



Happy, Healthy, High Achievers



Prospectus

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Our School

Great Leighs Primary School is an eight class village primary school set in an idyllic rural location. Our school's mission is to develop confident, happy learners who are keen to find out about the world we live in and who have high aspirations for themselves. We promote a healthy lifestyle, encouraging children to be physically active and aware of the importance of having a balanced diet.

At Great Leighs Primary School, we put the welfare of children first, believing that happy children learn well. The school has very strong community links, a flourishing PTA and supportive Governing Body. As well as offering an exciting topic based curriculum for our pupils, we promote spiritual, moral, social and cultural understanding through assemblies, extra-curricular provision, focused learning days and weeks, recognising the importance of developing the whole child and preparing them for the wider world.

We have a very dedicated and enthusiastic staff who nurture and encourage our pupils to love learning and grow in self-confidence so they can become responsible young people. We are always willing to meet with parents to discuss any issues that arise and encourage parents to come and talk to us if they have any concerns.

We welcome visits to our school, which should be arranged via the school office.

Janis Waters

Our Vision: Happy, Healthy, High Achievers

Creating a positive learning environment and ethos and embedding school values is essential if we want our pupils to flourish both as learners and as members of a community.

Our school values have been drawn together by staff, children and governors:

- We Listen
- We are Polite
- We Show Respect
- We Try Our Best
- We Keep Healthy

We follow the Fish Philosophy which encourages all members of our school community to take responsibility for creating a caring, positive community enabling effective learning and the development of social skills. Children send someone in school a 'fish' once a week along one of the following lines:

Showing a good attitude

Playing and have fun with each other

Making someone's day

Being there for each other

We strive to equip our pupils with key skills which we believe will enable them to become successful adults and we weave these skills into the teaching of our curriculum. These key skills are:

- **Social Communication** – communicating with peers and adults, working effectively in group situations and making presentations
- **Determination and perseverance** – keeping going if the learning is challenging
- **Are you ready?** – being prepared for learning
- **Listening**
- **Exploring ideas through questioning**

We believe that by engaging children in their learning we will encourage them to have a stronger desire to want to learn and, as a result, make greater progress. We do this by:

- Selecting inspiring topics linked to the New National Curriculum
- Linking subjects together, where possible, within topics studied
- Using a variety of different learning styles – visual, auditory and kinaesthetic
- Teaching and learning in different ways – independently, in pairs, in small groups and as a class
- Encouraging children to share their own/their group learning with others and present their learning in a variety of ways
- Expecting that children have ownership of their learning and independently use appropriate apparatus and tools to maximise their learning
- Expecting that children mark their learning and that of their peers against success criteria, enabling them to identify next steps for their learning
- Expecting effort and high standards in all areas of learning and praising children for enthusiasm and personal progress
- Questioning the children during their learning to extend and challenge their thinking.

Our School Community

The school is a community in which we encourage traditional values of courtesy and respect for one another. We expect children to take a pride in caring for their environment and to value each other as individuals with respect for one another's rights and property. Where children need a greater degree of support and control, we work in partnership with parents to find solutions and suitable strategies for improvement. Bullying and harassment are regarded as totally unacceptable and, even though instances are rare, we are constantly vigilant to ensure that behaviour is always of a high standard.

Fundamental British Values

Great Leighs is a small village school with a largely white British intake, although the school greatly values the contribution from its small ethnic minority groups. School values underpin the way in which the whole school works; respect, understanding and working together enable our community to facilitate the best possible learning environment. In all that we do we aim to establish an understanding of democracy, the need to follow rules in society, respect and tolerance for all through learning about different cultures and traditions and an understanding of the importance of individuality and liberty within a safe environment and structure.

The importance of pupils' thoughts and opinions are recognised and valued within the school. Classes vote annually for their **School Council** representatives and work fortnightly with their representatives in discussing areas for improvement in terms of opportunities and learning. The School Council has been responsible for the introduction of a tuck shop, a new school uniform, Forest School days for KS2 pupils and judging our annual cake competition.

The school is divided into 5 'families' (Ash, Birch, Elm, Hazel and Oak) and **Family Captains** are voted for annually by their families. These captains are responsible for arranging/picking teams for the school half termly sporting competitions. Families, led by our staff, meet once or twice each term to work together, with older children helping younger ones with craft and sporting activities.

All Year 6 pupils have the opportunity of being a **School Prefect**, with roles which include working with and supervising classes during wet play times, monitoring the corridors at lunch and break and buddying up with our Foundation Stage pupils particularly for reading. Volunteers from Year 6 are trained to be **Peer Mentors** - and work with children who have play time issues. Volunteers from each class also lead our **Keep Healthy Crew** who meet regularly with staff, parents and governors to discuss ways of teaching and informing the rest of the school about healthy living.

