

The Grange Primary School and Nursery



Information for Parents and Carers

www.thegrangeprimaryandnursery.com

THE GRANGE PRIMARY SCHOOL AND NURSERY

INFORMATION FOR PARENTS AND CARERS

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Mission Statement

We endeavour, at all times, to raise standards by providing the most effective and efficient education that we can in a warm, respectful and caring atmosphere within a quality learning environment. It is our aim to develop in all children the desire to learn and the ability to apply knowledge. At the same time, we want to help each child to attain the self-esteem and confidence which are necessary for a full and happy life.

Through first-hand experiences and subsequent understanding we wish to cultivate in all children not only an appreciation of the need to learn, but also a pride in their work, respect for their surroundings and good relationships with others at school and in the local and wider community.

THE GRANGE PRIMARY SCHOOL AND NURSERY

INFORMATION FOR PARENTS AND CARERS

School Details

The Grange Primary School and Nursery,
Stonyfield,
Netherton,
Bootle
L30 0QS

Telephone: 0151 924 7917 Fax: 931 5729
Email: admin.grange@lydiatelearning.org

School website: www.thegrangepriamaryandnursery.com

Headteacher: Mr Daniel Hains
Chair of the Academies Governance Committee: Mr. Graham Hewer

Classification of School

On 1st August 2024, the school joined the Lydiate Learning Trust – a Multi Academy Trust currently comprising Deyes High School, Childwall High School and Knotty Ash Primary School.

The Grange Primary School and Nursery is a community day school for boys and girls aged from 3 to 11 years.

It incorporates a Nursery, which provides for up to 50 (full time equivalent) boys and girls who are at least three years old at the beginning of the term in which they are admitted.

A virtual tour of our Nursery can be found on the school's website (please visit the Nursery and Applying for Nursery sections.) Prospective parents/carers of nursery aged children are advised to take this tour to sample our wonderful nursery provision. You are obviously also welcome to come for a visit.

The one-form-entry or 'mainstream' school has seven classes (Reception to Year Six) and currently has 200 children on roll.

In addition, the school is a Department of Education and Sefton Council designated provision for pupils with Special Educational Needs (SEN) that educational and medical professionals deem to be severe enough to require placement in a small and specially resourced class. The Grange has six SEN Unit classes for children who have an Education, Health and Care Plan that specifies provision of this sort.

Three of these classes cater for children with Autistic Spectrum Condition (one for four – seven year olds and two for seven to eleven year olds.) Two classes cater for children with Speech, Language and Communication Needs (one for four – seven year olds and one for seven to eleven year olds) and one for children in Key Stage Two (seven – eleven years) with Social, Emotional and Mental Health Difficulties.

There are currently 61 children in these six SEN classes and the maximum number that can be admitted is 62.

The school is accommodated within a one-storey building consisting of four wings around a central multi-purpose hall. It is situated in attractive grounds and has extensive playing fields. The school shares its site with a local Community Centre (The L30 Centre) and the headquarters of a charitable organisation that provides after school and holiday childcare and clubs (Fun4Kidz.)

Safeguarding

The school takes its responsibility to safeguard pupils from any potential harm very seriously. All staff are trained in safeguarding in its broadest sense and robust systems exist for recording, reporting and acting upon any safeguarding issue. The school works closely with the Lydiate Learning Trust, Sefton Council and other agencies to ensure that all appropriate steps are taken to keep children safe and engaged in their education.

The school keeps meticulous records of all safeguarding matters.

The school adheres to all guidance and regulations regarding data protection.

The ensures that the school site (including areas where other providers are based) is kept safe.

Lead safeguarding colleagues at the school are:

Mrs. Claire Bold – Deputy Headteacher – Deputy Designated Safeguarding Lead

Mr. Daniel Hains – Headteacher – Designated Safeguarding Lead

Child Protection

Parents should be aware that the school will take any reasonable action to ensure the safety of pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff are required to follow Local Authority procedures and inform the Lydiate Learning Trust and Sefton Council's Children's Services Department of their concern. Parents will not always be fully informed of concerns unless staff are certain that the safety of the child will not be prejudiced by their doing so.

Admissions

Parents carry an enormous responsibility in the selection of their child's Primary School and have the legal right to choose what they consider to be best. Therefore, it is very important that they visit local schools and ask questions about their organisation and curriculum.

Parents considering sending their children to this school are most welcome to visit at a mutually convenient time and are free to visit or telephone the school to make an appointment.

The process for applying for a place in our Reception class is by online application via
www.sefton.gov.uk/startingschool

Admissions Policy

All applications for places at The Grange Primary School must be made through the online process that the Admissions Department at Sefton Council will make parents/carers of through their website or by calling 0151 934 3590.

Admission to one of the school's six Special Educational Needs Unit Classes is made through Sefton's Special Needs Department. Only children with Education, Health and Care Plans are admitted into the SEN Unit classes.

Nursery Admission

The 30 Hour Offer:

Children can attend The Grange Nursery for 30 hours a week at no charge if their parents/carers are eligible. Information on eligibility can be found on the Gov.UK website –

Get 30 hours free childcare: step by step

Parents/carers who are not eligible (usually because they are not both in employment) can still pay for an additional 15 hours per week in addition to the free 15 hours to which parents/carers of all pre-school children are entitled. The cost is £75 per week.

A child's name may be placed on the official waiting list at any time. Children are admitted to the Nursery class at the start of the half term after which their third birthday falls.

The 15 Hour Offer:

All three year olds are entitled to 15 hours per week funded Nursery provision. At The Grange we offer a two-and-a-half-day weekly placement of 15 hours. This can either be Monday – Wednesday lunchtime or Wednesday lunchtime to Friday afternoon. We also offer either mornings or afternoons. We find that giving the children the experience of full days in Nursery prepares them better for their Reception year.

The nursery class size for each session is limited to 26 children.

If there are insufficient places for those children on the waiting list priority will be given to children who:

- a) Have brothers or sisters who attend the school.
- b) Will have three terms or less in nursery before admission to school.
- c) Have been on the waiting list longest.
- d) Reside closest (in terms of walking distance) to the school.

ATTENDANCE AT THE GRANGE NURSERY DOES NOT GUARANTEE A PLACE IN OUR RECEPTION CLASS. WE ARE PERMITTED TO HAVE OVER FIFTY CHILDREN ON ROLL IN OUR NURSERY BUT ONLY THIRTY IN OUR RECEPTION CLASS

Mainstream School Admission

Children are normally admitted to full-time education in the September that follows their fourth birthday.

