

WIRRAL EDUCATION COMMITTEE

GREASBY JUNIOR SCHOOL

**MILL LANE
GREASBY
WIRRAL
CH49 3AR**

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School Website: www.greasby-junior.wirral.sch.uk

The school is a Community day school for pupils of both sexes aged 7 to 11 years

Number of children on roll in June 2018: 247

Head Teacher, Mr A S Martin BEd., MSc

Deputy Head Teacher, Miss R Price

Administrative Manager, Mrs A Green

Chairman of Governors, Mrs Y Turnbull

The LA is the Metropolitan Borough of Wirral

Telephone No 0151 606 2000

Dear Parents,

I am pleased to welcome you and your child to Greasby Junior School. Over a number of years we are proud to have established a reputation for excellence by providing a rich and exciting education for the children who attend this school. Here at Greasby, we aim to create a warm, happy and secure environment in which children can develop their full potential. When our children leave us at the end of Year 6, we want them to be confident, happy and responsible people with the skills and attitude to contribute positively to society. Care, courtesy and consideration are principles which are central to our school ethos, and it is through these values that both children and adults thrive. We seek to equip each child with firm foundations in basic skills, to develop self-confidence and to appreciate the world in which they live. Thus we aim to encourage a feeling of responsibility and independence.

We take a pride in our achievements and have high expectations for each child in every aspect of their work. We view the school as a community where parents help us maintain high standards through co-operation based on understanding and close partnership.

We hope that this introduction will mark the start of a happy and positive relationship between home and school. If, in the future, you have any queries or worries, please do not hesitate to contact either a member of the teaching staff or myself.

Yours sincerely,

A S MARTIN
Headteacher

The School

The school was opened in 1952 as part of the Cheshire Deeside Authority. However, with re-organisation in 1974 it became part of the Wirral LA, formed after the amalgamation of Birkenhead, Bebington and the Deeside Schools.

Over the years, the school has been consistently recognised for its excellent practice. In October 2005, the school received a judgement of 'Outstanding' by Ofsted. Two years later, in 2007, we were recommended to Ofsted by our local authority as an example of a school which demonstrates best practice in curriculum innovation. Christopher Russell, HMI, visited the school for two days and gave the school a glowing report, judging its curriculum to be 'Outstanding'. Our most recent OFSTED inspection, in October 2008, judged the school to be 'Outstanding' in every aspect.

In December 2009 the school received another visit from one of Her Majesty's Inspectors (HMI). The school had been identified as being particularly successful in helping boys to achieve well in writing. Angela Westington spent a day in the school and her findings will be issued in a national report of best practice. Every report HMI produce involves advising the school on any areas for development. After her visit Angela could find no such areas!

We have achieved the prestigious Active Mark Award every year since 2007 in recognition of our promotion of sport and healthy living. We are a 'BikeIT' School as well as a Health Promoting School and in 2011 and 2014 we achieved the Green Flag Eco School Award (the highest award in this area) in recognition of our efforts to conserve energy as well as the International School Award for our links with schools abroad. We are currently in the process of applying for the Rights Respecting School Award, through which the needs and rights of the child are central.

Situated in a pleasant semi-rural location on the outskirts of Greasby village, within easy reach of nearby National Trust land, Royden Park and Thurstaston, the school is ideally situated for a variety of outdoor/environmental activities in both countryside and shoreline.

The school enjoys excellent facilities as the grounds give ample provision for many sports activities.

Extensions have been added to provide an artroom as well as separate study areas to provide additional small group support for those who need it. We also have an IT suite and every classroom has an interactive whiteboard with internet access. Wireless internet connection, laptop and tablet trollies enable pupils to carry out internet research in their classrooms. We received a grant to develop a school library and this excellent resource was opened in the Summer term 2011. Following the removal of a large mobile classroom, a community gardening area has been developed where children can grow their own fruit/vegetables. The school is divided into upper and lower sections, allowing the younger children separate playground, cloakroom and toilet facilities. All toilet facilities are refurbished to a high standard.

The school is organised into four-year groups according to age. These classes are of mixed ability and children are ability grouped for the various activities they will encounter during the day, particularly for Literacy and Numeracy, which take place in the morning.

The present system allows for children in Year 6 to be selected at eleven to receive the type of secondary education for which it is felt they are best suited.

Mission Statement

For everyone to achieve their potential through an environment of Care, Courtesy and Consideration.