Through assemblies, annual class/school rule discussions, PSCHE sessions and adult role models, pupils at Great Leighs are clear about expected behaviours. Positive behaviour reinforcement is the main path followed by staff and discussion with pupils regarding unacceptable behaviours takes place when appropriate. Children are aware of sanctions used in their class and the use of white and red slips home to parents should they be deemed necessary. Visitors such as our local PCSO and fire brigade and visits such as Year 6 to Crucial Crew, enable our pupils to see the need for rules in society and the consequences of breaking these rules.

Centrally, we aim to teach our pupils the importance of **respect** and **tolerance** for each other and members of their local, national and world wide community; only through teaching of different cultures, traditions and religions will pupils understand difference. Assemblies, RE teaching, cultural days, a variety of musical, art and dance experiences, visitors from other faiths and visits to a variety of places of worship as well as the study of life in other countries throughout our curriculum enables our pupils to have a broad understanding and tolerance of diversity. Regular multicultural assemblies teach important celebration and festival days; visits to our local church and to the Hindu temple at Neasden broaden our pupils' understanding of a variety of faiths.

Bullying is not tolerated in school and, through PSCHE lessons, listening to children's concerns via the School Council and in some cases parents, issues arising are dealt with quickly and effectively. Annually, pupils take part in **Anti-Bullying Week** and **Safer Internet Day** when issues around bullying and cyber-bullying are shared and guidance for prevention is given.

Each year our pupils take part in the Chelmsford Junior Music Festival, the Infant Music Festival, the Barnardo's Carol Service and regular enrichment days with children from our local cluster of schools enabling them to integrate with children from other places and cultures. Within our local community, our pupils have the opportunity to take part in the church's Christingle Service and Village Carol Celebrations. In school, our School Council suggests charities to support which has included: Chelmsford Homeless (Harvest time), Christmas boxes for Samaritans' Purse, Farleigh Hospice, the Royal British Legion, Comic Relief and Red Nose Day.

As a British village school, certain traditional aspects continue within our school: annual recognition and understanding of Remembrance Day, Christian Festivals of Christmas and Easter (through productions or school assemblies), celebration of Mothering Sunday, traditional maypole dancing in the summer term along with a celebration of music, dance and gymnastics in our Proms in the Playground afternoon. Fundamentally, as a school, we promote the value of kindness to all regardless of background, culture or faith and encourage all to draw out the best from each other.

Our Governing Body

Chair	Mr Tim Hancock
Vice Chair	Mr Paul Cooke
Co-opted Members	Mrs Patricia Sinclair
	Mrs Tracey Donnelley
	Mr Richard Thomas
	Dr Jonathan Amory
	Mrs Clare Dyke
	Mrs Helen Gregory
	Mr Ian Thomasson
Parent Governors	Mrs Kerry Seward
	Mr Paul Cooke
Associate Governor	Mrs Michelle Walsh
Clerk	Mrs Beverley Codling
Clerk to Resources and Teaching and Learning Committees	Mrs Clare Dyke

The full Governing Body, Teaching and Learning Committee and Resources Committee all meet once a term. Additional meetings are scheduled when required including an annual training session for all governors.

We have strong links with our Governors and they make regular visits to the school including a day a term for monitoring purposes. Governors hold specific areas of responsibility enabling them to understand and effectively monitor different aspects of the school. We value the time and commitment given by our Governors.

The School Day

The School Day

School session times are as follows:

8:30am	Classroom doors open for children to come into class.
8:45am	Registration (start of the school day)
8:50am	Assembly
9.15am	First and second sessions
10:45am	Morning break
11.00am	Third session
12:00pm	Lunch
1:05pm	Afternoon session starts
3:10pm	End of the school day

The school gates open at 8.35am and children can go straight to their classes to meet their teacher.

Children are strongly encouraged to have lunch in school and enjoy spending time playing with their friends. Should a child go home for lunch, he/she should arrive back at school at 1.00pm.

At the end of the school day, KS1 class teachers bring the children out from their classrooms and supervise children until they are collected by their parents or authorised adult. KS2 children wait with their teacher until they are collected by an authorised adult. Some children, particularly in Years 5 and 6 are given permission from their parents to walk home.

Assemblies

A sense of belonging to a community is at the heart of our school and we value getting together each day, sharing a song, a thought for the day and a time for reflection. Through school assemblies we promote our school vision and values; share and celebrate a range of traditions, cultures and faiths; promote safety in school and in the wider world; promote whole school aspects of learning and encourage children to reflect on their own lives, behaviours and their contributions to our school community.

