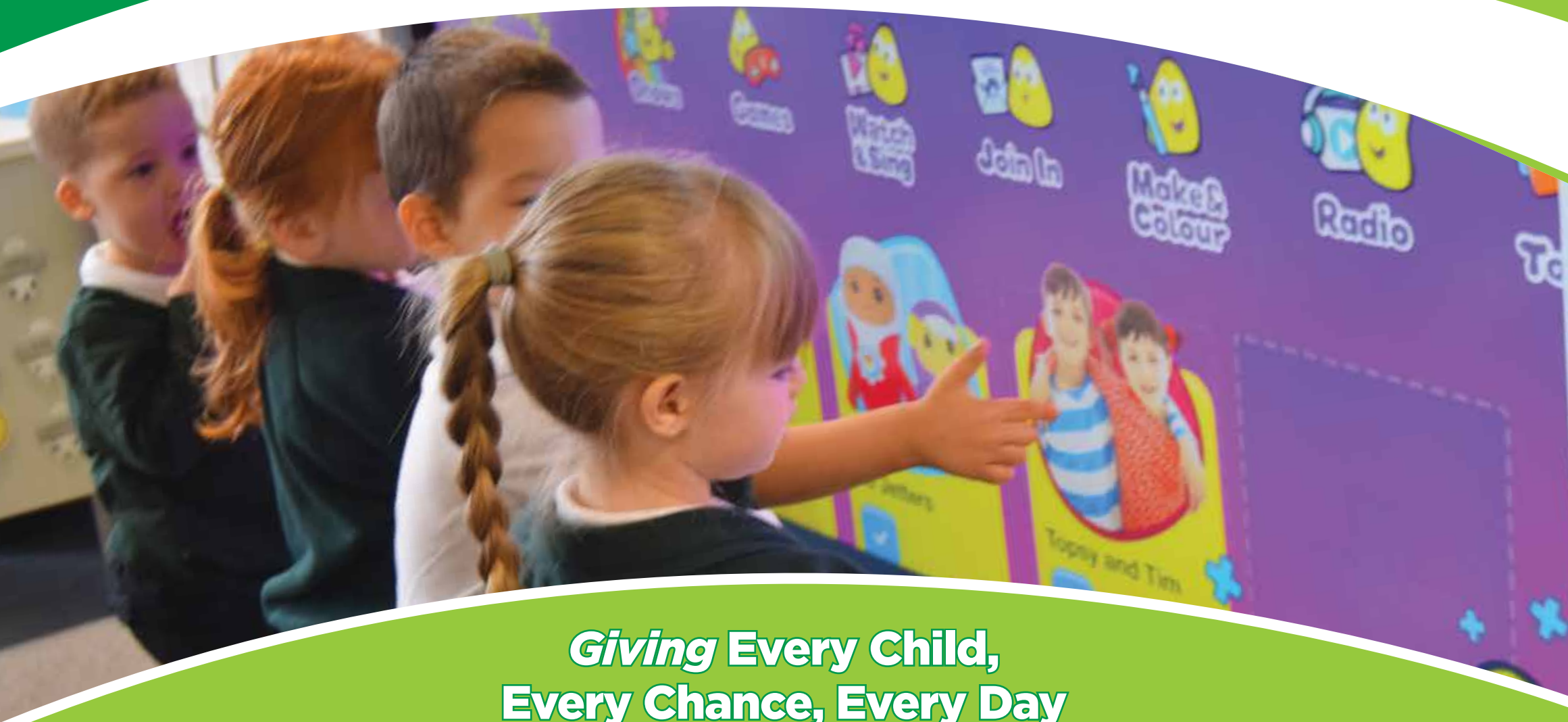




The Grange Primary School



***Giving Every Child,
Every Chance, Every Day***

Welcome

to The Grange Primary School

We hope the time you and your child spend with us will be both happy and successful. The Grange Primary School is no ordinary place - it is a place that is focused on fostering life-long skills and qualities. It is a wonderful school and the children are the very epitome of all that is good about it.



We believe that education should be a partnership between pupils, parents, staff and governors and that children learn more effectively when they see parents and teachers working together in a cohesive environment.

We aim to provide a happy, purposeful, caring, friendly and stimulating environment in which children are able to blossom, grow, achieve high standards, gain a sense of independence and begin to realise their potential. Our philosophy on learning is that this should be life-long, life-wide and life-deep.

Children are encouraged to take pride in their work, to work hard and to do the best they can, at all times. High standards of behaviour and discipline are expected at this school so that children, parents and staff feel both safe and valued as individuals.