Aims

- To provide opportunities to develop the social, intellectual, emotional and physical growth of each child.
- To acquire knowledge and practical skills and the ability to apply them.
- To appreciate human achievements in art, music, science, technology and literature.
- To provide a meaningful, creative and exciting curriculum which meets the needs of all children, allowing them to achieve their potential.
- To make the best possible use of all available resources to achieve the highest educational outcomes.

General Information

Admission Procedures

Parents considering enrolling their child may visit the school by prior arrangement, made by telephone or by letter, with the Headteacher. The school is always open to parents for such visits.

Infant School Intake

A meeting is held in the Summer Term for the parents of new pupils. This is a formal opportunity for new parents to meet key members of staff. The Year 2 children have a range of opportunities throughout the year to become familiar with their new school and their new teachers; in addition to spending the morning with their Year 3 teachers at the Junior School in July, they take part in a number of activities at the Junior School in the Summer Term including weekly sporting activities, a musical concert with Year 3 pupils and Sports' Day.

Parents are asked to complete an admission form when enrolling their child. In the event of an emergency where it is necessary to contact a parent quickly, an emergency contact telephone number is vital. This information must also be kept up to date should circumstances change. A key feature of our communication system is a school email and texting service, which is used to provide instant information to all parents or carers.

A copy of the Local Education Authority's Admissions Policy is available in school.

Times of Opening

| | | |
|-------------------|---|--------------------|
| Morning Session | - | 9.00 am - 12.00 pm |
| Afternoon Session | - | 1.15 pm - 3.35 pm |

The time spent on teaching including Religious Education, but excluding collective worship, registration and breaks, is 23½ hours.

Children should arrive fifteen minutes before the opening of the school and make their way straight on to either the lower or upper school playground. They may use the path from Mill Lane leading to the lower school, or the path alongside the perimeter of the playing fields adjacent to Our Lady of Pity Primary School. At 8.50am, the school doors are opened and the children go to their classrooms, ready for registration at 9.00am.

It is important for parents to understand that, although staff are in school from 7.00am, there is no direct supervision until 8.50am and therefore, until this point, children are still the responsibility of their parents.

Parents who accompany their children to school should leave them at the gate and not enter the playground. Similarly, parents waiting to collect children at the end of the afternoon session are requested to wait at one of the school's three entrances.

Parents waiting in cars are reminded that, in the interests of safety, they **MUST NOT PARK WITHIN THE YELLOW MARKINGS OR REVERSE INTO THE MAIN DRIVEWAY OR PARK ON SCHOOL PREMISES.** (Parents with disabilities should contact the school to make separate arrangements.)
DRIVING UP THE SCHOOL DRIVE IS DISCOURAGED BEFORE 8.30AM AND NOT PERMITTED AFTER 8.30AM.

SIMILARLY, AT THE END OF THE SCHOOL DAY, PARENTS SHOULD NOT DRIVE UP THE SCHOOL DRIVEWAY OR USE THE STAFF CAR PARK TO PARK THEIR CARS UNLESS ARRANGEMENTS HAVE BEEN MADE WITH THE HEADTEACHER.

Bicycles

We have a cycle shelter on the Upper School playground and encourage children to cycle to school whenever possible. However, as with all forms of travel to and from school, the safety of the children is the full responsibility of the parents/carers. All children who choose to cycle to school should wear a cycle helmet.

School Holidays

ACADEMIC YEAR 2018/19

AUTUMN TERM 2018

Staff Development Day (Closed to Pupils)
Staff Development Day (Closed to Pupils)

Monday 3 September
Tuesday 4 September

School Opens
School Closes

Wednesday 5 September
Friday 19 October

HALF-TERM MONDAY 22 OCTOBER – FRIDAY 26 OCTOBER

School Opens

Monday 29 October

School Closes Thursday 20 December

Staff Development Day (Closed to Pupils) Friday 21 December

CHRISTMAS HOLIDAY MONDAY 24 – FRIDAY 4 JANUARY

SPRING TERM 2019

Staff Development Day (Closed to Pupils) Monday 7 January

School Opens Tuesday 8 January
School Closes Friday 15 February

HALF-TERM HOLIDAY MONDAY 18 FEBRUARY – FRIDAY 22 FEBRUARY

School Opens Monday 25 February
School Closes Friday 29 March

SPRING HOLIDAY MONDAY 1 APRIL – FRIDAY 12 APRIL

School Opens Monday 15 April
School Closes Friday 24 May

BANK HOLIDAY FRIDAY 19 APRIL, MONDAY 22 APRIL, MONDAY 6 MAY – SCHOOL CLOSED
School Development Day (Closed to Pupils) Thursday 2 May

SUMMER TERM 2019

HALF-TERM MONDAY 27 MAY – FRIDAY 31 MAY

School Opens Monday 3 June
School Closes Wednesday 24 July

The School Development Days for the academic year 2018/19 are:

- **Monday 3 September**
- **Tuesday 4 September**
- **Thursday 21 December**
- **Monday 7 January**
- **Thursday 2 May**

Absences

If children need to leave school at a time other than at the end of a school session, a parent or other responsible adult known to the school must collect them. Children are not allowed out of school during curriculum time unless there has been written parental consent and the child is reliably escorted. These procedures are to protect the children from any unforeseeable harm.

