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Welcome to St Mary's C. E. (A) Primary School. We hope that you soon feel a valued part of our school. It is our belief that children learn in response to their environment and the adults whom they encounter within their surroundings. At St Mary's we offer classes in an attractive setting, led by a highly professional and dedicated team of teachers, support staff and governors. We are committed to cultivating the development of every child.

School life at Greenfield St Mary's is underpinned by an impressive culture of mutual support and respect. Relationships between adults and pupils are exemplary. There is a very high level of care and nurture throughout the school.

Ofsted 2019

Our school's aim for the education of our children is reflected in the St Mary's C.E. (A) Primary School Mission Statement:

'We enjoy learning and achieving in a Christian environment'



At St Mary's we aim to nurture the very best in every individual and provide a high standard of learning. Our Christian values encourage care for all, mutual respect, responsibility and a strong partnership between school, home and church.

Confidence in a school comes from understanding its purpose. We endeavour to achieve this through effective communication with our families. This prospectus is intended to provide information about our school, our aims, our curriculum and activities. Mutual trust and understanding is the basis of our shared responsibility. Included in this document are a number of simple guidelines, designed to help the school function smoothly. Please do not hesitate to contact us for further information, should it be required.

THE AIMS OF THE SCHOOL

Aims

We aim to develop our school into a lifelong learning community that fosters faith, hope and love and in which:

Children

- have full access to the National Curriculum and Religious Education
- develop confidence and self-esteem in a happy, secure school environment
- are treated equally and given the same opportunities to reach their full potential
- are encouraged to appreciate and respect cultural identity and value the importance of community cohesion
- develop spiritually and appreciate Christian values
- develop a caring, considerate nature to others in the school and wider community
- are responsible citizens in Greenfield, Oldham and beyond with an awareness of British values
- have pride in and look after their environment
- develop as capable, independent, lifelong learners prepared for global citizenship in the twenty-first century

Staff and Governors

- share a clear sense of direction and Christian values, working together with a shared philosophy and practice
- recognise the value of sharing enthusiasm, ideas and expertise to generate enthusiasm in the children
- work together to find solutions to problems, supporting and helping each other
- are committed to embedding community cohesion in the curriculum
- are constantly questioning and evaluating their work
- are receptive to new ideas and keep up to date with professional development

Parents, Carers and Families

- are regarded as partners in the education of their children and fully support the learning process in school
- are encouraged to engage in their children's learning and be pro-active members of the school community

Church

- provides valuable religious, pastoral and spiritual guidance and support
- is committed to strengthening positive links with school

Wider Community

- is valued as a shared resource and as a provider of support for the school

SCHOOL DETAILS

Address: St Mary's C E (A) Primary School
Manchester Road
Greenfield
Saddleworth
Oldham
OL3 7DW

Website: www.greenfieldstmary.oldham.sch.uk

Telephone: 01457 872264 **Fax:** 01457 829271

e-mail: info@greenfieldstmary.oldham.sch.uk

Headteacher: Mrs S M Hall BA (Hons), QTS, NPQH
Deputy Headteacher: Mr R Selby BA (Hons), PGCE, QTS

Chair of Governors: Dr M Rahn

Chair of PTFA: Mrs. S Berry

Teaching Staff:

Reception	Miss L Egan BEd (Hons), QTS
Year 1	Mrs H Kent BA (Hons), QTS
Year 2	Mrs H Potts BA (Hons), QTS
	Mrs L Wray BA (Hons), QTS
• Year 3	Mrs J Parkin BA (Hons), QTS, PG Cert
Year 4	Miss S Cuerden BA (Hons), PGCE, QTS
Year 5	Mrs K Blackburn BEd (Hons), QTS
Year 6	Mr R Selby BA (Hons), PGCE, QTS
	Mrs C Kipling BSc (Hons) PGCE

Qualified Support Staff: Senior Teaching Assistants:
Mrs M. Barlow
Teaching Assistants:
Mrs J Jones, Mrs J L Jones, Mrs M Wibberley,
Mrs K Smith, Mrs M Harrison, Miss E Owen