Each week there is a hymn practice and an Achievement Assembly on Fridays – to which all parents are invited.

Special Assemblies

We enjoy inviting parents in for special assemblies. These include:

- Harvest
- Christmas
- Easter
- Mother's Day
- Leavers' Assembly

Productions

Parents are invited to a Christmas Nativity (Key Stage 1) and a Christmas Celebration (Key Stage 2).

Key Stage 1 children take part in the Infant Music Festival and then puts on a school version of the production in the summer term.

Key Stage 2 children put on a summer production.

The Curriculum

We inspire our pupils to be keen learners by providing a stimulating and engaging curriculum and by using a variety of teaching styles. This can be seen in the displays, working walls and classroom environment in which we take great pride.

The Foundation Stage

When children enter the Foundation Stage class they begin their final year of the Early Years Foundation Stage curriculum. Within the first few weeks of starting school, pupils are assessed in a fun and interactive way. This early informal testing provides us with a baseline assessment of their individual strengths and weaknesses which, in turn, allows us to best direct the curriculum to support and challenge each and every child regardless of their individual ability and needs.

The EYFS curriculum is divided into the following seven areas of learning;

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

The seven areas of learning are implemented through planned activities, purposeful play that includes materials, props and resources to encourage the development of a variety of skill sets, all supported and promoted through a mixture of adult-led and child-initiated activities.

Skills are developed both indoors and out with children having free choice as to which environment engages them more. The outdoor and indoor classrooms are made to be as stimulating and engaging as possible allowing the children to develop their skills and understanding by learning from their differing environments.

The seven areas are broken down further into 17 Early Learning Goals (ELGs) and by the end of the Foundation Stage Year, judgements are made through observations across the 17 areas as to whether a child has achieved the ELG, or whether they will still work towards these on entry into Year 1.

As part of their reading development, Foundation Stage children have daily phonics sessions. The school follows the Letters and Sounds programme delivered with supporting Jolly Phonics materials.

Key Stage 1 and Key Stage 2

All children in England work within the New National Curriculum (2014). This is divided into key stages. At Great Leighs, the children work within Key Stage 1 (KS1) and 2 (KS2). Each September, children move into the next year group, until they leave at the end of Year 6

The National Curriculum is divided into Core Subjects (English and Mathematics) and Foundation subjects (all the others). The curriculum guidance is clear and precise. We present the National Curriculum within the school's own broad and balanced topic approach. The subjects within the National Curriculum are:

English

Mathematics

Science

Computing

Design and Technology (DT)

Geography

History

Art and design

Music

Physical Education (PE)

French (MFL)

Personal, Social, Citizenship and Health Education, including Global Dimensions

The curriculum is organised in a variety of ways to help ensure a rich and varied educational experience. Some subjects within the New National Curriculum lend themselves to being taught as discrete subjects while others, such as a historical unit on the Tudors, are better when linked with additional subjects. These 'topics' enable children to draw upon and apply a range of skills within a given context. This helps to generate purpose for learning and inspires creative thinking.

We are committed to ensuring that all children experience the full richness of an exciting, varied curriculum through which we also strive to help the children develop the schools identified Key Skills.

Maths and English

English and maths are taught daily and follow key requirements of the National Curriculum. Where possible, English is linked to class topics to give meaning and purpose for writing. Elements of grammar and spelling are taught discretely as well as within writing genres. Maths is usually taught discretely and is given a context to ensure pupils understand reasons for learning specific areas and methods. Emphasis is placed on reasoning, knowledge of essential number facts and specific methods for the teaching of the four rules of number. Marking of learning by both pupils and staff is an essential part of the learning process in order to recognise where misconceptions have occurred and to ensure that pupils are fully involved in

owning and implementing their next steps. Our School Marking Policy is embodied within daily practice and pupils are given time to address issues arising.

Reading

Reading is a key foundation for learning about the world and we want our pupils to develop a great love of reading. We hope that they will enjoy exploring a wide range of stories and develop an enriched vocabulary. Reading and telling stories are key in our Foundation Stage and all classes enjoy a class book on a regular basis.

Children are taught key reading skills through phonics sessions, book sharing, guided reading sessions and shared texts on class whiteboards. We have a travelling book fair and book event annually to promote the importance and joy of reading. We have a colour coded reading scheme which starts with books without words to enable children to make sense of the pictures. From the Foundation Stage onwards the children have a reading scheme book and a book of their choice to share with an adult at home. We strongly encourage parents to read to their children as well as sharing their school books so that they can experience vocabulary beyond their own level of reading. Reading books are changed at least twice weekly at Key Stage 1 and when appropriate as the children become fluent readers.