If your child is absent, for any reason, **it is essential that you inform the school, by telephone, before 9.15am, on the first day of absence.** A message may be left on the school answer phone. When your child returns, a written note of explanation should be sent to the class teacher. Reminders will be sent out to parents who fail to do this. Contagious diseases such as chicken pox, measles, etc. should always be notified to the school.

Absence for Holidays

Government guidelines mean that holidays during term time cannot be authorized unless in exceptional circumstances. Whilst we appreciate that significant savings can be made in taking holidays during term time, any time missed has a negative impact on the child's academic progress, and we therefore actively discourage this practice. The school follows the advice of the Local Authority which is as follows:

Penalty Notices will be issued when:

- attendance is below 90% with at least 10 days lost due to unauthorised absence (these do not need to be consecutive)
- 5 days or more unauthorised absence due to holidays in term time
- a pupil arrives late after the registers are closed on 10 or more separate occasions.

The absence rates to date for 2017/18 are as follows:-

| | |
|---|-------|
| Authorised absence as a percentage of total possible sessions | 2.76% |
| Unauthorised absence as a percentage of total possible sessions | 0.54% |

Pastoral Care

First Aid and Illness

All members of staff are trained in First Aid. In the event of an accident requiring hospital or dental treatment, every effort will be made to contact parents before the pupil is taken for treatment. If a pupil bumps his/her head in school, parents will be informed by telephone, or, depending on the severity of the injury, a note will be sent home with the child advising parents of the accident and asking them to keep the child under observation in case further symptoms develop.

If a pupil becomes ill at school, every effort will be made to contact parents so that he/she may be taken home to be looked after. It is not always easy to assess whether a child is genuinely ill or not. In such cases, the school will make what it feels is the best decision for the child, always erring on the side of caution.

The school has a defibrillator (outside the Medical Room) and key staff have been trained in its use.

IT IS ESSENTIAL THAT PARENTS KEEP SCHOOL INFORMED OF UP TO DATE CONTACT TELEPHONE NUMBERS INCLUDING MOBILE NUMBERS.

Medicines

Where parents are unable to administer medicines, specified staff will do so, but parents must complete a form from the office to provide full instructions for administration. Parents may come to school to administer medicine; arrangements for this must be organised at the school office. Any controlled drugs which have been prescribed for a child are kept in a fixed locked cupboard in the Medical Room, except where pupils manage their own medication or where the medicine has to be kept in the fridge (antibiotics). The fridge will be in a place where

children do not have access (staffroom). (See Administration of Medicines Policy on the school website for further details).

The school has a list of all children who have asthma so that all staff are fully aware of these children. Children requiring inhalers should have them in school at all times, named and marked, and are themselves responsible for the administration of them whenever they feel it is appropriate (See Asthma Policy on the school website for further details).

Meals

We have an 'In-House' meals service. There is a wide choice of healthy food options on a three weekly menu cycle (including a 'deli' option). Meals, including a choice of drinks, cost £2.10 and are paid for electronically. Children can choose each day whether to have a packed lunch or a meal provided by the school kitchen.

Packed lunches must not contain hot drinks or glass bottles and, as a Health Promoting School, we encourage parents to provide healthy packed lunches for their children. **There are children in school who have potentially fatal nut allergies and we therefore ask that you do not include products with nuts/peanuts in your child's lunchbox.**

Free School Meals: If you think your child is eligible for a free school meal, please contact the school office. Information is also available on the school's website at www.greasby-junior.wirral.sch.uk

Children are allowed to bring in fruit or a healthy fruit bar/snack to eat during the morning break. There is also a Fruit Tuck shop which sells a variety of dried fruit from 20 pence. Children in Years 5 and 6 have the option of purchasing toast at breaktime at the cost of 20 pence a slice. They need to bring in the correct amount, as teachers do not keep change in their classrooms. School provides a water bottle for each child. Water coolers are situated in upper and lower school corridors and in the dining room, where children can fill their water bottles whenever they need to.