Approximately one year prior to starting Reception Class all parents/carers of children in Nursery settings will be contacted to explain the online process for applying for a school place and the time frame that operates.

Although The Grange Primary School is part of a Multi Academy Trust, Sefton Council still currently determine primary school places and information is provided during April. The school's admission number is 30. If there are more than 30 applications for places, they are allocated by the Local Authority according to their standard prioritisation procedures.

PARENTS/CARERS OF CHILDREN WHO HAVE OLDER SIBLINGS IN THE SCHOOL STILL HAVE TO FOLLOW THE APPLICATION PROCEDURES. THEY WILL NOT BE GIVEN A RECEPTION CLASS PLACE UNLESS THEY DO.

Special Educational Needs Unit Classes Admission

Application to join one of the school's six SEN Unit classes) is **not** made through the school.

Children attending these classes have an Education Health and Care Plan (EHCP) that has been compiled by various educational and medical professionals (e.g. Educational Psychologist, Community Paediatrician etc.) The plan makes a recommendation that a place in a SEN Unit such as those found at The Grange would be likely to meet the child's needs. Only then, and after parents/carers have visited the school and met with staff, is the allocation of a place considered.

The school is currently registered by the Department for Education and Sefton Council for 62 such places.

Induction

The school operates an induction policy that is designed to make the transitions both from home into the Nursery class and from Nursery (or home) into full-time school as smooth as possible for the children. This involves the following:

- Prior to admission into the Nursery class staff are available to discuss relevant issues with parents.
- Parents are invited to a meeting in the summer term where school policy, curriculum and other organisational details are discussed.
- A series of acclimatisation visits are arranged for each child.
- A comparable system operates for the second transition from the Nursery to the full-time Reception Class. The children have regular contact with teachers and support staff during a series of visits held during the summer term.
- Pre-school visits are arranged for those children who do not attend the Nursery.
- Home visits and visits to other nursery settings are undertaken prior to a children starting Reception Class.

The House System

From Reception Class, all children are allocated a house. This helps to develop a sense of teamwork, corporate responsibility and pride.

Many activities that take place throughout the school year are linked to the house system to add a degree of healthy competition. These include:

- Most reward systems (e.g. Spot Charts*)
- Rewards for good attendance and punctuality
- Homework completion
- House versus house homework activities e.g. Times Table Rock Stars, Reading Eggs and Purple Mash Reading Comprehension**
- Sporting activities
- Our annual Sports Day

Houses are named after famous children's authors/poets: Donaldson, Morpurgo, Rosen and Rowling

*All children have a spot chart on which they collect spot stickers which are awarded for good work, behaviour, manners, citizenship, attitude etc. When a child has completed a chart (20 spots) they exchange it for a prize at a Friday morning assembly. They also win house points for their house.

**These are examples of online homework activities that we encourage children to take part in. Times Tables Rock Stars (known as TTRockstars) supports learning of multiplication tables and the Purple Mash site contains reading comprehension activities. Support with our phonics programme (read Write Inc.) will also be recognised.

Children who do not have access to the internet at home or a PC, tablet or smart phone can complete these activities on paper.

SCHOOL YEAR AND SESSION TIMES

The school year consists of 190 teaching days and 6 INSET (staff training) days. Each teaching day has two sessions:

| <u>Morning</u> | | <u>Afternoon</u> |
|----------------|--------------|------------------|
| School | 8.45 - 12.15 | 1.00 - 3.15 |
| Nursery | 8.45 - 11.30 | 12.00 – 3.15 |

All children have an entitlement to begin each day's learning in their classrooms at 8.35 a.m., ten minutes prior to the official school starting time. By 8.45a.m. all children **must** be in class ready for the register to be taken and to start work. A breakfast service is available from 8.00 a.m. Children are not permitted to arrive at school before 8.00 a.m.

SCHOOL TERMS AND HOLIDAYS 2025 – 2026

| | |
|----------------------|--|
| Autumn Term: | Begins – Tuesday 2 nd September 2025 Half Term – Friday 24 th October – Friday 31 st October Ends – Friday 19 th December at 1.30 p.m. |
| Spring Term: | Begins – Monday 6 th January 2026 Half Term – Friday 13 th February – Friday 20 th February Ends – Friday 27 th March at 3.15 p.m. |
| Summer Term: | Begins – Monday 13 th April 2026 Half Term – Monday 25 th May – Monday 1 st June Ends – Friday 18 th July at 1.30 p.m. |
| Bank Holiday: | Monday 4 th May 2026 |

| | |
|-------------------------------------|---|
| INSET (Staff Training) Days: | Monday 1st September 2025 Monday 3 rd November 2025 Monday 5 th January 2026 Friday 13 th February 2026 Tuesday 1 st June 2026 Monday 20 th July 2026 |
|-------------------------------------|---|

THE CURRICULUM

Current curriculum structure and philosophy

The school aims to provide a broad, creative curriculum that incorporates all aspects of the National Curriculum and the Early Years Foundation Stage Curriculum. We ensure consistency and continuity of learning throughout the school so that each child may achieve his/her potential. A high priority is attached to the teaching of all aspects of English, Mathematics and Science. Computing is an integral component of all areas of the curriculum.

We aim to teach children to read fluently and accurately with understanding and discrimination. We also aim to develop the ability to communicate clearly and confidently in oracy and writing. This is done in ways that are appropriate for various formal and informal occasions and purposes. Children are encouraged to listen attentively with understanding. A legible style of handwriting, accurate spelling, grammar and punctuation are taught and encouraged.

In addition to encouraging children to read books that cover a wide range of genres, children are also encouraged to access digital reading resources. Children can access reading resources on various digital learning platforms. Children can earn house points by reading chapters of digital books and completing the associated reading comprehension activities.

Discrete phonics teaching takes place in Classes Reception to Class Two for four days per week with each class split into three separate ability groups led by a teacher or a senior Teaching Assistant. We believe that a solid and secure framework of rigorous, synthetic phonics teaching is crucial to ensure all children can read and spell effectively. High quality phonics lessons are delivered daily in the EYFS and Key Stage One classes. Staff are deployed across the school effectively to ensure teaching is differentiated and consistent.

We use the Read Write Inc. approach to teaching phonics. Children are taught to segment and blend using the 'Say the sounds read the word' strategy. Segmenting and blending of both real and pseudo words forms an integral part of all Key Stage One sessions.

Common Exception words are taught alongside teaching phases and are printed within the school's bespoke Reading Record Books. Words are regularly assessed and highlighted as they are mastered so children and parents/carers can see progress and those target words still to be learned.