Site Manager: Mr R Allsopp
School Business Manager: Mrs S Slater
School Administration Assistant: Mrs C Taylor
Kitchen Supervisor: Mrs A Hopkinson
Assistant Cooks: Mrs W Brooke, Mrs Karen Chadwick

Midday Supervisors: Miss E Owen, Mrs S Peasley Griffin, Mrs L Shaw,
Mrs W Kelly, Mrs K Smith, Miss J Rawsthorne

Before and After School Manager: Miss G Jones
Playworkers: Mrs M Harrison, Miss E Owen, Miss J Rawsthorne,
Mrs J L Jones, Mrs M Wibberley

Cleaner: Miss G Harper
ICT Consultant: Mr P Burton

Executive Director of Children,
Young People and Families

Civic Centre
PO Box 40
West Street
Oldham
OL1 1XJ

Diocesan Director of Education

Council for Education
Church House
90 Deansgate
Manchester
M3 2GJ

THE GOVERNING BODY

Chair:	Dr Mark Rahn	Parent Governor	St Mary's Parents
Vice Chair:	Mr G McGuffie	Foundation Governor	Manchester Diocese
Treasurer:	Mrs R Broadhurst	Foundation Governor	St Mary's PCC
	Revd. Barbara Christopher	Foundation Governor	Ex Officio
	Mrs Debbie Dorobat	Foundation Governor	St Mary's PCC
	Mrs Sarah Roberts	Foundation Governor	St Mary's PCC
	Mrs Andrea Healy	Foundation Governor	St Mary's PCC
	Mrs Rachel Swanwick	Foundation Governor	St Mary's PCC
	Mrs Suzanne Hall	Head Teacher	Ex-Officio
	Mr R Selby	Teacher Governor	
	Mr Sam Dainty	Parent Governor	St Mary's Parents
	Dr Letizia Alterno	Parent Governor	St Mary's Parents

The Governing Body booklet introduces the governors, explains their roles and responsibilities and lists their link class and contact details. Copies are available on our website or in the office.

MEET THE GOVERNING BODY

Mrs Suzanne Hall



Dr Mark Rahn



Mr Graham McGuffie



Rachel Swanwick



Mr Ryan Selby



Mrs Sarah Roberts



Dr Letizia Alterno



Mrs Ruth Broadhurst



Mrs Andrea Healy



Revd. Barbara Christopher



Mrs Debbie Dorobat



Mr Sam Dainty



SCHOOL

**POLICY
STATEMENT**

FROM

THE GOVERNING BODY

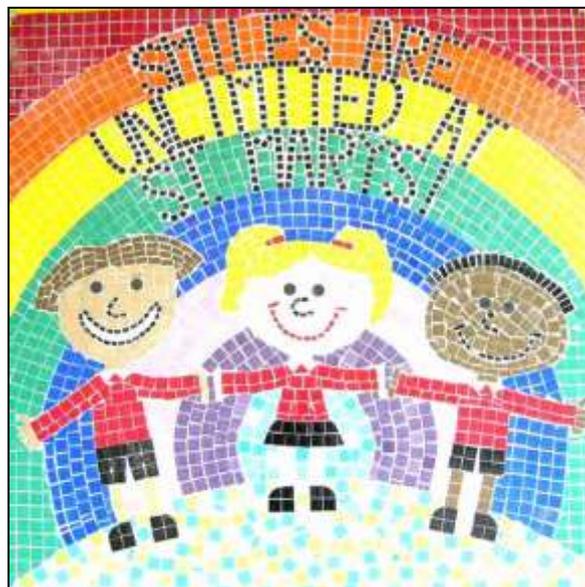
Our school gives high priority to the quality of care extended to all its members, nurturing attitudes of mutual respect and responsibility within the school community.

We aim to give each child opportunities to develop their full potential in their spiritual and physical environment.

We work to develop a sympathetic understanding of the Christian Faith and Worship. We also seek to develop a sympathetic understanding of other major world faiths.

We value and foster strong links with the home, church, our local community and beyond.

We are actively involved in all aspects of school life.