School Uniform [Summer is defined as Easter to end of Autumn half term]

Uniform is supplied by Marks and Spencer or Stitch Design and can be ordered on line. Links to the websites are available on the school website at 'www.greasby-junior.wirral.sch.uk'.

Boys

Winter White shirt, school tie, navy blue jumper/tank top, long or short grey trousers, grey socks.

Summer As above, or plain white short sleeved polo shirt [airtex type with collar].

Girls

Winter Grey skirt, pinafore dress or grey trousers/shorts, white shirt, school tie, navy blue cardigan or jumper/tank top, grey/white socks.

Summer As above or blue gingham dress, or plain white short sleeved polo shirt [airtex type with collar].

Brown or black sensible shoes should be worn indoors by both boys and girls. Trainers may only be worn at playtime (there are storage facilities for trainers in the corridors).

School bags can be purchased through the school uniform provider. Handbags are unsuitable for school use and are not permitted.

PE Kit:

Boys and Girls White shorts, House T-shirt (plain in the colour of their House), **not** coloured T-shirts or football tops etc.

Games Kit:

Boys and Girls: A suitable sports shirt, sports shorts, and sports socks.
Trainers, suitable for either grassed or hard surfaces should be worn. A navy blue tracksuit is also advisable and we ask that where this is the case, a suitable sports shirt is worn underneath.

Swimming:

Girls: Swimming costume, towel and bathing cap or hair band for long hair.

Boys: Trunks (not swimming shorts) and towel.

Children should bring their kit to school in a suitable bag and take items home for cleaning/washing each Friday evening.

Parents are asked to mark all clothes and check frequently that names are still readable.

Jewellery

For reasons of health and safety, jewellery should not be worn in school.

Rings, earrings and necklaces are potential hazards and we seek parents' co-operation in this matter. In the event of a child having pierced ears, parents are requested to write to the child's class teacher informing them of the fact. The school shall not be responsible for accidents caused by the contact of ear studs or jewellery with equipment or other children. Teachers are not responsible for the removal of studs. Again, for health reasons, children with long hair should tie it back using a plain coloured hair bobble.

Some form of protective clothing (an old shirt) is advisable when children are involved in art and craft work.

Behaviour

The school expects exemplary standards of behaviour within an environment of self-discipline centred on reward and praise. Where a child encounters difficulty in meeting our high standards he/she will miss an amount of 'Golden Time' as outlined in the Behaviour Policy (available on the school website). In extremely rare cases where the behaviour is more serious, parents will be informed and invited to speak to the child's class teacher/the Headteacher. Expected types of behaviour are constantly reinforced through assemblies, Circle Time and other PSHE activities.

Authority to exercise sanctions is also delegated to Lunchtime Supervisors. In the event of serious misconduct by a child, following a series of warnings, the Headteacher may decide to exclude a child. There have been no exclusions in the last 14 years.

Our Behaviour and Anti-Bullying Policies are available to all parents via the school website, or in paper form if requested. They outline clearly the school's approach to discipline and are reviewed annually by the Governors.

Curriculum

It is our aim that our curriculum is exciting and engaging, providing children with many opportunities to learn collaboratively and to develop key skills which will help them in the future. Research clearly indicates that children learn more effectively through a thematic approach where meaningful links are made between subjects. This approach is now embedded in our exciting, engaging curriculum (see OFSTED reports – curriculum).

Literacy

The school follows the literacy requirements outlined in the National Curriculum 2014. We believe that children interpret the world and communicate their feelings and thoughts to others through literacy. The literacy strategy comprises different strands:

Speaking and Listening

We encourage children to work collaboratively, sharing and discussing ideas, thus developing their ability to express themselves articulately, and to actively listen to their peers. Our curriculum provides the children with a range of opportunities to develop their communication skills. Drama is used extensively to enable the children to express themselves creatively and theatre companies visit the school to further enrich the curriculum.

Writing

All pupils are given the opportunity to develop the skills to write in a range of genres for various purposes and audiences. In planning our literacy curriculum we aim to inspire our children to write, building in time for them to write for sustained periods. We are constantly looking for ways to develop our thematic curriculum to provide pupils with opportunities to write through other subjects.

We follow the cursive handwriting scheme which is started at the Infant School. Accurate spelling and punctuation are vital to effective communication and are reinforced not only in literacy, but across all curriculum areas. A computer suite, as well as laptops and tablets, is available to teachers to develop the children's study skills and information handling. Technology is also used to teach drafting and re-drafting techniques.