We aim to develop children's mathematical skills through a variety of activities and investigations. Skills and concepts will be developed through the applications of mathematical ideas in various situations relevant to the home, classroom and local community. We recognise the need for pupils to develop rapid recall of their multiplication tables while at primary school and we actively promote the use of an online resource called Times Tables Rock Stars at home and at school. This brings an element of competition to the learning of tables and enables us to monitor time spent on tables activities and the speed of responses.

Children will develop their understanding of scientific concepts through performing investigations. The school has an on-going health education programme which incorporates Sex and Relationships Education. This element is presented within the context of family life, loving relationships (including same sex relationships) and respect for others. The educational materials used are available to parents and carers. In accordance with government legislation, this element of the school's curriculum has been agreed by the Governing Board. Parents/Carers have the right to withdraw their children from these lessons. In accordance with The Equality Act (2010) we aim to eliminate discrimination, harassment and victimisation on the grounds of sexual orientation and gender reassignment.

Our cross-curricular, thematic curriculum provides opportunities for children to develop their skills in Design Technology, History, Geography, Art, Music and Physical Education.

Religious Education

In accordance with government legislation the school aims to develop an awareness of religious and moral values and to promote understanding of other races, religions and ways of life.

Assemblies:

There are two whole-school assemblies per week. The assembly programme features class assemblies and celebration assemblies.

Assemblies feature acts of collective worship. Local clergy lead assemblies from time to time and we hold our annual Christmas service at St. Oswald's Church in Netherton.

Parents do, of course, have the right to withdraw their children from religious education and from collective worship.

Supporting children with homework and in being prepared for school

We believe that children learn best when links between home and school are strong. It is crucial that parents and carers actively support their children with reading and with other homework tasks and that they help children to develop their organisational skills by ensuring that homework and equipment is brought to school on the appropriate day.

As children grow older the nature of support from home will obviously differ. Younger children who are learning to read will need you to sit with them as they read while older children, who are more proficient readers, will need you to monitor what they have read to ensure that they have understood it. All children have a Reading Record Book which needs to be signed and returned to school every day.

Our homework expectations are relatively simple. All children must read from their school reading book to an adult every day. The adult must sign the book to indicate that his/her child has read and the page of the book that they have reached.

From Year One onwards, children are expected to learn their weekly spellings and from Year Two onwards to practise their multiplication tables using the online resource – Times Tables Rock Stars (see Curriculum section – page 10.)

As an approximate guide, we advise that the time spent on homework each day should be:

| Classes | Reading, at least: | Other Activities, up to: |
|-----------------|--------------------|--------------------------|
| Reception Class | 10 minutes | 10 minutes |
| Years 1 and 2 | 20 minutes | 10 minutes |
| Years 3 and 4 | 20 minutes | 20 minutes |
| Years 5 and 6 | 20 minutes | 30 minutes |

Pupils with Special Educational Needs and Disabilities

The school views each child as an individual. Children who have special needs are identified by the school and are given personalised support, either individually or in small groups, from a member of the school's own teaching teams. In addition to the provision made for mainstream children (with or without an Education, Health and Care Plan) who have special educational needs, there are the six SEND Unit classes, each catering for a group of approximately 10 pupils with an Education, Health and Care Plan.

All mainstream children who have been identified as being at one of the four stages defined by the Special Educational Needs Code of Practice are entitled to additional specific special needs teaching. This will normally

be provided by one of the members of the class teaching team. The teacher will, therefore, have a detailed day-to-day knowledge of the child's ability, needs and progression within the on-going curriculum.

You may find it useful to visit the school website for the SEND Information Report and the SEND Policy.

Additional Staff Support

Additional external support is received from various agencies and services, these include:

Special Educational Needs Support Service
Occupational Therapy
Child and Adolescent Mental Health Service
Music Support Service
Speech and Language Therapy Service
Educational Psychologist Service
Beanstalk reading programme
Community Multi Sports Coaching
Float Therapy

STAFFING

| <u>Teachers:</u> | <u>Role/Class:</u> | <u>Area of Responsibility:</u> |
|----------------------------------|--------------------|---------------------------------|
| Mr. Daniel Hains | Headteacher | |
| Mr. Gwyn Evans | Deputy Headteacher | Curriculum Manager |
| Mrs. Claire Bold | Deputy Headteacher | SEND Unit Classes |
| Miss Beverley Wright | Class 6 | English & Maths |
| Miss Sara Gordon | Class 12 | Assistant SEND Manager |
| Mrs. Carrie Richardson | Reception | Early Years Lead |
| Mr. Matthew Acs | Class 10 | ICT & Computing Co-ordinator |
| Mrs Jamie Bevin (Mon – Th) | Class 3 | Humanities Team |
| Miss Jennifer Cass (Mon – Wed) | Various | Assistant SENCO & Spanish |
| Miss Louise Creaby | Class 9 | Humanities Team |
| Mrs. Christine Delamere | Nursery | Nursery Manager |
| Mrs. Sophie Everett (Mon – Wed) | Class 1 | Phonics Lead |
| Miss Erin Fawcett | Class 3 | Early Career Teacher |
| Mrs. Rachel Fearon | Class 2 | Oracy |
| Mrs. Zoe Grant (Mon – Wed) | Class 7 | Equals Curriculum |
| Miss Megan Hart | Reception | Early Career Teacher |
| Miss Jenny Harrold (Mon - Thu) | Class 11 | Equals Curriculum |
| Mrs. Sarah Hemsley (Wed – Fri) | Class One | Art Co-ordinator |
| Miss Rachel Higgins | Class 5 | Science |
| Mrs. Melissa Hughes (Mon - Wed) | Class 12 | PSHCE |
| Mrs. Natalie Roberts (Wed - Fri) | Class 7 | Equals Curriculum |
| Mrs. Carol Minton-Allen | Class 4 | Music Co-ordinator & Oracy |
| Mrs. Nina Omar (Fridays) | Class 11 | |
| Miss Hayley Turpin | Class 6 | |
| Miss Samantha White | Class 8 | Physical Education Co-ordinator |

Senior Leadership Team

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|---|
| Daniel Hains <i>Headteacher</i> |
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|--|---|
| Gwyn Evans <i>Deputy Headteacher</i> | Claire Bold <i>Deputy Headteacher</i> |
|--|---|

Management Team

| | | |
|------------------------|--------------------|--------------------------|
| Beverley Wright | Sara Gordon | Carrie Richardson |
|------------------------|--------------------|--------------------------|