Phonics

As a school, we follow the Letters and Sounds Programme for the teaching of phonics. In the Foundation Stage and KS1 the children have a daily phonics session to enable them to identify sounds, sound out words and then put them back together. In this session, the children also practise writing the sounds and reading 'tricky' and 'decodable' words. Children are given practice cards to do at home to reinforce their learning. Phonics sessions continue in KS2 for pupils who need to continue to develop these skills.

The Topic Approach

Some of the Foundation subjects are taught separately eg. music, whilst others are linked together into a class topic. Each year group has at least three exciting topics and the overview for each year group can be found on class pages of our website.

Staff use a variety of stimuli to inspire and engage their pupils at the start of a topic, eg, artefacts, treasure hunts, quiz games, drama and role play, letters and video clips.

Learning is recorded in a variety of ways by the children to enable them to consolidate and expand or develop learning further. For example: pictures, diagrams, a variety of written text types, video clips and photographs. We expect children to take pride in their learning and in the presentation of their work in Key Stage 2; joining of handwriting is expected to be increasingly fluent from EYFS, where the elements of cursive writing are taught.

School visitors are encouraged, as are visits to support the learning of different topics. Parent help in school is greatly valued and encouraged, and an induction process is established to facilitate this.

Physical Education

Two hours of PE are timetabled for pupils each week, apart from Foundation Stage pupils who have two shorter PE sessions and access to the outdoors and play equipment as part of their daily learning. It is well known that physical activity, as well as giving children a 'feel-good factor', also helps development of neural pathways in the brain which aids learning in other areas. There are a variety of clubs available in school which offer increased PE time, some taking place before school.

The school employs three specialist PE teachers who teach a range of PE skills across the key stages, supporting sessions taught by teaching staff. The skills of our talented sports-girls and boys are extended and time is given to boosting the confidence of those children who find sport challenging. Years 2 and 5 take part in 'Body Care' – which is a five-week programme aimed at raising the profile of keeping fit and healthy. Classes take part in local sporting competitions such as 'Superstars' and 'Mini Games' and teams from specific year groups are entered for other competitions held by the Chelmsford School Sport Partnership - such as athletics, gymnastics, hockey and cross-country. Annually, we enter the small schools' football and netball leagues.

Our school Family Captains organise sports competitions between the families in school. We hold one competition each half term. These include: hockey, football, netball, dance, cross-country and dodge ball. In the summer term, we have our school sports day. During the morning, we hold a family competition and where each family works together to gain points over several different activities. In the afternoon, we have traditional sports events.

Provision for swimming is made in Year 3 when pupils take part in a 12-week swimming programme. Parents pay for this provision which is greatly subsidised by FOGLS.

Forest School

Each KS1 class is given at least half a term of one afternoon a week at Forest School. In this time the children walk to our local woods and explore the world around them. Whilst there, they are taught a variety of skills, but most importantly are given the opportunity for exploration, problem solving and working in groups of their own choice. We do have wet weather gear but the children are expected to bring in old clothes, their own coats and wellington boots for these sessions. We always need parent helpers for these sessions – who also have great fun!

As a response to the School Council's request we have scheduled Forest School days for KS2 during the Summer Term.

Religious Education

RE is not part of the National Curriculum but is still a legal requirement. Where possible, we try to incorporate RE into ongoing themes but it is also taught as a discrete subject. An act of collective worship takes place daily, either as a whole school or in Key Stage groups. It takes a variety of forms, led by a member of staff, the children, a visiting speaker or a church representative. The RE programme is

multi faith but with a broad Christian basis. All parents have the right to withdraw their child from the RE programme.

Sex and Relationships Education

Sex Education is taught as part of PSCHE (Personal, Social, Citizenship and Health Education). Wherever possible, we incorporate this in an informal way as part of ongoing topics. In the Early Years, different families are discussed with children as part of finding out about each other. Staff use correct terminology when referring to body parts as appropriate for the age of the child. Puberty is discussed with our Year 5 children and Sex Education is taught in Year 6. Year 6 parents are invited to attend a preview of the material used in these sessions. All parents have the right to withdraw their child from all or part of the Sex Education programme.

Planning and Preparation Time (PPA)

Teachers are entitled to time out of the classroom for planning, preparation and assessment – known as PPA. This equates to approximately one afternoon per week, during which time the children are taught by different staff who cover specific areas of learning. In the course of a term the following is covered:

Foundation Stage: gymnastics, Forest School, music

KS1: gymnastics, music, topic work and Forest School

KS2: Art, Games Skills and RE

Special Educational Needs and Disability

In defining the term "Special Needs" we are referring to any child with a high level of need, including those who are more able or gifted, who require support that is different from, or alternative to, that provided for all children. At Great Leighs, each child is treated as a person with individual needs and aspirations. We are aware that some children may have greater needs in some areas and therefore, as a staff, we feel it is our duty to identify these children, assess their needs and put together a programme of support within the existing school facilities and resources, backed up, where necessary, by support from outside agencies. We work closely with parents to ensure the best quality of educational provision. Please see our SEN Information Report on our school website for further information.