Reading

We want children to develop a love of reading and have been following the Accelerated Reader scheme since October 2017. Our data shows that, on average, the children's reading ages have increased by twice the expected amount since the scheme was introduced. The children are encouraged to read at least 3 times at home each week and for 1.5 hours in school. After each book they read they are required to take an on-line assessment, the result of which dictates the range of books they can then select from. Each half term the children take a more formal reading test which gives an updated reading age. In addition, our school library and our outdoor reading areas are available to all children to use throughout the week.

Mathematics

The school implements the programmes of study as outlined in the 2014 National Curriculum. Through a mastery approach, in which children are provided with concrete and visual experiences before moving onto more abstract concepts, our aim is that children become fluent mathematicians. By this we mean that they can:

- tackle maths problems efficiently, using the most effective strategy;
- work with accuracy;
- work with flexibility, having a knowledge of more than one approach and selecting the one which is most appropriate for the task.

We believe that maths in the primary years should be an enjoyable and meaningful experience and through interactive technology and a range of interactive teaching techniques, all children are actively engaged in maths lessons.

Maths strategies are presented annually at each Year Group Curriculum Meeting in September to enable parents to more effectively support their children at home. Teachers are available throughout the year to explain strategies to parents where there is uncertainty. The school's Formal Calculations Policy which clearly explains the calculations used throughout the school for addition, subtraction, multiplication and division, is available on the school's website.

Science

Science is a core subject and we endorse the principles outlined in the 2014 National Curriculum for Science. The emphasis is very much on enabling children to develop independent scientific investigation skills rather than simply being able to regurgitate knowledge.

History and Geography

Again, the emphasis in both history and geography is on skill development rather than merely the acquisition of knowledge and facts.

In history, we want the children to develop the skills of using evidence, both primary and secondary, to find out about the past, enabling them to appreciate their history.

In geography, the pupils will acquire geographical skills to gain a sense of their surroundings and the wider world. They will study people from other cultural backgrounds, extending their social and cultural understanding.

Technology

There are two areas of Technology:-

1. Design and Technology
2. Computing

1. Design and Technology (DT)

Key to the children's experience of technology is the way in which they develop the social skills required to work as a member of a team, the ability to communicate in practical contexts and flexibility and openness of mind necessary to meet challenges and persevere in their efforts to achieve success.

2. Computing

All classrooms in the main school have interactive whiteboards. IT is used in all subjects to enhance teaching and learning with many lessons now delivered through PowerPoint presentations, and interactive teaching resources.

We have an IT suite with sixteen computers, all with internet access. The children are taught to gather, organise, store, retrieve and present information in graphical and database forms. They also use digital cameras to enhance their work.

We also have a laptop trolley containing 16 laptops and 26 tablets, enabling children to research using the internet in classrooms to support their learning further.

The school website is a very well developed and maintained resource, providing parents with information about their children's learning as well as about wider school life.

Art

Artistic expression and the appreciation of aesthetic values are developed through teaching skills in a variety of ways. Skill development progresses as the children move through the school and their artwork is displayed throughout the building to celebrate their work.

Physical Activities

We aim to provide the children with two hours of physical activity each week. Through friendly but competitive Inter-House competitions and a wide range of extra curricular activities, we foster an enthusiasm for sport.

The school is currently developing the six areas of study - Gymnastics, Dance, Athletics, Swimming, Games and Outdoor Adventure. In Year 4 and Year 6 the children have the opportunity to take part in a residential visit. Year 4 go to the Barnstondale Centre for three days and two nights and Year 6 visit Castle Head Field Study Centre in the Lake District for five days and four nights. Both trips involve the children in a range of outdoor activities. In 2017/18 all but 2 children attended both trips.

Music

Our aim is to create enjoyment and enthusiasm for music. Over the school year, each class has provision for one lesson per week.

A number of events in the school year provide opportunities for children to enjoy making music but there is also special provision for group activities including recorder, brass, strings and woodwind, a school choir and an orchestra. All children in Year 4 learn an instrument together.

Personal and Social Education/Health/Sex Education

Personal, Social and Health Education (PSHE) is about relating to other people, respecting the feelings of others, developing loving, caring relationships as friends, parents and members of a family and other groups. The weekly Circle Time sessions are linked to a whole school fortnightly PSHE theme which is reinforced through the school's assembly programme.

The Governors have accepted the Sex Education policy of the LA and have decided that sex education should form part of the Health Education Programme. It is to be expected that every child will take part in this programme but parents may withdraw their children from all or part of the sex education provided. All parents of Year 5 and 6 children are invited to view and discuss the resources used to deliver the sex education programme before they are used with the children. Where sex education is taught, it is delivered with care and sensitivity.