ST. MARY'S C.E. (A) PRIMARY SCHOOL, GREENFIELD

ST. MARY'S C.E. (A) PRIMARY SCHOOL, GREENFIELD

GOVERNORS' ADMISSION POLICY
2021

Admissions to an Aided school are the responsibility of the Governors, in agreement with the Diocesan Board of Education and the Local Authority.

Responsibility for admissions is delegated to the Governors' Admissions Committee. The admissions process is co-ordinated by the Local Authority.

The published admission number agreed for admission to the Reception Class is 30.

Applications for admission to the Reception Class must be made on the application form available from the Local Authority. Application forms should be returned to your Local Authority by 15 January 2021. Applicants seeking admission under one of the school's faith-based criteria (Criteria 3, 6, 7, 8 and 9) should also complete and return the Supplementary Information Form available from the school.

If no more than 30 applications for admission to the Reception Class are received, all applicants will be offered places.

The governors will admit all children having a Statement of Special Educational Need or Education Health and Care Plan ('EHC Plan') in which the school is named.

In the event of oversubscription for the remaining places they will be allocated by use of the following criteria in order:

1.	Looked After Children and previously Looked After Children. (A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions at the time of making an application to a school. Previously Looked After Children are children who were looked after, but ceased to be so because they were adopted, or became subject to a child arrangements order or special guardianship order).
2.	Children whose medical or social circumstances mean that their needs can only be met at this school (see note c).
3.	Baptised children who attend St Mary's Church, Greenfield at least fortnightly, ie. 26 times over the year or baptised children whose parent(s)/guardian(s) have attended St Mary's Church, Greenfield at least fortnightly, ie. 26 times over the year (see note a).
4.	Children who will have an older brother or sister attending the school at the time of the admission of the younger child (see note b).
5.	Subject to sufficient places remaining available within the published admission number, three places will be allocated to children based on geographical proximity to the school, without reference to faith. Geographical proximity will be measured as set out in the note on 'Tie breakers' (below). If only two places remain available within the published admission number, only two places will be allocated under this criterion, and if only one place remains available within the published admission number, only one place will be allocated.
6.	Baptised children who are in regular attendance at any of the Anglican

	churches within the parish of the Saddleworth Anglican Team Ministry or baptised children whose parent(s)/guardian(s) are in regular attendance at any of the Anglican churches within the parish of the Saddleworth Anglican Team Ministry (see notes a and d). (A list of the churches within the parish of the Saddleworth Anglican Team Ministry is available at the school).
7.	Baptised or dedicated children who are in regular attendance at a church within the parish of St. Mary's Greenfield which is a full member of Churches Together in Britain and Ireland or baptised or dedicated children whose parent(s)/guardian(s) are in regular attendance at a church within the parish of St. Mary's Greenfield which is a full member of Churches Together in Britain and Ireland (see notes a and d). (A list of churches in full membership of Churches Together in Britain and Ireland can be viewed at www.ctbi.org.uk)
8.	Baptised children who are in regular attendance at an Anglican church outside the parish of the Saddleworth Anglican Team Ministry or baptised children whose parent(s)/guardian(s) are in regular attendance at an Anglican church outside the parish of the Saddleworth Anglican Team Ministry (see notes a and d).
9.	Baptised and/or dedicated children who are in regular attendance at a church outside the official parish boundaries of the parish of St. Mary's Greenfield which is a full member of Churches Together in Britain and Ireland or baptised and/or dedicated children whose parents who are in regular attendance at a church outside the official parish boundaries of the parish of St. Mary's Greenfield which is a full member of Churches Together in Britain and Ireland (see notes a and d). (A list of churches in full membership of Churches Together in Britain and Ireland can be viewed at www.ctbi.org.uk)
10.	Any other children.