The school is a warm and happy one, where self-esteem and confidence (without arrogance) are developed and grown, where academic rigour is appropriate to the child's abilities and where people skills are extended to ensure that in life, your child will be a major contributor to society.

We hope you will find this brochure helpful. If you need more information do not hesitate to ask. We look forward to working with you.





Our ethos and values

Our school seeks to develop success over a broad spectrum and to recognise the talents and achievements of all pupils. Through a broad, balanced, relevant curriculum and daily activities, pupils are engaged in opportunities for developing spiritual awareness, as well as advancing social skills and knowledge of their own culture and that of other people.

Our vision is to provide a safe, supportive, nurturing, stimulating and inspiring learning environment in which the whole community is valued and included. Everyone is expected to demonstrate high standards in all aspects of school life, including behaviour, gain a sense of independence and work to the best of their ability. They will be responsible citizens, confident in the knowledge that they have experienced a wide range of opportunities for personalised development and social integration, which ignite a desire and passion for continued learning in a diverse and continuously changing society.

We will treat everyone at this school fairly, celebrating differences and meeting different needs so that all members of our school community are free to live, learn and enjoy in an environment where **EVERYONE** has a voice.



Our Aims

At The Grange Primary School we aim to:

- first and foremost ensure the health and safety of each pupil
- provide the highest standard of teaching and learning, pastoral care and a broad co-curricular and extra-curricular experience, in a secure, caring, stimulating environment
- create a friendly, stimulating, creative, immersive, exciting and supportive environment in which all are included, valued and supported, enabling them to achieve success with up-to-date access to modern technology
- provide an enriched, creative, immersive, broad, balanced and relevant curriculum which allows for opportunities and experiences, as well as display continuity and progression; this in turn will provide our pupils with the knowledge, skills and understanding to promote life-long learning within a modern multi-cultural society
- ensure that all children have equal opportunity to access all learning activities through teaching that caters for different learning styles and collaborative learning
- encourage pupils to have a positive approach to learning and develop independence in their working ethics to develop self awareness so they can become independent learners and thinkers
- recognise and cater for any additional educational needs of those pupils with learning difficulties
- provide a learning environment which is well planned and well resourced
- encourage children to develop a set of values including self-esteem, self-awareness, self-respect, self-discipline and respect for others which will enable them to make a full, positive contribution, using a variety of skills, to the school and the wider community
- use the local community as a learning resource, fostering links with individuals and groups in the neighbourhood
- support and develop interest and a range of social skills and attitudes, to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well being
- demonstrate that our school functions in partnership with parents and carers to develop a learning culture within the school and community
- ensure child protection as required by law
- ensure that our pupils demonstrate positive behaviour and impeccable manners in various settings
- ensure that our pupils show consideration and tolerance of others and an acceptance of differences; they will develop an awareness of the diverse nature of our society with full, non-discriminatory appreciation of the many aspects that go together to form a shared culture
- produce young people at eleven who are confident, without being arrogant, who are achieving well in and out of the classroom and are well prepared for the secondary phase of their education and for life beyond.



About our school

The Grange Primary School is a two-form entry school situated not far from the centre of Scunthorpe town on Cornwall Road, Ashby. Until June 2016, we were located across two sites. Our site is secluded in a quiet area, on extensive grounds with a large games field, which provides opportunities for a wide range of sports and environmental projects.

Our building has two floors. The ground floor houses:

Main office

Two halls – multi-purpose

Kitchen – where all meals are prepared and cooked

Foundation Stage 1 and 2

Key Stage 1 – Years 1 and 2

Medical Room

Well stocked Learning Resource Centre

Two group rooms known as Rainbow Rooms used for small group intervention work including speech and language therapy, phonics, nurture, inclusion and pastoral workshops.

The first floor houses:

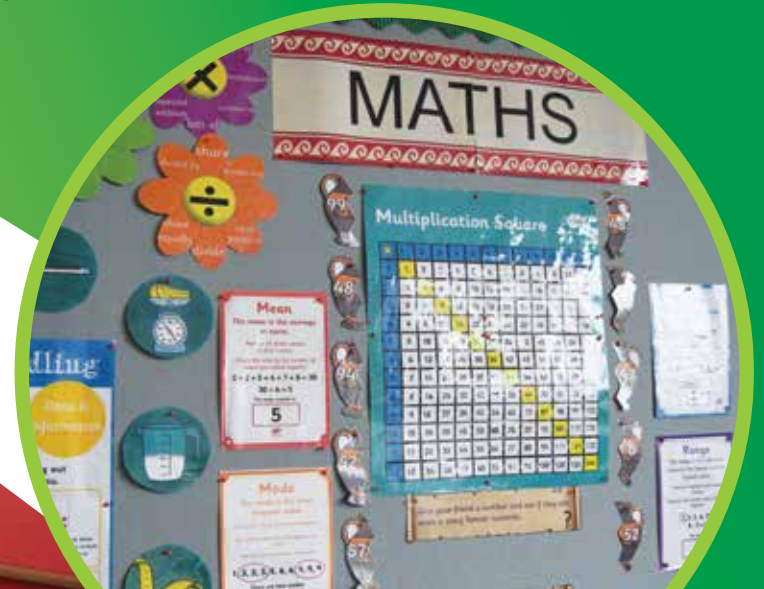
- **Key Stage 2 – Years 3 to 6**
- **Three Rainbow Rooms**
- **Two DT/Practical rooms used for Art, Technology, Science and Computing – multi-purpose rooms**
- **Well stocked Learning Resource Centre**

Our Learning Resources Centres (housing the library) operate an electronic library system. Technology is used effectively to enhance our pupils' learning and to this effect we have a state-of-the-art internet system, several networked computers, video conferencing equipment and every teaching room has an up-to-date interactive teaching and learning board to further enable whole class and interactive teaching. The Foundation Stage Two (Reception) learning space has a very innovative interactive learning and teaching floor with over 800 resources. We also have an extensive range of handheld innovative devices that support our pupils with their learning.

The school has facilities to cater for disabled pupils and visitors (eg a lift for wheel chair users) and ensures full access to the curriculum for all pupils with special educational needs.

All classes are single age classes and as much as the budget allows, we try our best to have small class sizes. This organisation can change from year-to-year depending on the numbers within each age group. If we do have to have age-mix groupings, children are taught the required balanced curriculum at their individual level by their own class teacher, occasionally in subject sets or team teaching situations.

We work hard to ensure that our school is a place where outstanding teaching and learning takes place, and that it has the reputation of a school that really cares for the children and families in our community. When we refer to "our" school, we do not just refer to the building but all those people who work within it and who bring their own unique contribution to their duty of helping to equip our children for their future in this ever rapidly changing world.



The curriculum

The Early Years Foundation Stage applies to children from birth to the end of the reception year. In our school, children join Foundation Stage 1 for the mornings only and are full time in Foundation Stage 2.

The Early Years Foundation Stage is based upon four themes:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

Learning and Development

There are seven areas of learning and development that must shape educational provision in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, form relationships and thrive.

Prime Areas:

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

Staff also support children in four specific areas through which the three prime areas are strengthened and applied.

Specific Areas:

- **Literacy**
- **Mathematics**
- **Knowledge of the World**
- **Expressive Arts and Design.**

We deliver learning for all of the areas through purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Through play, our children explore and develop learning experiences which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

The Learning Environment

The Foundation Stage classroom is organised to allow children to explore and learn securely and safely. We adopt the immersive learning approach and ensure that the learning environment sets the mood and develops creativity and imagination in our pupils.

There are areas where the children can be active, be quiet, creative etc. The Foundation Stage has its own outdoor area. The free flow between the inside and the outside has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active and exuberant.

Parents and Carers as Partners

We recognise that parents are children's first and most enduring educators and we value being partners with them in their child's education through:

- **talking to parents about their child before their child starts in our school**
- **offering both parents and children the opportunity to spend time in the Foundation Stage before starting school**
- **operating an open door policy for parents with any queries.**
- **sharing regularly the children's 'Learning Journey' with parents and valuing the on-going contributions to this from parents.**
- **offering three parent/teacher open days per year**
- **sending a report on their child's attainment and progress at the end of their time in the Foundation Stage**
- **developing a range of activities throughout the year that encourage collaboration between child, school and parents**
- **access to Tapestry - an online learning journal recording every child's progress.**

Rainbow Challenge - as part of developing independence, children are set seven challenges for the week linked to a colour of the rainbow and the areas of learning. Children collect a corresponding coloured bead linked to the challenge they have achieved and reflect upon these on a Friday.

"Children's play reflects their wide ranging and varied interests."
"In their play children learn at their highest level."

From Year 1 to Year 6

The Grange Primary School follows the 2014 National Curriculum, which aims to ensure that children leave Key Stage Two 'secondary ready'. The core subjects are English, Mathematics and Science. The statutory foundation subjects are: art and design, citizenship, computing, design and technology, geography, history, languages, music and physical education. We also teach Personal, Social and Health Education (PSHE) through the Jigsaw programme and Religious Education following the Local Authority agreed syllabus. We enhance our curriculum with four additional areas of focus which we use to drive our teaching and learning in all subjects: independence, enterprise, emotional awareness and knowledge of the world.