The school nurse talks to the girls regarding matters concerning menstruation. We see our approach as a joint effort between school and home so that children receive a consistent message and feel free to ask questions on matters of concern to them.

Citizenship

We encourage all children to become mature and responsible citizens. This is achieved through the school's values of care, courtesy and consideration, as well as through formal discussions on appropriate issues, in the form of weekly 'Circle Time' sessions.

Religious Education

RE is delivered through the Wirral agreed syllabus. The teaching, whilst being multi-faith, is predominantly Christian in emphasis. It is designed for children of all religious backgrounds. Parents have a right to withdraw their child from RE or collective worship.

Collective Worship

It is an important part of the day when the school gathers together to participate in an act of collective worship. This normally takes the form of an opening song and a story with a moral theme. Visitors, including the local clergy, lead assemblies each fortnight in order to widen the children's learning experiences.

Eco / Health Promotion

The school is a 'Green Flag Eco-School' and encourages the children to respect their environment and to lead a healthy life. Eco-activities are built into the curriculum where possible, and a thriving lunchtime gardening club makes excellent use of the school's poly-tunnel, where plants, herbs and vegetables are grown. Paper recycling and the conservation of electricity and water are actively encouraged, and monthly 'Wheelie Walkie Wednesdays' and regular 'Bike It' Breakfasts encourage the children to travel to school in a safe and healthy way.

Special Educational Needs

We believe that **all** our pupils should achieve their full potential regardless of academic ability. Every child should have the greatest possible access to a broad and balanced education, including the National Curriculum. We believe in maintaining excellent educational standards and we provide every possible assistance necessary to achieve those standards.

A child has special educational needs if he/she requires support over and above that normally provided in the classroom.

Children with special educational needs are integrated within the school but may also work in smaller groups with additional help.

The early identification of a child's special needs is of prime importance to us. A thorough assessment and tracking system closely monitors the progress of children with special educational needs. Where necessary, outside agencies will be consulted for advice and recommendations will be followed as far as possible (these outside agencies include Educational Psychologists, the Learning Support Service and the school nurse).

The school has a toilet/changing facility for use by disabled pupils; it is a single storey school that has a ramp to assist with a slight change of floor levels between lower and upper schools enabling access for wheelchairs. Ramps have now replaced all steps into the main building and pavements leading directly into the school have been lowered.

If a child is identified as having additional needs, parents are informed immediately, and their child's IP (Intervention Plan) is discussed with them, and reviewed twice a year.

The school's SEN provision known as 'The School's SEN Information Report' is available on the school website.

Homework

Homework is viewed as an important reinforcement of, and extension to class work and appropriate amounts are set as part of the school's policy, taking into account the age and ability of the child. Details of each year group's homework are given in Year Group curriculum meetings in September. The emphasis is on the children practising their basic skills in English and Maths. 'Talking Homework' is given every fortnight which will involve parents discussing a topic with their child and, where appropriate, making some notes of the discussion. This is an essential part of the homework process as the ideas generated are used the following week to support the child's learning in class. Further details of this are provided at the Curriculum Meetings in September.

Tests and Examinations

In addition to the teacher's personal assessment of each child, assessment tasks are administered in the main subjects to monitor progress. These are as follows:-

Annually

| | |
|---------------|---------------|
| Optional SATs | Years 3, 4, 5 |
| SATs | Year 6 |

Termly

The children are formally assessed in maths, reading, writing and GPS (Grammar, Punctuation and Spelling).

Charging and Remissions Policy

The Governors have adopted the existing LA list of charges and policy.

OFSTED Action Plan

Following a highly successful inspection in October 2008, one area for development was identified; 'Extend the development of innovative curriculum design across the subjects and year groups.' This was identified as a priority in the school's development plans from 2009 to 2011 and considerable progress has been made in the development of a more thematic approach to learning. In order to maintain our high standards in the core subjects, a system of setting exists in all year groups, based on ability. SATs results over the last ten years clearly demonstrate that: "Pupils consistently reach exceptionally high standards in English, Mathematics and Science." (OFSTED 2008)

Parental Liaison

Every two years, all parents are invited to complete an anonymous questionnaire giving their views on various aspects of school life. A written response is given detailing any necessary actions arising from the comments. In the year in which the questionnaire is not sent out, parents are invited to provide anonymous (or named) comments on a 'Feedback Wall' on Parents' Evenings. Comments are invited on 'What the school is doing well?' and 'What could be improved?' Again, a written response is provided and is available on the website.

Each year, parents of Year 3 children are invited into school in the Autumn term to discuss any issues they wish. In the Summer term, an invitation to a similar 'open forum' meeting is extended to all parents. In addition to a curriculum meeting in September, there are three formal opportunities for parents to discuss their child's progress.