Teaching Assistants:

| | |
|----------------------|-------------|
| Miss Erin Blackmore | Class 9 |
| Miss Jennifer Butler | Class 4 |
| Ms Vikkie Costello | Class 11 |
| Miss Helen Crawford | Class 9 |
| Mrs. Susan Doyle | Class 1 |
| Miss Jade Durney | Class 7 |
| Mrs. Nicola Dwan | Class 4 |
| Miss Laura Faragher | Various |
| Miss Erin Fawcett | Class 3 |
| Miss Kelsey Flexen | Class Ten |
| Miss Ellie Folksman | Class 7 |
| Miss Jenny Furlong | Class 5 |
| Mrs. Gail Gibson | Class 8 |
| Mrs. Emma Grant | Various |
| Miss Jonida Hakija | Class 12 |
| Mrs. Kayleigh Hill | Class 7 |
| Mrs. Clare Horton | Class 9 |
| Miss Gaynor Hull | Nursery |
| Miss Alex Jones | Reception |
| Mrs. Jackie Jones | Class 12 |
| Mrs. Sophie Lord | Class 10 |
| Miss Rebecca McGuire | Class 12 |
| Miss Jayne Nolan | Reception |
| Mr. Jamie Peck | Reception |
| Miss Lara Pemberton | Class 7 |
| Mrs. Gill Plant | Class 11 |
| Miss Lisa Taylor | Nursery |
| Miss Hayley Turpin | Class Six |
| Miss Katie Wardil | Class Seven |
| Mrs. Amie Wareing | Class 1 |

Administration Staff:

| | |
|------------------------------|---|
| Mrs. Tracey Cartledge | Business Manager/Clerk to the Governors |
| Mrs. Carole Edge | Home-School Liaison Officer/Attendance |
| Mrs. Annette Swift (0.6 FTE) | Secretary/SEN Admin. Officer |
| Miss Martha McAulay | Administration Assistant |

Premises Staff:

| | |
|------------------|------------------|
| Mr. Eric Crowley | Premises Officer |
|------------------|------------------|

ICT Technician:

Mr. Mateusz Czernecki

Cleaning and Lunchtime Welfare Staff:

| | |
|----------------------|-----------------------------|
| Mrs. Vikkie Costello | Cleaner |
| Miss Rebecca Doyle | Lunchtime Welfare Assistant |
| Mr. Tommy Farrington | Cleaner |
| Ms. Katie McVittie | Cleaner |

Mrs. Lesley Murphy
 Ms. Michelle Pickering
 Mrs. Sandra Langley
 Mrs. Clare O'Malley
 Miss Suzanne Watts

Lunchtime Welfare Assistant & Cleaner
 Cleaner
 Lunchtime Welfare Assistant
 Lunchtime Welfare Assistant
 Lunchtime Welfare Assistant

Casual Staff:

Miss Grace Clarke (TA)
 Miss Hannah Hinton (TA)

ASSESSMENT, STANDARDS AND PROGRESS

At The Grange it is necessary to disaggregate the performance data of children in our mainstream classes (i.e. Nursery, Reception and Classes One to Six) from the performance of children in our six Special Educational Needs classes (Classes Seven to Twelve) in order to provide an accurate comparison with other schools.

In the vast majority of cases the pupils who are offered a place in one of the school's six SEN Unit classes are performing at a level that is substantially below that which would be expected for a child of their age. The school's expectations for the progress that such pupils will and do make is high but their ability to progress at the same rate as our mainstream children is different.

Data Summary – MAINSTREAM PUPILS ONLY

| | The Grange 2024 | The Grange 2023 | The Grange 2022 | Sefton | National |
|---|-------------------------|-----------------|-----------------|--------|----------|
| EYFS (30 children) | | | | | |
| Good level of development | 32% | 64% | 40% | 70.3% | 70.7% |
| Year One Phonics (30 children) | | | | | |
| Passing Phonic Screening Check | 80% | 70% | 83% | 79.7% | 81.2% |
| Key Stage One (29 children) | | | | | |
| Reading – expected standard | Data no longer required | 71% | 76% | 73.5% | 75.5% |
| Reading – greater depth | | | | 19.6% | 25.2% |
| Maths – expected standard | | 71% | 79% | 74.4% | 75.1% |
| Maths – greater depth | | | | 17.3% | 20.5% |
| R/W/M – expected standard Using Target Tracker data | | | | 61% | 63.7% |
| Year Four Multiplication Table Check (30 children) | | | | | |
| Scoring 25 out of 25 | 63% | | | | |
| Key Stage Two (30 children) | | | | | |
| Reading – expected standard | 67% | 63% | 75% | 74.1% | 71.4% |
| Reading – greater depth | 17% | 7% | 25% | 22.7% | 24.4% |
| GPS – expected standard | 73% | 73% | 75% | 79.9% | 76.9% |
| GPS – greater depth | 23% | 23% | 18% | 32.0% | 30.8% |
| Maths – expected standard | 77% | 67% | 71% | 79.9% | 74.8% |
| Maths – greater depth | 10% | 13% | 32% | 22.4% | 22.5% |

A guide to aid your understanding of this data:

EYFS: Early Years Foundation Stage – the stage of a child’s education that takes place in Nursery and Reception Class i.e. from three – five years.

At the end of their Reception Class year, children are assessed using national criteria to judge if they are developing at a rate that is appropriate for their age or if they are working at a level that is above or below this level.

Good Level of Development: A five-year-old who is assessed as achieving a Good Level of Development at the end of the EYFS is performing at an age appropriate level in all the various aspects of learning that comprise the Early Years curriculum.

Year One Phonics Screening: A national reading test for Year One children taken in the summer term. Children are asked to read 40 words. The words feature different sounds and letter blends that they should know by the age of six. They are deemed to have passed the test if they score 32 or more out of 40.

Children who score less than 32 out of 40 take the test again in Year Two.

Key Stage One: The stage of a child’s education that takes place in Years One and Two i.e. from five – seven years.

Year Four Multiplication Tables Check: A national multiplication table test for all children at the end of Year Four.

Expected Standard: A level of attainment that is consistent with a child’s age.

Greater Depth: A level of attainment that exceeds that which is consistent with a child’s age.

Key Stage Two: The stage of a child’s education that takes place in Years Three to Six i.e. from seven – eleven years.

Eleven year-olds in Year Six sit national tests known as SATs (Statutory Assessment Tests) in the May of their final term in primary school (i.e. at the end of Key Stage Two.) They take tests in English (consisting of a Reading comprehension test, a Grammar and Punctuation test and a Spelling test) and Maths (an arithmetic tests and two reasoning tests.) The test papers are dispatched to an external marking agency to be marked. Children’s writing is assessed by their teacher but subject to external moderation by the Local Authority.