Extra - Curricular Activities

Breakfast Club

We run a successful Breakfast Club all week, available from 7.45am, in our small hall. Children are given breakfast before spending time playing games with each other or reading or drawing. There is a small charge for this facility. Parents should contact the school office for further information.

After School Club – Stay ‘n’ Play

We run a busy after school club every day of the week from 3.10 – 6.00pm. During this session, the children can choose from a variety activities and a light tea is provided. There is a charge for this provision and child care vouchers can be used. Please see our website for more details and a registration form.

Extra-curricular Activities

There are a number of activities before, during and after the school day according to the availability of volunteer teachers, learning assistants and peripatetic staff. Current clubs are listed below. Most clubs are charged at £1 per session, payable at the beginning of the term.

Example of School Clubs		
Art	Cooking	Netball
Dance	Design Technology	Football
Eco/Gardening Club	Sewing	Hockey
Maths Fun Club	Choir	Running
Band		

Clubs provided by outside agencies- Costings available from the school office
Rugby/cricket
Gymnastics
Football
Mad Science

Peripatetic Music Lessons – Costings available from the school office
Drums
Keyboard
Brass/Woodwind
Violin
Singing
Guitar
Piano

Behaviour

We have high expectations of our pupils with regard to behaviour, both in conduct and in learning. We promote courtesy, respect and manners. Expectations of behaviour are shared with pupils at the beginning of the academic year so pupils are clear about how they should behave both in school and on the playground. Learning behaviours for the most effective learning are also discussed with pupils e.g. looking at adults and children when they are speaking, listening carefully to instructions given so they know what to do and how to work well in group situations.

Good behaviour is reinforced verbally and through the awarding of family points or stickers. Time out is given to those children who need to reflect on their behaviour and we expect apologies to be given where appropriate. Children may be kept in for poor behaviour or poor learning behaviours. White slips are sent home if staff consider that parents need to know about poor behaviour and red slips are sent home for more serious incidents. The red slip indicates a detention when a pupil needs to miss half an hour of their lunch time. Both the white and red slips need to be signed by a parent and returned to school. This enables parents to discuss issues with their child and supports our desire to have good behaviours at all time in school.

Achievements

We believe it is very important to celebrate achievements of the children in our school. We hold a special 'Achievement Assembly' on a Friday morning to which all parents are invited. During this assembly, children share their out-of-school achievements such as karate, ballet and swimming awards. Staff select several children from their class to be mentioned in assembly for a variety of reasons and a special '**Golden Award**' is given to a pupil from each class who has shown determination or effort in a particular area. A **Reading Award** and a **Handwriting Award** are given to a pupil from each class who has demonstrated reading a wide variety of texts during the week and improvements in handwriting and presentation. During this assembly, we celebrate music and sporting events. The Family Cup is also awarded to the class which has attained the most points during the week and an attendance cup is given to the class which has full attendance during the whole week.

Assessments

Assessment of learning is important for determining children's next steps. If learning is to be maximized, children themselves should have ownership of it and know what they need to do to improve. Children's learning, particularly in literacy and numeracy, is assessed daily against criteria agreed by the children and staff and next steps identified. Much of this is done through the marking process which is undertaken by both children and staff.

As well as assessing daily learning, staff assess units of learning through discussion, monitoring of learning in books and termly tests in reading, writing and maths. These approaches enable staff to clearly identify the next steps children need to do to progress further. Results of more formal testing are reported to parents during parent/teacher consultations.

Communication with Parents

At Great Leighs, we know that a good dialogue with parents about their children is essential for pupils to achieve their best. We have an 'open door' policy towards parents – providing daily opportunities for parents to communicate with staff. Staff are available every morning at the door of their classroom for any quick messages and, providing they are not running a club, they are available at the end of the day. We ask that parents book a time via the office if they require a longer appointment with their child's class teacher. Mrs Waters is generally available outside school at the beginning and end of the day. Messages are passed on to parents in our Achievement Assembly and in the weekly newsletter. Important messages are sent to parents via Parentmail.

At the beginning of each academic year, parents are invited to a class meeting where teaching staff outline their aims for the year. Each term class letters are sent out to inform parents of the class learning that term. Information is also on the class pages of the website. We hold curriculum evenings to share our teaching strategies and up to date teaching methods.