A thriving Parents' Association organises social events as well as Christmas and Summer Fairs which are well attended. Parents are also encouraged to help on school visits and in the classroom working with individuals or small groups.

A Home School Agreement outlining the school's aims, ethos, expectations and responsibilities as well as the parents' responsibilities to their children, is given to parents at the beginning of each

year. We ask parents to sign agreements in line with our Internet Policy, Behaviour System and use of photographic images.

Meetings between Parents and Teachers

As outlined above, year group curriculum meetings are held in September. Individual parent meetings are arranged on three separate occasions during the year when parents have an opportunity to discuss their child's progress with the class teacher. At these meetings, parents are informed of their child's progress in English and Maths as well as information about their behaviour and social development.

The first is mid-way in the Autumn term. The meeting, arranged on an interview basis, allows for an exchange of information between staff and parents following a settling in period where the child will have adjusted to a new year group.

The second meeting, to discuss progress half way through the year, takes place in the Spring term. The third allows parents to view work and discuss the child's written report in the Summer term.

If parents have any concerns at any other time during the year, teachers will be pleased to discuss progress or any concerns. We ask parents to contact the school to arrange a convenient time.

We rely greatly upon the goodwill of parents in support of our common aim - the ultimate good of the individual child and a school of which we are proud. To this end, we encourage parents to develop strong links with the school, for example, by assisting in classrooms with reading, art/craft groups, school visits, etc.

Staff Development

Staff regularly attend training associated with their responsibilities in order to report back to the rest of the staff and formulate policies. The school is a member of a cluster of very successful schools and staff are given regular opportunities to work with those in these schools to share best practice as well as planning and assessing together. Training is identified as a result of the school's self-evaluation process, and is outlined in the School Development Plan.

Safeguarding Procedures

The safety of our pupils is paramount. All staff are trained in safeguarding procedures and from time to time the school receives information from a variety of sources (children, parents or other adults) resulting in concern about the wellbeing of individual children. This information will always be dealt with confidentially and made known only to those staff who need to know.

Parents do need to be aware that, whilst we will deal with such information with sensitivity and care, there are legal responsibilities upon the school to report actual allegations to Social Services or the Police and there are procedures we must follow if suspicions are passed to us. In these cases we have to remember that the safety and well being of the child is our absolute priority.

The school has signed up to the 'Operation Encompass' initiative; Merseyside Police liaise closely with the school when any of its parents are involved in a domestic violence incident. This enables the school to provide the appropriate support for the child.

In the 2018 Parent Questionnaire, 100% of parents agreed with the comment, 'My child feels safe at this school.'

Complaints

The School Standards and Framework Act 1998 requires schools to establish a formal complaints procedure. A copy of this procedure is available on the website or in paper form from the school office.

School Functions

Throughout the year, we hold a number of functions and on these occasions parents are most welcome. In recent years, these functions have included:-

| | |
|--------------------------|--------------------------------|
| Easter Service | Sports Day |
| Carol Service | Christmas Pantomime |
| Year 2/3 Concert | Quiz Night |
| Summer Serenade | Summer Fair and Christmas Fair |
| Civic Award Presentation | Reading Festival |
| Internet Safety Evening | |

Sport and Other Extra-Curricular Activities

The school is proud of the wide range of opportunities it provides the children outside the curriculum. Activities include:

Football, Rugby, Netball, Gymnastics, Dance, French, Rounders, Tennis, Science, Chess, Table Tennis, Cross Country Running, Athletics, Cricket, Basketball, Canoeing, Sailing, Judo, Art, Drama, Debating, ICT, Choir, Recorders, Orchestra, Knitting, Civic Awards, Student Council, Gardening, Golf, a three day residential visit on the Wirral and a five day residential visit to the Lake District. All children have the opportunity to take part in these activities, regardless of gender or ability. Our main aim is to provide the children with the opportunity to develop new skills whilst having fun with their peers. Many of them go on to successfully represent the school, evidence of which is our bulging trophy cabinet in the entrance hall!

Arts

Regular visits and visitors are organised to bring the curriculum to life and to give the children real experiences.

The children learn about a particular culture through Dance, Music and Art.

Children's achievements are celebrated through displays in classrooms, corridors and the main entrance hall, in order to demonstrate to children the value placed on their work.

We positively encourage children's greater fulfillment through formal staged Drama (Christmas Production etc) and activities developed through the curriculum.