Notes:

- a) Regular Church attendance is taken to mean a minimum of fortnightly attendance at church at public worship for at least the year from 1st January 2020 to 31st December 2020, i.e. 26 times over the year. Evidence of infant baptism or dedication of the child and regular attendance of child and/or parent(s)/guardian(s) must be provided by a member of the clergy or other designated church officer on the supplementary information form provided. If necessary, evidence of attendance at a previous church to St. Mary's will also be required. In the event that during the period specified for attendance at worship the church has been closed for public worship and has not provided alternative premises for that worship, the requirements of these admission arrangements in relation to attendance will only apply to the period when the church or alternative premises have been available. The number of attendances required will be adjusted downwards pro rata for each two week period for which the church has been closed (for example, if the church was closed for 20 weeks, the number of attendances required over the year would be reduced by 10, from 26 to 16).
- b) 'Brother' or 'Sister' includes full, step, half, foster and adopted brothers or sisters living at the same address.
- c) Where admission is sought under the exceptional medical or social circumstances criteria, professional supporting evidence, e.g. from a qualified doctor, psychologist or social worker is essential. Such evidence must set out the particular reasons why the school is the most suitable for the child and the difficulties that would be caused if the child had to attend another school.

d) Maps of St. Mary's Parish boundary and the Saddleworth Anglican Team parish boundary are available from the Manchester Diocese.

Tie-breakers

Where there are more applicants for the available places within a category, then distance to the child's normal home front door from the main gate of the school in a straight line, measured on a map, will be used as the tie-breaker, nearer addresses having priority over more distant ones. The 'normal' home of the child will be taken to be the home in which the child sleeps for the majority of the school week. If the distance from home to school does not distinguish between two or more applicants with equal priority for the remaining place, random allocation will be used as the final tie-breaker. This will be supervised by someone independent of the school.

Waiting list

Where we have more applications than places, the admissions criteria will be used. Children who are not admitted will have their name placed on a waiting list. The names on this waiting list will be in the order resulting from the application of the admissions criteria. Since the date of application cannot be a criterion for the order of names on the waiting list, late applicants for the school will be slotted into the order according to the extent to which they meet the criteria. Thus it is possible that a child who moves into the area later to have a higher priority than one who has been on the waiting list for some time. If a place becomes available within the admission number, the child whose name is at the top of the list will be offered a place. This is not dependent on whether an appeal has been submitted. This waiting list will operate until 31 December at the end of the Autumn term only.

Children from multiple births

Where there are children of multiple births wishing to be admitted and the sibling is the 30th child, the governors may admit over the infant class requirement if it is possible to do so.

Deferred admissions

Children are entitled to a full time place in school in the September following their fourth birthday.

Once they have been offered a place at the school, the child's parents can defer the date their child is admitted to the school until later in the school year but not beyond the points at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which the application was made.

Where parents wish, children may attend part-time until later in the school year but not beyond the point at which they reach compulsory school age

Late applications for admission

Where the Local Authority accepts that there are extenuating circumstances for an application being received after the last date for applications, and it is before the governors have established their list of pupils to be admitted, then it will be considered alongside all the others. Otherwise, applications which are received after the last date will be considered after all the others, and placed on the waiting list in order according to the criteria.

RIGHT OF APPEAL:

Where the governors are unable to offer a place because the school is over subscribed, parents have the right to appeal to an independent admission appeal panel, set up under the School Standards and Framework Act, 1998, as amended by the Education Act, 2002. Parents should contact the Local Authority for an Appeal form. Parents will have the opportunity to submit their

case to the panel in writing and also to attend in order to present their case. Parents normally receive 14 days' notice of the place and time of the hearing.

Appeal forms should be returned to:

School Appeals,
Oldham Council,
Level 4
Civic Centre
West Street
Oldham
OL1 1UL

Requests for admission outside the child's normal age group

Parents may seek a place for their child outside of their normal age group, for example, if the child is gifted and talented or has experienced problems such as ill health. In addition, the parents of a summer born child may choose not to send that child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1.

Parents requesting admission out of the normal age group must put their request in writing, addressed to the Headteacher at the school, together with any supporting evidence that the parent wishes to be taken into account. The governing body will make decisions on requests for admission outside the normal age group on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parent's views; any information provided about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. The governing body will also take into account the views of the Headteacher. When informing a parent of their decision on the year group the child should be admitted to, the governing body will set out clearly the reasons for their decision.