Other opportunities for parents to be involved in the life of the school:

- Class meetings each autumn term for teaching staff to outline the plans for their class for the year ahead
- Parent/Teacher consultations in the autumn and spring terms
- Open Afternoon in the summer term
- Curriculum evenings / Special Assemblies / Celebrations etc
- Activities organised by FOGLS (PTA) such as the Christmas and Summer Fairs, Chocolate Day, MacMillan Coffee morning and the Easter Fun Run

Reporting to Parents

We hold parent/teacher consultation evenings in October and February when staff discuss progress with parents and next step targets. These meetings take place in the school hall and children are encouraged to attend. Parents may look at their children's work in classes either before or after their meeting. A detailed report is issued in the summer term and parents are invited to our 'Open Afternoon' in July where they can see their children's work. This is usually followed by 'Proms in the Playground' where we celebrate music, dance and aspects of sport from individual and groups of children.

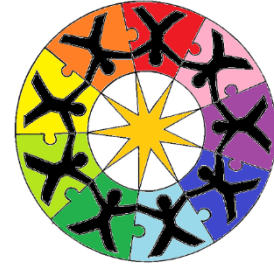
We often carry out parent surveys so that we can continually improve our learning provision.

The wider community

At Great Leighs School, we are pleased to have established strong and varied links throughout the wider community.

Chelmer Primary Cluster and The River Chelmer Partnership

The Chelmer Primary Cluster is a consortium of nine local primary schools; Boreham, Broomfield, Ford End, Great Waltham, Little Waltham, Newlands Spring and St Pius X. Together with Chelmer Valley High School, the consortium forms The River Chelmer Partnership. Headteachers of each establishment meet each half term, as do their deputies, to discuss and share ideas on new government initiatives as well as leading school improvement, particularly in teaching and learning.



As a whole group, we hold an annual 2-day Cluster Conference in Aldeburgh which is invaluable for sharing ideas, research and current educational thinking as well as planning strategically together. This has included ways to support and enhance the Chelmsford Teaching Schools Alliance, to which we all belong.

The cluster of schools has been subdivided into 'Trios' – where leaders of three schools meet more frequently to support and evaluate practice and share successful strategies for school improvement – including staff visiting different schools. Great Leighs currently works with Ford End and Boreham.

Key subject leaders from each school meet each term to share and develop ideas and monitor their subjects across the schools.

The children from the cluster benefit from our work in many ways as we implement successful practice where appropriate in our own schools. In addition, the cluster of schools provides a selection of enrichment days where a couple of children from each school meet for specific learning in one host school. These days include: art and design, dance, Forest School, graphic design using ICT, drama, Shakespeare and design technology. These days culminate in a Cluster Quiz which takes place at the end of the academic year.

We maintain good links with all local **Secondary schools**, meeting with their staff before and after the annual transfer of our Year Six pupils.

Great and Little Leighs Nursery Group: We have established a close relationship with the staff at the Nursery Group. The Foundation Stage teacher and SENCo visit the Nursery as part of our induction process.

Adult Volunteers: We are always keen to welcome adult volunteers into the school to help us in a variety of ways. This invaluable support enables us to extend the variety of experiences and we can offer groups of children. An induction process is undertaken by regular school volunteers

Village Links: Whenever possible, we promote links in the immediate community such as carol singing, helping with the village clean up, holding a MacMillan Coffee Morning, taking part in the Christingle service at the local churches of Great and Little Leighs. Rev. Sandra regularly leads an assembly in school.

Students: We have established links with local training providers and regularly offer placements to students as part of their training. As part of the Chelmsford Teaching Schools Alliance we are involved in the training of future teachers.

Charities: Each year the school supports local, national and international charities – which are largely decided by the School Council or individual children.

Uniform

School Uniform

All children wear school uniform and take a pride in it. The main item of uniform is the red school cardigan or jumper, with an embroidered logo, and our school tie which can be purchased from One Stop School Gear, Unit 1 Beehive Business Centre, Beehive Lane, Chelmsford, CM2 9TE. Children wear black trousers/skirts, a white shirt/blouse and black school shoes. All clothing should be clearly named. Girls may wear red gingham dresses in the summer months. Foundation Stage pupils may wear either a white polo 'T' shirt or white shirt, but are not expected to have a school tie until they enter Year 1.

Long hair should be tied back and sensible hair accessories - preferably with school colours - should be used. No jewellery should be worn to school. A watch and small stud earrings are permitted.

PE

All children should have a white school T-shirt with logo, and a pair of red shorts for PE. Plimsolls or trainers are needed for games/fitness outside. A plain tracksuit is needed for games in the cooler months. For safety, earrings should be taken out for PE activities. Micropore tape can be used if your child is unable to remove the earrings and should be brought in from home, named. All PE kit needs to be named and stored in a named PE bag.