GPS: Grammar Punctuation and Spelling

Moderation

The moderation process, in respect of teacher assessment as well as National Tests (SATs), is vital to the effective functioning of the National Curriculum. The involvement of the Local Authority in moderation is important. Moderation takes place in various formats in relation to Early Years Foundation Stage assessments as well as teacher assessments at the end of Key Stage Two.

Reporting

A written report to parents and carers is made each year containing comments on achievement in each subject. Reports include details of how children are performing in relation to age-related expectation in Reading, Writing, Spelling, Punctuation and Grammar and Maths. A judgement is also made on children’s effort, attendance and organisational skills (this reflects his/her reliability at completing homework and bringing it to school and at reading at home each day.)

National assessments at the end of the Early Years Foundation Stage, in the Phonics Screening Check, the Multiplication Tables Check and at the end of Key Stage Two are also reported.

Pastoral Care

The class teachers are responsible to the Headteacher for the welfare of all children in their classes. The school will contact other agencies concerned with the welfare of pupils where necessary and co-operates closely, as the need arises, with Attendance and Welfare Officers, Social Workers and the Schools' Psychological and Medical Services.

Our close collaboration with the L30 Community Centre means that we are able to take advantage of a programme known as Positive Minds 4 Young People where individual or small groups of children who have attended our own Listening and Support Service (see below) can work with the Creative Community Connector at the Community Centre. Similarly, we have a partnership with the TLG project (Transforming Lives for Good) which enables trained staff to carry out ongoing one-to-one pastoral work with children.

In autumn term of 2019 a new pupil group, known as the Well-Being Warriors was to be established. These children will provide the pupil voice for all our discussions and decisions on emotional well-being and mental health. It is hoped that they will champion the cause of emotional well-being.

Listening and Support Service

We recognise that, from time to time, children may need additional pastoral support and the listening ear of a trusted adult in school. This may be because of anxieties or worries they have at home or at school.

We are fortunate to have a team of staff who are trained listeners who hold one-to-one sessions with children after school (usually for five or six weeks.) The sessions are play-based and informal and we find that children often talk openly about their worries and that they learn strategies to help deal with them.

Referral for the Listening and Support Service can be made either by parents/carers or by staff (having met with parents/carers.)

Behaviour Management

School rules are few in number and relate to the safety and well-being of the children. One of our prime aims is to help children to develop appropriate standards of self-discipline. Children are expected to behave in a responsible and acceptable manner. Close co-operation with parents is sought in this respect. Sanctions, such as withdrawal of privileges, will be applied if behaviour is felt to warrant it. In the case of repeatedly inappropriate behaviour, procedures will be implemented which will include parental consultation and may lead ultimately to exclusion.

The school's main conflict resolution strategy is known as the ASAP (an assertive approach to be used as soon as possible.) This is advocated through the assembly programme and encourages children to take five simple steps with another child who has said or done something that has upset them. They are:

1. Make eye contact
2. Use the person's name
3. Give them space
4. Calmly explain what has caused you to be upset
5. Listen to what is said in response

One of the biggest threats to a child's happiness and enjoyment of school is the non-reporting of another child who says or does something that they find upsetting. In addition to the ASAP, we regularly remind children that they must tell an adult in school immediately if they have been made to feel belittled, sad or physically hurt as a

result of the words or actions of another child. Where necessary, the contention that such an action constitutes 'snitching' or 'grassing' is always challenged.

The Academies Governance Committee

The Governing Board assist with management of the school and operate a structure of committees who work with the Headteacher and senior staff to ensure that our children have full access to a broad and challenging curriculum.

The Full Governing Board meet every term.

More information about the Governing Board can be found on the school website:

www.thegrangepriamaryandnursery.com

The members of the Governing Board are:

| Governor | Designation | Additional responsibility |
|-------------------------|--------------------------|----------------------------------|
| Mr. Graham Hewer | Local Authority Governor | Chair |
| Mrs. Debbie Stephens | Co-opted Governor | Vice Chair |
| Mrs. Claire Bold | Co-opted Governor | |
| Mr. Gwyn Evans | Co-opted Governor | |
| Mr. Tom Grant | Parent Governor | English Pupil Premium |
| Mr. Daniel Hains | Headteacher Governor | |
| Mr. Tony Maguire | Co-opted Governor | Safeguarding and Attendance |
| Mrs. Carol Minton-Allen | Staff Governor | |

The School Council and Eco Committee

The School Council is a group of democratically elected representatives (one boy and one girl) from every class from Year Two and above. They meet regularly to discuss topical items and explore solutions to any problems. They have an active voice in assisting with the smooth running of the school.

Every year the School Council take part in a project involving the School Councils from other primary school in south Sefton. This gives representatives the opportunity to meet with other children and focus on initiatives in the wider community.

The Eco Committee are elected on identical lines. They help to raise the profile of energy conservation, green issues, re-cycling etc. on a school, local, national and global level.

Pupil Premium Allocation

Pupil Premium Funding is allocated to schools to support initiatives to ensure all pupils reach their potential.

Pupils entitled to Pupil Premium are:

- Looked After Children
- Registered for Free School Meals (FSM)
- Children of parents in the armed forces

Sport

The Grange has a reputation for participating in a range of sporting activities. Children have opportunities to develop skills in a variety of sports both within and outside the school day. We currently offer boys and girls the opportunity to represent the school in a variety of teams, tournaments and events.

We school receives an annual funding allocation known as Sports Premium which is spent solely on sporting initiatives and opportunities.

Extra-Curricular activities

During the course of the school year, a range of extra-curricular activities are offered to children. These include a range of sporting and creative activities.

Two residential educational visits currently take place during the school year enabling children from Years Four to Six to gain valuable independence and to take part in a range of challenging and adventurous activities.

Children's University

To enhance participation in out of hours learning clubs, the school works in close partnership with the Children's University. Children who attend any out of hours clubs at the school will be able to collect credits for attendance and if children collect the required amount for each Key Stage (30 for Key Stage One /100 for Key Stage Two) they will be able to attend a graduation ceremony at Edge Hill University. The aims of the scheme are to promote participation, to show children the benefit of life-long learning and to raise their aspirations.

Intervention Sessions:

From time to time you may receive notification that your child has been allocated a place in an after-school or pre-school intervention group. These tend to run for approximately four to five weeks within each half term. These sessions are not solely for children who have fallen behind in their work, they are sometimes run to enable children with a particular strength in an aspect of English or Maths to improve further.