Through their topics, children undertake various challenges which are components of long term projects. These require the development and implementation of a range of skills including problem solving and collaboration. The projects give purpose and meaning to learning and ensure that children are able to apply their skills in a range of contexts. Children are encouraged to provide 'critique' feedback to enable vital learning processes, editing and redrafting, to improve their work in a positive, supportive manner. We implement Kagan teaching structures in the classroom which support active, collaborative learning, peer coaching and teamwork. To further enhance learning opportunities, staff organise visits to various places of interest, invite workshops into school, carry out video conferencing and also use displays, resources and artefacts to stimulate children's interest and curiosity.

In all areas of the curriculum children are given opportunities to share and explore ideas, become critical listeners, learn to present information to others, solve problems and develop skills in enquiry and control. Pupil independence is central to the school ethos and children are encouraged to work reflectively, reciprocally, be resourceful and resilient throughout all lessons (4Rs). They learn about the wider world through the curriculum and links developed with schools globally through the International Primary Curriculum (IPC). The children develop their knowledge and understanding of how they can communicate using technology. The school enables pupils to become adept in communication via email, blog sites and video conferencing.

The International Primary Curriculum (IPC) acts as a starting point for our topic planning and is developed through pupil voice. Children participate in a practical activity to inspire their thinking about their topic. They then analyse their existing knowledge and compose a set of enquiry questions, which the teacher then uses to develop the teaching and learning journey for the class, thus topics are tailored to each child. To close the topic, children spend a day sharing their learning with others. This takes many forms, including assemblies, open community days, celebration books and PowerPoint presentations.

Curriculum achievements are recognised and celebrated through National Awards including Healthy Schools, Inclusion Quality Mark, Investors in Pupils, Basic Skills, Extended Services and Artsmark.

Children receive English and Maths lessons which aim to incorporate the subject skill and the wider curriculum subjects. The teaching timetable is flexible to ensure children make

progress in English and Maths. We refer to the Department for Education guidelines in structuring what we teach ensuring children have mastered a skill before broadening their experience and deepening their understanding. We use pre-teaching and same day intervention to ensure pupil progress in both English and Maths.

Whenever possible we try to involve parents/carers in their child's/children's development through family learning sessions, open days and workshops. We have links through ICT with the school website, Mathletics, Active Learn and Education City (online learning resources).

In the teaching of Maths, emphasis is placed on place value, counting, number, calculation, using and applying and problem solving. A rigid calculation policy is in place for all staff to follow. We follow the mastery approach to teaching Maths. We ensure that children are masters of a mathematical concept before moving them onto the next stage of their learning. Once children have achieved procedural understanding and fluency in a concept, they are then challenged through solving problems and applying this knowledge in a range of contexts, thus broadening their learning. Children are also challenged to coach other children and explain their methods and reasoning. We aim to provide children with rapid feedback and intervention, on the same day where possible and always before the next lesson. This ensures that children make progress and are ready for the next step in their learning.

In addition to this, we have adopted the 'Singapore Approach' to teaching Maths in all key stages, which ensures that children are actively engaged in lessons and that they are able to use concrete and visual representations to support their understanding and learning of a concept.





Religious education, daily assemblies and collective worship

The school's religious education programme uses the guidelines of the North Lincolnshire's Agreed Syllabus which has a multi-faith 'dimension'.

There is a daily Assembly for every child which includes either Hymn Singing, Key Stage or class assemblies or an Act of Collective Worship of a broadly Christian nature appropriate to the family background, ages and aptitudes of the pupils. Account is also taken of other teaching and practices of other principle religions in Great Britain. Emphasis is placed on developing a caring and tolerant environment in which children accept responsibility for their own actions, understanding that they all have a part to play in creating an excellent school, where all have a chance to grow and flourish. We want children to be aware of moral values, develop self-control, be kind, considerate and respectful of other people's feelings and culture.

Pupils with special educational and disability needs

Our school is proud to have such fantastic provision for pupils who need additional support.

In most cases of children with special educational needs, the National Curriculum is differentiated appropriately to meet the needs of the child. Children with Statements of Special Educational Needs or Education, Health Care Plans (EHCP) are catered for according to the requirements. All practices and procedures are in line with the Code of Practice for SEN-D (2014).

The school does not discriminate in any way against children with disabilities, but positively encourages their integration into mainstream school.

The school's SEN-D Information Record and Policy, provides equal opportunities and additional opportunities for SEN-D pupils to learn and make progress according to need. The school also supports 'looked after' children - working closely with carers and social workers to ensure inclusion at all levels. Teachers, in liaison with the SENCo, plan the provision and support for all SEN-D pupils.