Book bags/Ruck sacks

All children from Foundation Stage to Year 3 should use a named, school book bag to bring their reading book, home learning activities and letters to and from school.

Healthy School

Great Leighs Primary School is a healthy school! This means that we promote a healthy lifestyle for all our pupils. At Foundation Stage and KS1, a healthy snack of fruit or vegetables is provided for our pupils break times all week. KS2 pupils may bring in a snack for break time but this must be a healthy, fruit or vegetable based snack on Monday to Thursday. Crisps and chocolate snacks are permitted as a treat

Friday. The School Council runs a tuck shop which sells a variety of treats for KS2 children to purchase on Friday.

Our catering team provides a selection of healthy hot meals during the week and encourages pupils to bring in a healthy lunch box if having a packed lunch.

Children are encouraged to bring a water bottle to school for use during the school day. We request that only water is put into water bottles.

School Meals

School Meals

KS1 pupils are currently entitled to a hot lunch provided by the school and KS2 children can order a lunch too at the cost of £2.10 per day. Our three-week menu is available on our website; this follows the Government's Food Standards and provides a balanced healthy diet. We ask that meals are paid for at the beginning of the week, although we can accept daily payment. Children inform their class teacher of their choice for the day. Any child may bring a packed lunch.

We are a '**no nut**' school and request that children do not bring any food items to school which may contain nuts as there are children with allergies to them in school.

Free school meals are available for children of families in receipt of certain benefits. Please refer to the section on Pupil Premium, below, and contact the school office if you feel your child may be eligible.

School Charges and Remissions

For further information refer to our Charging Policy.

We are grateful to the Friends of Great Leighs School (FOGLS) for their support for many of our extra-curricular activities, including school trips. While no child is excluded from any non-residential school activity on the grounds of parental inability or unwillingness to make a financial contribution, the school reserves the right to cancel an activity if insufficient contributions are made.

Residential Trips

Currently we offer a short 3 day/2 night residential trip to Flatford Mill in Year 5 and a 2 night trip in Year 6 to Stubbers Activity Centre. We hope all children will go on these trips which help develop independence and confidence. In line with guidance from both the Department of Education and Essex County Council, the school will levy a charge for accommodation unless parents are in receipt of certain benefits (details from the school office). To help in budgeting, the school arranges a payment card system to enable the costs to be paid in instalments.

Exceptional Circumstances

Understandably, some families find it a challenge to meet the cost of residential trips and are invited to discuss any problems with the Head Teacher. It is expected, however, that parents and carers will pay the cost of the accommodation as a minimum (usually half the total cost) in these circumstances.

Pupil Premium

About Pupil Premium

Children whose families are in receipt of certain benefits may be eligible for free school meals. The school also receives additional funding to help support these children and this is known as the Pupil Premium. If you feel that your family may be eligible, please contact the school office. All such discussions are, of course, treated confidentially.

Objectives for Pupil Premium in this School

We aim to enable our pupils to become more rounded, confident children, which ultimately improves their ability to learn and make progress in all areas of the curriculum. Pupils in receipt of Pupil Premium are given focused time, where appropriate, from teachers and support staff during class time and small group interventions to ensure that they progress to the best of their ability.

As well as being used to provide additional educational support aimed at improving progress and raising attainment, the Pupil Premium is also used, for example, to support attendance at clubs, including those held before and after school, and, if requested, for subsidising attendance on educational trips and for music lessons.

School Policy and Accountability

This use of the Pupil Premium has been agreed by the Headteacher and Governing Body. Progress of the relevant pupils is tracked and the strategies for the use of the Pupil Premium are monitored, reviewed and evaluated on a regular basis. Further details are available on our website.

Child Protection

The statement from our school governors declares that “All children should be safe and able to develop their full potential.” The school has a policy on Child Protection based on the Essex County Council ‘Child Protection in Education’ guidelines. Parents should be aware that it is the duty of the Headteacher, as ‘designated person,’ to report suspected child abuse or neglect to the Social Services Department. All staff are responsible for keeping our pupils safe, and as such will report to the Headteacher any concerns with regard to neglect, physical, emotional or suspected sexual abuse. The welfare of our pupils is our central aim and parents will be contacted regarding issues arising, should it be deemed to be in the best interests of the child. In certain situations, Social Services may be contacted prior to parental involvement.

Joining Us

Admission – see Admissions Policy

Children are admitted to school at the start of the academic year of their fifth birthday i.e. in September. Applications for places are made through the Local Authority. Where the school is over-subscribed, priority is given to children living in the

catchment area, followed by children with siblings already in the school. Thereafter priority will be determined by straight line distance between home and school. Medical conditions may override the above. The annual admissions limit is set at 30.