It is our expectation that children offered a place in an intervention group will attend.

Educational visits

Trips and visits enhance and develop learning in many aspects of the curriculum. In accordance with Local Authority policy, parental permission will always be sought prior to taking children on educational visits. Whilst the school endeavours to subsidise trips substantially, a voluntary contribution will be requested from parents to cover the cost of the trip.

Community Links

The school maintains strong links with the local community. The relationship between parents and friends and the school flourishes through fundraising activities.

The school does not have a formal Parent Teacher Association or Friends Association but we are fortunate that many parents and members of the school community offer their time when fundraising events are held.

Close links have developed and maintained with the local Health Authority and with community Police Liaison Officers. Support from these agencies is used to support our work with the children within Personal, Social, Health Education and Citizenship Education.

The various providers that operate from the school site (i.e. The L30 Community Centre, Fun4Kidz and The Griffin Nursery) work together very closely. Their partnership is known as FLAGG.

The beautiful Community Garden (situated behind the Nursery) is tended all the year round by a group of volunteer staff, parents, grand-parents, pupils and members of the FLAGG community. Details of the regular Saturday working parties to tend the garden can be found on the newsletter.

Fundraising

We strive to achieve a balance between supporting local, national and international charities as well as raising money improve the school experience of all our pupils.

In the course of a year the charities we support may include Children in Need, Comic Relief, the NSPCC, the Poppy Appeal as well as responding to emergency appeals at home or abroad when appropriate.

We hold several sponsored events to raise money for specific projects at the school, these include an annual Santa Dash. From time to time we hold events for children and families such as family fun days and discos.

Links with other schools

There are well-established links with other primary schools in the immediate area and beyond as well as with the local high schools. Many sporting activities are organised and special "Taster Days" enable Year Five and Six pupils to sample high school life prior to moving into Year Seven. Amongst other things, this collaboration is designed to enable the transition from primary to secondary school to be as smooth as possible.

The Grange is a proud member of the Strand Partnership – a collaborative of 25 schools in south Sefton. We hold professional development sessions for staff with colleagues from local settings and an annual attendance event for children from local schools who have maintained 100% attendance for an entire school year.

The Grange co-ordinates and hosts a group of eight schools who (like us) have additional resourced provision for children with significant Special Educational Needs.

Emergency Contacts

It is vital that parents provide at least two emergency contacts for their child and that both landline and mobile telephone numbers are correct (and updated when necessary.) One contact number should be for someone (usually a parent/carer) at the child's home and another number should be someone from outside the household who can be contacted in an emergency.

The school operates a first day response system with regard to absence so it is important that parents and carers telephone school to explain the reason for their child's non-attendance.

Medical Information

It is essential that parents provide up to date medical information for their child.

Although under no obligation to administer medicines in school, we will agree to administer medication to a child who is well enough to attend school but has been prescribed medication by his/her GP. This will be done on receipt of a completed 'Request to Administer Medication in School' form. These are available from the school office and they contain details of dosage etc.

Medication must not be sent in to school without prior consultation.

For health and safety reasons, the school is unable to keep medication on site during holiday periods. Parents must ensure that children have the correct equipment such as glasses and inhalers in school at all times.

Photographic Consent

While your child is attending the school we may, from time to time, take photographs as records of learning activities or to use in displays, leaflets and booklets about the school or on our website. This will only be done with the authorisation of the Headteacher. No child will be named in publications or on websites and photographs will only show children in a positive way.

In addition, sometimes the press may be invited to photograph children, particularly on occasions where achievements are being celebrated. Again, this will only take place at the Headteacher's discretion. On such occasions, it is customary for names to be requested and the newspaper may choose to publish them. In no circumstances will home addresses or other personal information be provided.

Your permission is required for the publication of all photographs and video images of your child and you will therefore be asked to complete and return a consent form detailing your wishes when your child joins the school. However, if at any point you change your mind you must let us know in writing.

Stage Performances

In the course of a year most children will be involved in at least one stage production or assembly to which parents/carers are invited.

It remains our practice to allow visitors to take still photographs and film footage (usually with a mobile telephone) but this is done on the strict understanding that no images are posted on any social media platform. A reminder of this regulation is given before every such performance.

School Uniform

Children should attend school suitably dressed for schoolwork and be neatly and tidily dressed at all times.

The school uniform consists of the following items:

Girls: School polo shirt (or plain yellow polo shirt) worn under a school sweatshirt or cardigan (in red or black), grey/black skirt or trousers and suitable black, school shoes. Socks should be either white or grey. During the summer a lightweight dress (red gingham) and white socks may be worn.

Boys: School polo shirt (or plain yellow polo shirt) worn under a school sweatshirt (in red or black), grey/black trousers or shorts and suitable black, school shoes. Socks should be of a plain, dark colour.

All items of school uniform including polo shirts and sweatshirts are currently available to purchase from Prima Donna School Outfitters, Netherton and from Paul Place Schoolwear in Bootle.

All items of clothing should be clearly marked with the child's name.

Hair should always be clean and tidy. In the interests of safety, long hair should be tied back. Shaven heads and 'tramlines' are not allowed - a number two cut is the shortest that is acceptable. A 'Mohican' style is not allowed.

All children must wear black shoes. Boots are not permitted and if they are worn, children will be instructed to change into black P.E. pumps.

Jewellery

Safety in school is paramount. In the interests of safety, jewellery such as neck-chains, rings, bracelets and ear-rings must not be worn. Where a child has pierced ears small, spherical studs may be worn and wristwatches are also permitted. The school takes no liability for loss or damage to any such items.

No item of jewellery, including stud earrings, should be worn on a day when there are swimming lessons.

Damage to school or other property

If a child causes wilful or deliberate damage to school property, property adjoining or close to the school grounds or the property of another child, it is likely that the parents/carers of the child will be asked to pay for replacement or repair.

Physical Education

For indoor P.E. the following are essential:

Bare feet or pumps - preferably slip on ones for younger children, black shorts (not long or baggy ones) and a red school P.E. T-shirt.

For outdoor games each child will need:

Pumps or trainers (which do not cover the ankle), a change of socks, shorts/jogging bottoms, a T-shirt/sweat-shirt. Clothing for P.E. and Games must not be worn in school for other lessons.

For swimming lessons:

Girls should have a one-piece costume. Boys should have swimming trunks not shorts. All children should wear a swimming cap. Children wishing to wear goggles to swim should bring their own. Swimming lessons take place at Meadows Leisure Centre in Maghull.

