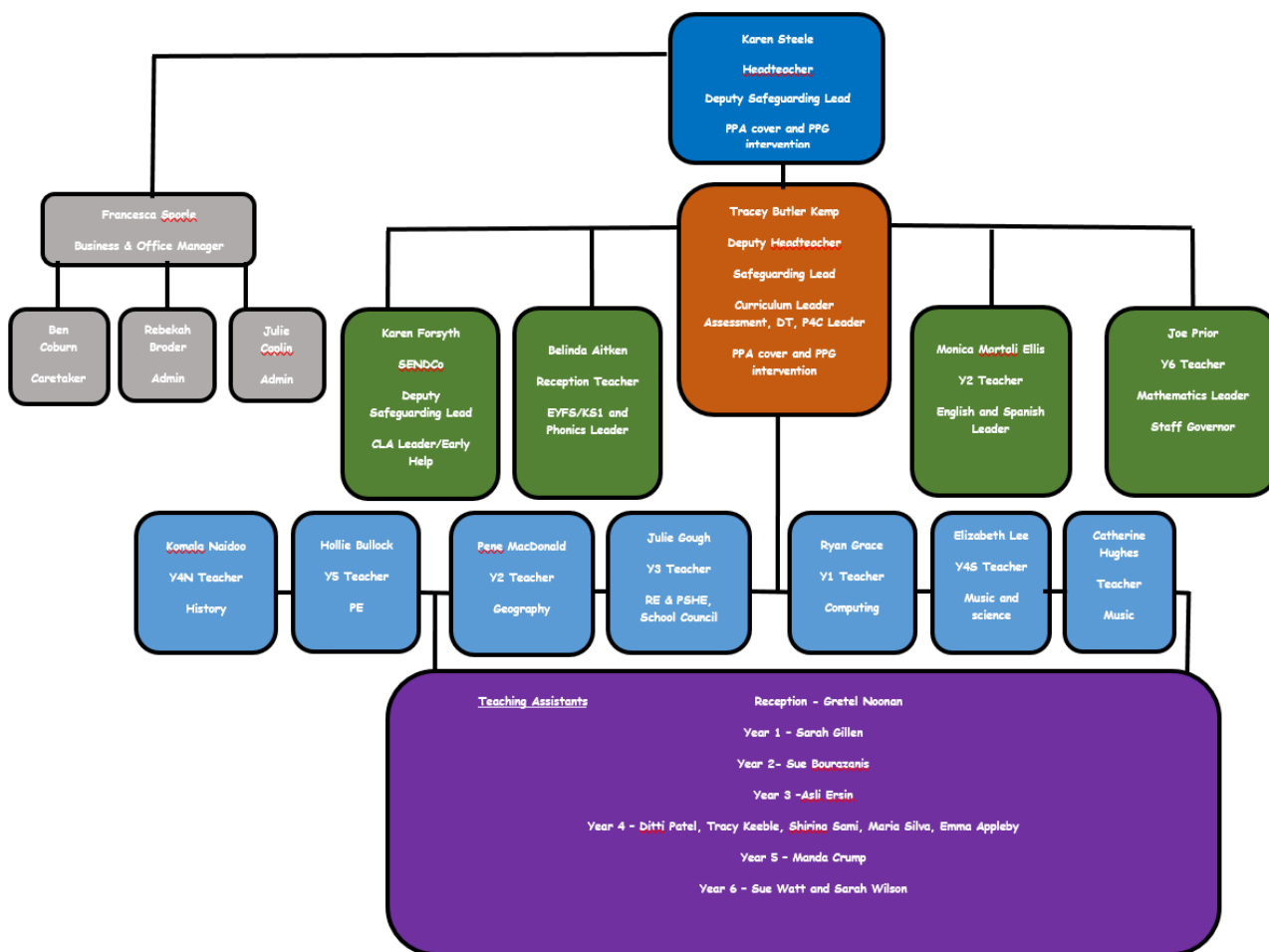
Results Archive

All results for the previous year can be seen by clicking on the link below or typing the address into your Internet browser address bar.

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=101758>

Appendix A

Staff Structure



Appendix B

Staff Responsibilities

Name		Post	Year group	Subject/ Phase leader	Support staff	Other roles
Belinda	Aitken	Teacher	Reception	EYFS/KS1/Phonics Phase Leader	Gretel Noonan	Leadership Group
Hollie	Bullock	Teacher	5	PE Leader	Manda Crump	Student Mentor
Tracey	Butler Kemp	Deputy Head Teacher		Assessment Curriculum Leader		Leadership Group Safeguarding Lead Student Teachers TA Appraisals Work Experience PPA cover PPG intervention
Karen	Forsyth	SENCo		SEND Coordinator		Deputy Safeguarding Lead Leadership Group TA Meetings
Julie	Gough	Teacher	3	RE & PSHE Leader	Asli Ersin	Staff Governor Student Mentor School Council
Ryan	Grace	Teacher	1	Computing Leader	Sarah Gillen	
Catherine	Hughes	Teacher	Drumming/ Piano	Music Leader		
Elizabeth	Lee	Teacher	4	Science & Music Leader	Maria Silva Emma Appleby	Home Learning
Pene	MacDonald	Teacher	2	Geography Leader	Sue Bourazanis	
Monica	Mortali-Ellis	Teacher	2	English and Spanish Leader	Sue Bourazanis	Leadership Group NQT Mentor
Komala	Naidoo	Teacher	4	SMSC & History Leader	Ditti Patel, Tracy Keeble and Shirina Sami	
Joe	Prior	Teacher	6	Mathematics Leader	Sue Watt and Sarah Wilson	Leadership Group
Karen	Steele	Head Teacher				Leadership Group Staff Cover Sports Events Lead Deputy Safeguarding Leader PPA cover PPG intervention

Senior leader meeting	Mondays	7:45am
Leadership group meeting	Mondays	3:30pm
Staff meetings	Wednesdays	3:30pm - 4:30pm

Support staff/Premises Staff 2020 - 2021

Breakfast Club

Name	Post
Sarah Gillen	Breakfast Club Leader
Asli Ersin Manda Crump	Breakfast Club staff

After School Club

Name	Post
Gretel Noonan	After School Club Leader
Tracy Keeble	After School Club Leader
Ryan Grace	After School Club Leader
Asli Ersin Sue Bourazanis Vicki Lippett Manda Crump	After school club staff

Office staff

Name	Post	Responsibilities
Rebekah Broder	Admin Assistant	Attendance Medical Admissions Communication
Julie Caplin	Admin Assistant	School trips/Risk assessments Communication
Francesca Sporle	Business and Office Manager	School finance Buildings and maintenance Breakfast and After School Club
Ben Coburn	School Caretaker	School grounds Fire Warden