Where the governing body agrees to a parent's request for their child to be admitted out of their normal age group and, as a consequence of that decision, the child will be admitted to a relevant age group (i.e. the age group to which pupils are normally admitted to the school) the local authority and governing body must process the application as part of the main admissions round, unless the parental request is made too late for this to be possible, and on the basis of their determined admission arrangements only, including the application of oversubscription criteria where applicable. The governing body must not give the application lower priority on the basis that the child is being admitted out of their normal age group.

Parents have a statutory right to appeal against the refusal of a place at a school for which they have applied. This right does not apply if they are offered a place at the school but it is not in their preferred age group.

OUR SCHOOL

St Mary's C.E. Aided Primary School was founded in 1884, in its present location, by the parishioners of St Mary's Church, Greenfield, and today maintains strong links with the church and community. The school is set in attractive surroundings with its own car parks,

hard play areas and extensive playing fields. The original building has been modified and extended. The school can accommodate two hundred and ten children in seven classes.

In the Family Questionnaire 2019, 100% agreed, *The School's Christian values and attitudes have a positive effect on my child.*



Classes are arranged as follows:

Foundation Stage	Reception - 28 children
Key Stage 1	Class 1 - Year 1 - 30 children Class 2 - Year 2 - 29 children
Key Stage 2	Class 3 - Year 3 - 30 children Class 4 - Year 4 - 30 children Class 5 - Year 5 - 29 children Class 6 - Year 6 - 29 children

All classes are made up of children of mixed ability with the aim of having a maximum of thirty children in each class. However, as the result of an overall shortage of school places, the Local Authority can direct a school to admit a child regardless of the PAN (Pupil Admission Number). Each teacher plans and assesses at the appropriate differentiated level and monitors individual progress and attainment. Support from our valued team of qualified, experienced support staff is distributed across classes.

The School Day

School Hours	8.55am to 3.15pm (All children) 12 noon to 1.15pm Foundation and Key Stage 1 (Infant) Lunchtime 12 noon to 1.00pm Key Stage 2 (Junior) Lunchtime
Teaching Hours	Foundation Stage and Key Stage 1 (Infants) - 24 hrs 10 mins per week Key Stage 2 (Juniors) - 25 hrs 25 mins per week.

SCHOOL UNIFORM

Clothing and Footwear

All items should be labelled clearly with your child's name.

- waterproof coat with a hood
- red embroidered school sweatshirt or red embroidered/plain cardigan
- red embroidered school fleece
- plain white/red or embroidered school polo shirt or plain white shirt/blouse (long/short sleeved)
- dark grey/black trousers (dark grey/black jogging pants may be worn in Reception) or dark grey/black shorts
- plain dark grey/black skirt or plain dark grey/black pinafore dress
- red gingham dress
- plain black shoes, red/blue sandals - no trainers, football boots, ankle boots, mid-calf length boots or knee-high boots
- plain socks or tights in accordance with the uniform colour scheme (black, grey, red, white)
- hair accessories e.g. bands, bobbles, clips should be in accordance with the uniform colour scheme (black, grey, red and white); no large Jo Jo bows.

Jewellery

For safety reasons, only the following items of jewellery are permitted:

- a watch
- plain, stud earrings - no hoops or earrings that dangle

Please be aware that children will be asked to remove any other items of jewellery.

Hair

Long hair should be tied back at all times during the school day. Hair accessories, as specified above, should be in accordance with the uniform colour scheme. No zig zags or extreme hair styles.

Nail Polish

Nail polish should not be worn in school.

PE Kit

All items should be labelled clearly with your child's name and kept in a draw-string bag.

- black pumps for indoor PE
- plain dark shorts
- plain white round necked T-shirt
- trainers for outdoor PE
- plain dark jogging bottoms and tracksuit top for outdoor sport in cold weather

Please note that no jewellery of any kind may be worn in PE.

If your child wears earrings, they should be able to remove them independently.

Only newly pierced ears may be covered with plasters.

BEHAVIOUR

At St Mary's we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every

child in our school to feel confident, happy and safe. As a caring church school we have the highest expectations of learning, behaviour and attitudes, and encourage our children to develop a belief in their own potential, together with pride in their achievements.