Physical education is a National Curriculum requirement and therefore children must participate.

Mobile Telephones (children)

Children are not allowed to bring mobile telephones to school. The only exception to this is children in their last year (Year Six) who make their own way to school (perhaps by public transport.) Such children may bring their

‘phones to confirm to parents/carers that they have arrived safely etc. ‘Phones need to be handed to a member of office staff on arrival, collected on departure and remain out of sight at all times while on the premises.

Before ‘phones are brought to school a written request must be made for a Mobile Phone Permit. Letters are available from the Headteacher.

Mobile Telephones (adults)

The use of mobile phones on the school site is discouraged and not permitted in the entrance foyer or the hall.

It is always greatly appreciated (especially by children) if parents/carers greeting them at the end of the school day do so by giving them their full attention and not splitting their attention between their child and their mobile phone.

Payment for School Meals, Trips and Visits etc. - ParentPay

The school operates a secure, online, cashless payment system – ParentPay - for payment for school meals and other items such as trips, tickets for performances etc.

You will have a secure online account which must be activated using a unique username and password that you will be provided with. You will be able to create your own username and password to make this secure once you activate your account.

If you have more than one child at the school or at another school where ParentPay is also used, you can add a child, creating a single account for all of your children.

Parents/carers who need to make payments by cash can do so by using the PayPoint network at local convenience stores. Please notify the school office if you wish to use the PayPoint facility.

It is crucial that all parents/carers activate their ParentPay account. Should you encounter any difficulties, please contact the school office.

School Meals

The school kitchen offers a varied choice of appetising and nutritious hot and cold meals at a current price of £2.53 per day (£12.65 per full week.) All meals must be paid for in advance.

All children in Reception, Year One and Year Two are entitled to a free school meal and we will assume that these children will take advantage of the universal free school meals offer unless you tell us otherwise (e.g. in the unlikely eventuality of dietary requirements that our caterers cannot accommodate.)

There are also facilities for children who bring packed lunches.

For children in the Nursery and Years Three to Six, a free school meal is available to children whose families are in receipt of certain state benefits. Details on entitlement to and application for free school meals can be obtained from the school office.

Dinner money must be paid for by ParentPay for the week ahead on a Monday morning. We ask that children commit to either school meals or packed lunches for a period of half a term. Every half term you will be asked to confirm your intentions for the next half term. We do not have the capacity for children to change from school meals to packed lunches in the course of a week.

A breakfast service, on a cash-cafeteria basis, is also available between 8.00 a.m. and 8.35 a.m.

Packed Lunches

If you choose to send your child to school with a packed lunch, we ask that you try to make it as nutritious as possible and do not include sweets.

Water

Children are encouraged to bring a bottle of still water with their name on it to school every day. Flavoured water or cordial is not allowed.

Summary of Charging and Remissions Policy

1. Education provided during school hours is free of charge and there will be no requirement for materials, books or other equipment. Similarly, transport to and from curricular activities, such as swimming, will also be free of charge.
2. However, parents may be asked to make voluntary contributions towards the cost of trips and visits, or materials for which other funding is not available. Similarly, parents may pay for the ingredients or components, when they have indicated in advance that they wish to own a finished product created by their child. Such payments will be made using ParentPay.
3. No charge will be made for R.E. or National Curriculum education provided outside school hours. Any activities, which are optional extras, may incur a charge for such things as, travel, board and lodgings, materials, teaching and non-teaching staff costs. All non-curricular activities, which take place mainly out of school hours, may be charged for accordingly. Any charges will be based on the basis of the actual cost to each individual pupil participating in the activity. The governing body will make any decision in relation to subsidisation.
4. Parents may be asked to pay the cost of replacing lost, broken or damaged items where this is a result of their child's misbehaviour and damage has been caused wilfully and deliberately.

Attendance and Punctuality

Good attendance is crucial to making progress. Attendance is monitored rigorously and the school's own Parent Liaison Officer routinely contacts parents/carers by telephone or by home visits.

The following extract is taken from *Attendance and Punctuality Matter at The Grange*. This is issued at the start of every school year

When is it ok for your child to miss school?

- When he or she is too ill to attend or has a medical appointment that can't be arranged at another time.
- In very special and unusual circumstances – these have to be agreed by the Headteacher who can authorise absence.

Why is it so important to attend school?

- If a child is not in school, he/she cannot learn what we are required to teach them. This can affect their chances in life as they may not fulfil their true potential.

- All schools are required to hit attendance targets that are based on the national average for school attendance – this is currently 96%.
- The definition of a ‘persistent absentee’ (i.e. someone who is considered to miss too much school) is a child who has an attendance rate of less than 90%. Calculations are made at the end of the spring term. If a child has missed a little over two weeks of school (approximately 12 days) they are likely to fall into the category of persistent absentee.

Parents must make appropriate arrangements to ensure that children arrive at and depart from school safely and punctually.

Being late for school usually means that a child misses the introduction to a lesson and instructions on what to do. Even if a child is five minutes late this means that the teacher has to go over the start of a lesson again for the child who is late. This means that the other 29 children who arrived on time can’t have the teacher’s attention. This isn’t fair.

A child arriving late often feels uncomfortable and embarrassed – this affects their learning even more.

A child who is five minutes late every day misses the equivalent of three and a half days a year – this gap in their learning can’t be made up.

Requesting Absence from School

Parents/carers wishing to request authorisation for absence from school in exceptional circumstances should collect a form from the school office. All such requests are considered by the Headteacher and authorisation for absence is entirely at his discretion.

NO AUTHORISATION WILL BE GRANTED FOR ABSENCE FOR A HOLIDAY AND PARENTS/CARERS TAKING THEIR CHILDREN OUT OF SCHOOL FOR A HOLIDAY MAY HAVE A FIXED PENALTY (A FINE) IMPOSED BY THE LOCAL AUTHORITY’S ATTENDANCE AND WELFARE SERVICE.

Communication with School

If you need to meet with your child’s teacher, it is always best to make an appointment at the school office. It is often possible for parents to meet briefly with staff before the start or at the end of the school day provided that this does not impinge on teaching time, after-school activities etc.

There are four formal occasions each year where parents/carers are invited to meet with their child’s teacher, they are:

- Teachers’ Meetings – A meeting at which class teachers give a presentation on expectations and routines for the year ahead. This meeting is held early in the autumn term.
- Two Parents’ Open Afternoons – held approximately half way through the autumn and spring terms. This is a face to face meeting where parents can look at their children’s work and discuss progress and future targets with the class teacher.
- End of year report to parents’ meeting – Some parents opt to meet with their child’s class teacher to discuss their end of year report. These meetings take place in July.