We also have a number of highly trained Learning Assistants who deliver programmes of work, specialising in speech and language therapy, autism, dyslexia, behaviour, occupational therapy and counseling, to meet the needs of all our pupils.

Extra-curricular activities

Educational visits both local and further afield are organised for all age groups. These are seen as a vital part of the children's learning – we seek parental support in order to make these happen. These trips are valuable and enjoyable experiences for all the children.

At other times we arrange for various workshops and theatre groups to perform in school and welcome our community police officer and other professionals to present advice on all aspects of safety.

Depending on the availability of staff, community support and the time of year, clubs in football, fun phonics, skipping, sewing, craft, gardening, multi-skills and choir, to mention a few, are arranged out of school time. In addition, we have various booster clubs as and when required.

Children are also encouraged to develop links with the local community. Staff and pupils celebrate festivals throughout the year by arranging Harvest, Easter and Christmas celebrations. Christmas shows are always a great success with performances that attract full capacity audiences and with every child having a role to play. We support international and national charities through events such as Red Nose Day and Children In Need which is in line with our promotion of British Values.

Reporting to parents

During the year we arrange three Parents Meeting Days to discuss pupil's progress - one each term. At the summer term meeting, parents will have their child's annual progress report available to discuss with the class teacher. At these meetings individual pupil targets are set so that children and parents can work together on special areas needing support.



Parents/Carers



The school encourages parents/carers to be closely involved with school through the Home-School Agreement. All parties are asked to sign the agreement when their child/children start at the school. This document outlines the 'promises' that the teachers, pupils and parents/carers agree to.

Parent/carers also show their support by attending school functions and fairs. Parents/carers of our new intakes in September are also invited to school prior to their children starting, for a transition meeting to familiarise themselves with our protocols and procedures and to re-assure them of a smooth transition through each phase from Foundation Stage 1 to 2 and from Foundation Stage 2 to Year 1 (KS1).

As and when appropriate, we organise Open Curriculum Mornings/ Afternoons and Reflection Learning presentations throughout the year.

Teachers cannot see parents after school begins as this disrupts class work. However, most are available at the end of the day after 3.00 pm or an appointment can be made via the school office. We always welcome parent and community volunteers to assist in school.

The Dining Hall

All meals are taken in the school hall which is used as a dining hall at lunchtime. Children are seated with others from their class. Children are encouraged to eat in a quiet and polite way.

We have ample lunchtime supervisors who assist children throughout the lunchtime period.

Uniform

We have a school uniform, which we expect all children to wear daily. School dress should be comfortable and practical. Designer fashion items are not allowed. Shoes should have low heels and offer good support - lace-ups are ideal. **Trainers should not be worn throughout the day - trainers are only allowed for PE sessions.** We ask that indoors shoes, preferably black plimsolls, are provided to be used inside school - we are in a beautiful building and are trying our best to protect this beauty for as long as we can. The school uniform items are green sweatshirts or cardigans over a white T-shirt and grey or black trousers or skirts. In summer, plain shorts and white T-shirts are acceptable for boys and green gingham dresses for girls.

Behaviour and discipline

Good to be Green – RAG (Red, Amber, Green approach)

The school has a positive approach to behaviour and discipline. Children are supervised at all times and any persistent behavioral problems are discussed with the relevant staff.

We praise good work and behaviour at all times - in class, in assemblies, throughout the whole school, including the playground. We award stickers and certificates to support good behaviour. Inappropriate behaviour is usually dealt with by the class teacher using agreed measures such as loss of privileges or separating the pupils in class. More serious offences are dealt with by the Headteacher, Head of School, Head of Pastoral/Inclusion or a member of the Senior Leadership Team and in such cases parents are informed to enable school and home to work together to resolve the problem. We also have an Inclusion Team and Pastoral Team who support us in this area.

We expect all children to behave well and respect the school rules. Bullying and aggressive behaviour are unacceptable and should be reported so that it can be dealt with quickly.

And Finally...

We make every effort to run the school in an efficient and effective way, with the needs of the children and staff placed firmly at the top of the list of our priorities. However, there may be occasions when you are concerned about an issue at school. Please let us know! If you wish to discuss a matter at length with any member of staff, please arrange a mutually convenient time.

The Grange Primary School is very much a team, which includes all staff, children, parents/carers, governors and the wider community. Your association with us will be most effective when it is fully included in all that the school provides – this is an area we pride ourselves in.

A warm welcome to The Grange Primary School.







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