School Visits

The Governing Body endorses the policy of Wirral Local Authority with respect to charging for certain school activities. School trips and visits form an important part of the curriculum. Parents are not required to pay for such visits but are asked to make voluntary contributions towards their cost. If the contributions made are insufficient to enable a planned trip to take place the Headteacher may cancel the trip or make any changes to the organisation of the trip as he thinks necessary.

Accessibility

Over recent years, the school has made significant improvements to the school building, in order that all pupils and adults have easy access to it, according to the priorities set out in the School Equality Plan. There are now no stepped areas with all previous steps being replaced with ramps and accompanying railings. The school has facilities for pupils with disabilities, and, as long as there is space, the Governing Body will admit all children, regardless of ability or physical need. A copy of the school's Equality Plan is available on the school website or in paper form from the school office.

Equal Opportunities

All children have equal access to all aspects of the curriculum and the school's extra curricular activities. Teachers from each year group plan together each week to ensure that the children in their year group receive the same experiences at a level appropriate to their ability. On the rare occasion that the demand for an extra curricular activity exceeds the resources available, names are drawn from a 'hat'.

Key Stage 2 Data Targets – 2018

These are the targets set by the Governing Body. Actual results for 2018 are not available as at the time of preparing this report the children had not taken the tests. (Last year's test results are detailed below).

English

- For 100% of the pupils to make expected progress (6 'steps') in reading and writing.
- For at least 76% (48 pupils) to achieve the national standard in writing.
- For at least 17% (11 pupils) to be working at greater depth in writing.
- For at least 71% (45 pupils) to achieve the national standard in reading.
- For at least 19% (12 pupils) to achieve a higher score in reading.
- For at least 83% (52 pupils) to achieve the national standard in Grammar, Punctuation and Spelling.
- For at least 38% (24 pupils) to achieve a higher score in GPS.

Mathematics

- For 100% of the pupils to make expected progress (6 'steps').
- For at least 75% (47 pupils) to achieve the national standard in maths.
- For at least 21% (13 pupils) to achieve a higher score in maths.
- For 100% of the pupils to make expected progress (6 'steps') in reading, writing and maths (GPS was not tested when the current Year 6 pupils were in Year 2).

GREASBY JUNIOR SCHOOL

THE GOVERNING BODY – JUNE 2018

| | | |
|------------------|----------------------------|----------|
| Mrs W Clements | LA Appointee until | 06.03.20 |
| Mrs Amanda Green | Co-opted Governor until | 25.03.19 |
| Mrs P Roberts | Co-opted Governor until | 15.11.20 |
| Mr J Harrison | Co-opted Governor until | 31.08.19 |
| Mrs Y Turnbull | Co-opted Governor until | 19.11.20 |
| | | |
| Mrs J McCawley | Parent Governor until | 02.05.22 |
| Mrs N Milford | Parent Governor until | 25.03.19 |
| Mr N Birtwistle | Parent Governor until | 15.11.20 |
| Mrs J Baker | Parent Governor until | 16.10.21 |
| | | |
| Miss A McNee | Staff Governor until | 12.10.20 |
| Mr A Martin | Headteacher Governor until | 14.09.18 |

The Chair of Governors is Mrs Y Turnbull

The Vice Chair of Governors is Mrs W Clements

The Clerk to Governors is Mrs Alison Green c/o Greasby Junior School

Miss R Price (Deputy Headteacher) is an Associate Governor – No voting rights

The information contained in this document is correct at the time of printing but it must not be assumed that there will not be any changes before or during the year.

A S MARTIN

Headteacher

National Curriculum Assessment Key Stage 2

School Results 2017

This table gives information about all the children in Year 6 at this school in 2015. It shows the percentage of children who achieved each possible level.

| Test | Expected Standard Met | National Comparison | Higher score/greater depth | National Comparison |
|--------------------|------------------------------|----------------------------|-----------------------------------|----------------------------|
| Reading | 67% | 71% | 19% | 25% |
| Writing | 83% | 76% | 22% | 18% |
| Mathematics | 69% | 75% | 17% | 23% |
| GPS | 79% | 77% | 24% | 31% |

These are some examples of what the children liked most about the school in its most recent Pupil Questionnaire (word for word):

The school is very healthy and the dinners are lovely and nicely cooked. The clubs are active and fun.

The teachers make me laugh and always let me have fun.

The teachers in this school are very kind, helpful, reliable, respectful and lessons are very interesting.

This school is so much better than my old school I love it here.

It's the best school I've ever been in. Teachers teach me well and I think the school meals are nice.

It is absolutely fantastic not just good.

I like school because it's safe and fun!

I love this school. This is my new school and I am confident and happy.