Arrangements for Parents to visit the School

Prospective parents are welcome to book an appointment to have a tour of our school.

Induction for Foundation Stage (Reception)

In order to make the transition from home to school as happy and trouble free as possible, we have a comprehensive Induction programme designed to welcome new children and parents to Great Leighs School.

In the second half of the summer term, we invite children and their parents into school for two afternoon sessions and one morning session. The children meet with their new teacher and join the other children in the class, whilst their parents are given information about the school and its policies at an informal meeting with the Headteacher and other members of the staff / school community. At each session, a different aspect of school is presented and the opportunity given for parents to raise questions and discuss any aspect of school life.

Should any pupil need a different induction programme to suit their specific needs, this can be arranged with the SENCo or Headteacher.

At the start of the academic year, we hold individual meetings with every Foundation Stage parent and their child during the first three or four days to get to know our new children and to help familiarise them with their new environment to ensure a smooth start to school. Following these meetings, the children start school on part time basis for a couple of days, before joining us full-time.

FOGLS

FOGLS stands for the Friends of Great Leighs School. Every parent becomes a member of FOGLS when their child enters the school. The objective of FOGLS is to support the school by holding a variety of fund-raising activities during the school year in order to generate additional financial resources to benefit the children. The activities of FOGLS are co-ordinated by a committee which meets on a regular basis. All parents are welcome to serve on this committee at any time that their child is at Great Leighs.

Parentmail

All correspondence with parents is sent via Parentmail. Parent information for this is collected on Induction Forms.

School Website www.greatleighsprimaryschool.co.uk

Additional School Information

Attendance

Attending school regularly is key to maximising learning, progress and developing a child's confidence in their abilities and in their friendship groups. Units of learning are taught over a short period of time; missing one session can affect children's confidence and knowledge in an area, and if absence is long, the area of learning can be missed out altogether.

We strongly advise, therefore, that holidays are taken during the 13 weeks available for family holidays during the year. We appreciate an openness with parents when requesting term time absence, which, in special circumstances, may be approved. The Government regards attendance below 90% as persistent absence and, although we understand that children should be absent from school when unwell, we have a duty inform parents if attendance falls below 90% at the end of each term. Children who attend school for 100% of the time are rewarded with a certificate at the end of each term if attendance has continued to remain at 100%. To promote attendance, an attendance cup is given to the class with the highest level of attendance on a weekly basis during Achievement Assembly.

Fines of £60 per child per parent can be issued by the school for holiday absence, whether the school has been informed about the holiday or not.

Punctuality

School doors are opened ten minutes before the start of the school day to enable children to arrive on time. Doors are locked at 8.45am, when children who arrive late, should enter via the reception area and parents sign their child into the late book.

Parking

Parking close to the school can be very difficult and we encourage pupils who live close to the school to walk. We politely request that, for the safety of all children, parents do not park on the zigzag lines, or use the very end of Aragon road as a turning circle during arrival and departure times, as this could cause injury to children and parents walking to school. Emergency vehicles may need quick access to the school, which is why the zigzag areas must remain clear.

Extreme Weather Conditions

We endeavour to open in severe weather conditions, including snow. Should the school need to close for any reason during the school day parents would be contacted to collect their children. Should the school need to close for a day due to extreme weather, a message would be placed on the website and a Parentmail sent.

What if ...?

...your child is unwell

If your child is unwell in the morning, please do not send him/her to school. In the event of your child being taken ill at school, he/she will initially be sent to the school office and you will be contacted if it is felt necessary for your child to go home.

...your child is absent

Please telephone the school absence line (01245 361254) by 9.00am to inform us of the reason for your child's absence. The absence should be confirmed in writing when your child returns to school.

...your child has a medical problem

It is essential that we are informed of any medical condition your child may have. If your child has an inhaler, this must be labelled and will be kept securely but accessibly in the child's classroom. Epi-pens are kept in the school office. If your child requires medication in school, please complete the appropriate form in the office to permit us to administer it.

...there is an emergency

It is essential that we have up to date telephone / mobile phone numbers where we can contact you, or a nominated person, in the event of an accident. If your contact details change, please inform us so our records can be updated.

...your circumstances change

If there are any changes in your home situation which could affect your child, please let us know. All information is treated confidentially but it gives us the opportunity to support your child through what could be a difficult time.

...you have any queries/worries etc.

We encourage you to speak to us about any concerns or queries you might have, whether of a major or trivial nature. Please see your child's class teacher in the first instance as he/she is best informed. We do our best to deal with matters as quickly as possible.