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in a Christian environment. These are embodied in the principles of our St Mary's Golden Ways:

Take care of yourself

- Every pupil has an entitlement to learning without being distracted by the negative behaviour of others.
- Every child in our school is valued. Abuse of any kind will not be tolerated.
- We strive to develop the full potential of every individual in our school, therefore we do not accept discrimination in any form.

Take care of others

- Everyone in our school community should be happy. Bullying is completely against our ethos and will be dealt with firmly and fairly, should it occur.

Take care of our school

- All children should respect school property and the property of others.

Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort, hard work and contributions towards the school community.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken seriously and followed up in accordance with our Anti-Bullying Policy which is available via the school's website. The school's abhorrence of such behaviours is communicated to pupils, families and staff in a variety of ways including curriculum, staff training, prospectus and weekly newsletters.

As a school we believe bullying is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of the school.

Pastoral Care

St Mary's is a caring school where we want each child to experience the security of being a valued member of a community. When problems arise at home or school which may affect the child's education, we recommend early dialogue between parents and staff and our school will offer support and guidance where necessary. School has a well established and extremely successful 'Buddy' system for Reception and Year 6 children.

School Policies on Positive Behaviour and Anti-Bullying

The behaviour of pupils is outstanding. Pupils have highly positive attitudes to learning. Pupil's behaviour around school and on the playground is exemplary. Pupils are

unfailingly well mannered, friendly and welcoming to visitors. They are also thoughtful and caring towards each other.

OFSTED 2019

We recognise the differing levels of maturity displayed by the children and allowances are made for these. However, we expect children to behave at all times in a reasonable manner, mindful of the presence and needs of others. Children will be encouraged to fulfil their potential to the best of their ability and follow the 'Golden Ways', upholding our 'SCARF' principles on a daily basis. To be safe, caring, achieve their very best, be respectful and be friendly.

We pride ourselves on dealing with any incidents of bullying or antisocial behaviour immediately upon notification, in accordance with School Policy. St Mary's has a positive approach to behaviour and discipline and our children are kind, sensitive and respectful to the needs of others. Minor breaches of discipline will be dealt with in a variety of ways, which may include reprimand and/or withdrawal of privileges. In the event of three incidents of mis-behaviour, parents receive written notification from the class teacher and then the Head Teacher. In exceptional circumstances, it may be necessary for governors to be involved in exclusion procedures. St Mary's has whole school policies on Positive Behaviour and Anti-Bullying, which are available from the school office.

Pupils' behaviour around school and attitudes to learning are first class. Pupils' excellent attendance rates illustrate how much they enjoy coming to school, Provision for pupils' spiritual, moral, social and cultural development is outstanding.

OFSTED 2019



THE SCHOOL CURRICULUM

Overview

For the children at St Mary's, education lasts from the age of four to eleven years. It is within this time that we see the most rapid development in an individual. This is brought about by a large number of carefully interwoven experiences. The two major sources of these experiences are home and school, working in partnership and understanding. The aims and objectives of the governors and staff at St Mary's School are to provide a range of interesting experiences and learning opportunities which will enable a child to learn and grow, acquire skills and knowledge, find fulfilment and pleasure in the things he/she thinks and achieves and then eventually to be able to play his/her part in the adult world, having an embedded desire for lifelong learning. The school places great emphasis on fostering the personal and social development of each child. As each child develops, greater responsibility, maturity and self-reliance will be encouraged.

The curriculum at St Mary's provides each child with broad, balanced and differentiated learning experiences, within the National Curriculum and beyond. English, Mathematics, Science and Computing are at the core of this curriculum. The philosophy of the school is based on our belief that each child is an individual. Therefore, the teacher approaches teaching and learning in a variety of ways, ranging from class lessons to small groups or individual work, using appropriate materials and a variety of teaching and learning styles. A cross-curricular approach to our skills based curriculum is used throughout school as exciting topics provide many opportunities to meet all the requirements of the National Curriculum. We have re-designed our curriculum to ensure it is meaningful, challenging and relevant to our children in preparing them for life as citizens of the world. Children access experiences that ensure there is progression and continuity in their development of knowledge and skills.