A detailed newsletter is posted on the school website every Friday, it contains information about forthcoming events and significant happenings in the preceding week. If, for any reason, you are not able to access our website, you can collect a paper copy from the school office or view it at the main entrance to the school.

The website (www.thegrangeprimaryandnursery.com) contains a host of information about the school including policies, photograph libraries and all the information contained in this document.

Where messages regarding school events need to be shared before the publication of the next newsletter, we operate a text messaging system. For this reason, it is essential that we hold current mobile telephone contact details and that you inform us immediately if you change your phone/number.

Our text messaging system contacts the first named contact that we hold on our records.

Parents/carers are asked not to enter the school building in the mornings unless they need to speak with their child's teacher or to a member of the office staff. Messages to teachers can be shared at the school office or the senior member of staff who is always on duty at both the front and rear entrances to the school. Staff from Nursery, Reception and Class One are always available to meet with parents in the morning and afternoon when children are being dropped off and collected.

Similarly, parents/carers should not enter the school at the end of the day unless they need to speak with staff in the office. The school hall is for the exclusive use of parents/carers or Passenger Assistants who collect children from Classes Seven to Twelve.

Communication with other parents/carers including on social media

It is absolutely imperative that parents/carers who have a concern over an issue that may have taken place in school refer it to their child's teacher or to the Headteacher or one of the Deputy Headteachers and not to the parents/carers of another child who, it is alleged, may be involved or to another child.

As we are sure you will appreciate, this avoids any possible misconceptions about what might have taken place that can easily occur.

It is similarly important that parents/carers do not under any circumstances post comments that refer to the school on any social media platform. Failure to abide by this will result in the involvement of Sefton Council's Legal Services Department and, where necessary, the police.

Our ability to help parents/carers who have a genuine need for an issue to be resolved will be severely hampered or (in some cases) rendered totally impossible if it has first been commented upon on social media or if the parents of one child have approached the parents of another.

Parents who live apart

If you do not live with your child's mother or father or if your child does not reside with you for all or part of a term time week, there are several ways to keep abreast of events in school.

The most effective way to be aware of all school issues is to read the newsletter that is posted on the school website every Friday. If you read about an event that your child might be involved (e.g. a performance or Sports Day) please feel free to telephone the school for more information.

We will be happy to arrange for a separate meeting (face-to-face or by telephone) when we hold our various meetings with parents/carers if you would prefer not to attend with your child's other parent. Similarly, we will send a duplicate copy of your child's end of year report to you if you contact the school office and provide us with your address.

Many parents who live apart have separate ParentPay accounts so both can make payments to school for visits etc.

Travelling to school, dropping off and collecting

Parking:

Many of the children who attend one of the school's six SEN base units travel to school by mini-bus or taxi from all over Sefton. For this reason, the school car park becomes very congested at the start and end of the school day. Parents/carers bringing their children to school must park safely and legally on Stonyfield (or other adjacent roads) and not, under any circumstances, enter the school car park.

Our neighbours on Stonyfield become understandably frustrated if their driveways, garages or gates are blocked by vehicles belonging to parents/carers. Please avoid doing this.

Parents/carers who bring and collect their child to school by car are reminded that the maximum speed limit on Stonyfield is 20 MPH.

Children who attend our small SEN classes who are brought to school and collected by mini-bus or taxi are accompanied by an additional adult known as a Passenger Assistant whose job it is to come into the school foyer or hall at the end of the day to collect the children in their care. Similarly, staff from Fun4Kidz who are based in the L30 Community Centre on our site, come into school to ensure the safe handover of the children they collect. For this reason, (and the fact that space is at a premium) we ask that other parents/carers who are waiting to collect their children remain outside and do not enter the school unless they need to see members of our Administration Team.

Cycling to School

Children are actively encouraged to cycle school and are reminded of the health and environmental benefits that this brings. In their penultimate year at the school, children are offered training that teaches them to be careful and proficient cyclists on the road.

Children wishing to cycle or come to school on a scooter must not cycle/ride on the school grounds (they must dismount at their entrance gate) and they should wear a cycle helmet and to lock their bicycle securely in the school's appointed cycle storage area.

The school accepts no responsibility for loss or damage to bicycles or scooters left at school.

Dropping off and Collection Points

Parents/carers are reminded that they should drop children off in the mornings at the front entrance, the Nursery entrance or at the door on the rear playground where staff are on duty. Similarly, children should be collected at these areas at the end of the day. Parents waiting to collect their children should wait on the playgrounds. There is a canopy providing shelter and a seating area at the front of the school. Parents are asked to avoid waiting in the school's reception foyer as it becomes very congested especially if pushchairs are brought in and makes it hard for the Schools' Transport Service staff (who are authorised to wait in it) to collect safely the children who are then escorted to their mini-bus or taxi.

From time to time events such as stage productions etc. finish in the evening. Adults collecting children after evening events must come into the school hall to collect children and not expect them to come out of school to meet them in cars or to walk home, this is especially important in the winter.

Dogs on the school site

The Sefton Council regulation regarding dogs on education premises is that only guide dogs are permitted. Thank you for co-operation with this.

Smoking on and near the school site

Smoking (including the use of E-cigarettes) is prohibited on all parts of the school grounds. We also request that parents/carers refrain from smoking at the entrances to the site as this can mean that children have to walk through polluted air on the way into or out of school and the inevitable presence of cigarette ends is unsightly and creates an inaccurate first impression of a place where healthy living and healthy habits are strongly promoted.

Complaints

Should you wish to raise an issue concerning your child, you should firstly contact your child's class teacher. Should there still be matters that you feel have not been resolved; you should make an appointment to see the Headteacher.

If, having met with the Headteacher, you are still not satisfied, you should write to the Chair of the Governors (Mr. Graham Hewer) at the school.

Ofsted Inspection

The school's most recent inspection was held in July 2023 where it was judged to be Good in all areas. Further information about our school and the most recent OFSTED report can be found on the school website: **www.thegrangeprimary.com**

Every effort has been made to ensure the accuracy of the information included in this Parents' Guide. The information is accurate at the time of printing. Changes may of course be necessary from time to time, sometimes through factors beyond our control, including the implementation of any changes in government legislation. There are no changes known at the time of publishing (July 2025.) However, it cannot be guaranteed that the present organisation and programme of the school will continue unchanged.