Leavers have put in place a curriculum that is varied and interesting for pupils. At its heart is the excellent development of pupils' spiritual, moral, social and cultural understanding. The curriculum is broad and well balanced. It is very well enhanced by a broad programme of extra-curricular activities and educational visits. Pupils' work in science and art is particularly strong.

OFSTED 2019

Healthy School

St Mary's is a Healthy School, with healthy attitudes embedded in the curriculum and in extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and with adults, as well as making healthy choices about their lifestyle.

Building Learning Power Statement

At St Mary's, we encourage all pupils to build their own learning power. Building learning power emphasises the development of lifelong learning, values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St Mary's, children develop the ability to take responsibility for their own learning, self-assess and articulate their identity as a learner. They develop the ability to know what is worth learning, face confusion and select the best learning tool for the job.

Equality Statement

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

English

English is planned in accordance with the National Curriculum. Lessons include the discrete teaching of skills to enhance understanding of spelling and the structure of writing, as well as the study of a range of fiction and non-fiction genres. Drama, role play and the development of the spoken word are also an integral part of our English sessions.

Writing

Children are encouraged to 'make their mark' from the earliest stages in school. This early writing is of great significance to the child and teacher and should be encouraged at home. From the beginning, children are taught correct letter shapes in readiness for joining letters in Year 2. Formal aspects of writing will be taught at each stage, appropriate to the child's development. English lessons are based on a wide range of texts which provide examples of quality writing and maintain cross-curricular links to History, Geography and Science Topics. Children will be encouraged to write for a variety of purposes and audiences. Children also have access to a range of devices including laptops and iPads for word processing writing. Handwriting pens are used in Key Stage 2 during handwriting practice and for those children who have developed a fluent handwriting style.

Writing lessons are based on 'The Write Stuff' programme. This aims to bring clarity to the mechanics of writing through effective and skilled teacher modelling. The aim is to develop confident and expert writers who can produce independent pieces, developing a fluency and style of their own.

Phonics and Spelling

In Foundation Stage (Reception) and Year 1, children learn through *Read, Write Inc. Phonics* and have a daily phonics and spelling session. Spelling is closely linked to writing and forms the basis for the school's Handwriting and Spelling Policy. Children are formally encouraged to join their letters from Year 2 onwards. Phonics sessions continue in Year 2, still following the *Read, Write Inc* systems.

Spoken Language

Children are involved in a range of situations involving differing audiences and activities, which are designed to develop their competence, precision and confidence in oracy skills. Such activities include, working with learning partners and adults in discussions and responding to questions. This will involve evaluating learning, collaborative play, listening and responding to stories, poetry, film clips and non-fictional texts. Performing poetry forms part of the curriculum and planned activities provide children will opportunities to develop their achievements each year. Children also participate in and present whole school assemblies and productions, further developing their speaking, listening and presentation skills.

Reading

A wide range of fiction and non-fiction books are available throughout school, so that children have early access to as many books as possible. These consist of various school readers, home readers, fiction books and reference books. Children read together as a class during English lessons when texts are studied for a range of different genres. Reading also takes place in groups during guided reading where a small group reads and discusses texts, with a teacher, before completing independent follow up tasks. Individual reading takes place with teachers and support staff, particularly in EYFS and KS1. Individual quiet reading takes place in all classes from Year 1 upwards. A very successful home reading partnership is in place, which encourages regular reading at home, in a relaxed and supportive environment.



The school reading

scheme consists of a wide variety of materials as each class has access to its own reading area. The school has a school library which contains a wealth of different reading materials which children can visit on a weekly basis to borrow and renew reading books. Our school library is managed by the English Leader and Year 5

children.

Mathematics

Mathematics is planned according to the National Curriculum. Our aim is to develop children's skills in relation to fluency, reasoning and problem solving. Mathematics is seen as an interconnected subject that takes high priority within a range of curriculum areas, including learning challenge and topic work.



Lessons include individual tasks, paired work and collaborative group work. Learning is facilitated by teachers and support staff. Children are taught understanding of number and pattern as well as mental and formal written methods of calculation. There is a strong emphasis on the development of mental strategies and rapid recall of number facts. A whole school approach to visual images and models provides continuity and consistency across year groups. Problem solving and investigative activities form an integral part of the work and children are encouraged to discuss strategies used in their work. Practical learning experiences provide children with a deeper understanding and consolidation of learning as well as real life examples.

School advocates a mastery approach to teaching and learning in Mathematics. We believe that all learners, when introduced to a new concept, should have the opportunity to build competency in that area. By using a mastery approach, teachers reinforce expectations that all pupils are capable of achieving high standards in Mathematics. Differentiation is achieved via an emphasis on deep knowledge and through individual support and intervention.

Science

During Science activities, children are given opportunities to investigate, experiment, observe, predict, record and draw conclusions. Work may be within the local environment and/or linked to other curriculum areas. We have a scheme of work and also use a variety of published materials. School participates in National Science Week and has visiting Science productions and workshops.

A Year 3 pupil said, “My favourite subject at St Mary’s is Science because the lessons are interesting and amaze you.”



Computing

Computing is a foundation curriculum subject and our school has Internet facilities in all classrooms. All classrooms have an interactive whiteboard and projector. Computing is an integral part of all areas of the curriculum and specific computing skills are also taught. Netbooks and iPads are available for use in classrooms at all times. School has an ICT Consultant who keeps everything running smoothly! School has an E-Safety Policy and Social Networking Policy that outline the steps we take to educate our about children keeping safe and behaving responsibly online.

A Year 2 pupil said, “The iPads are brilliant. We use them for all sorts of things.”

Religious Education

The aim of Religious Education at St. Mary's is to offer a firm grounding in the principles and practices of Christianity, as represented by the Church of England. In recognition of the society in which all children are growing up, pupils are offered opportunities to explore other faiths as represented by Britain today.

RE plays a key role in pupils' spiritual development, enabling them to develop as curious and reflective learners. Lively and varied teaching allows pupils to explore issues and to relate religious teaching to their own lives.

SIAMS Report (Statutory Inspection of Anglican and Methodist Schools), 2019



Reverend Jenny Degg visiting Reception Class to conduct a christening with proud parents and godparents

Year 6 Trip to the Heaton Park Synagogue



Collective Worship

During the week there is a daily act of collective worship and a variety of worship is undertaken across school. Themes are identified using a two year programme of Collective Worship. Records of the programme are held in the school office and are available to parents, on request, during school hours. The Headteacher and all teaching staff are responsible for leading worship and 'The Groundbreakers Team' from the Manchester Mission Project visit regularly. Members of St Mary's Church and the Saddleworth Clergy Team also contribute to the worship life of the school each month. Reverend Barbara Christopher is an active member of our Governing Body, supporting the spiritual development of the school. Singing forms an important part of our worship Celebration Worship takes place each Friday and family members are welcome.

The school encourages all families to join with us at our regular services at St Mary's Church when we celebrate special occasions such as Harvest, Advent, Christmas, Education Sunday, Easter, Ascension Day and End of School Year Service. Classes participate in presentations during these religious celebrations.

Class assemblies to present and celebrate learning and also sporting achievement assemblies are held throughout the year.

Provision for worship at St Mary's C E (A) Primary School, Greenfield is in accordance with Manchester Diocesan Policy.

Collective worship is valued by all members of the school community as a time to reflect on the school's Christian values and to relate those to current events. Pupils respond positively to lively and varied acts of collective worship.

Ofsted 2019

Parents' Right of Withdrawal from Religious Education and Collective Worship

As a Church Aided school, provision is not made for withdrawal from the teaching of Religious Education. Any request for withdrawal must be made to the Governing Body. However, because much teaching is delivered through the thematic approach, withdrawal may have a detrimental effect on your child's learning. We value the whole school community coming together in a daily act of collective worship and provision is not made for withdrawal from collective worship. Any request for withdrawal must be made to the Governing Body although withdrawal may have a negative effect on your child.

Modern Foreign Language

Every child from Reception studies Spanish and develops their interest in the culture of other nations. School has an annual Cultural Diversity Week when pupils spend the week learning about a particular culture, for instance, Reception Class learn about Russia and Year 3 study China.

Year 5 pupils commented on their experience of Cultural Diversity week by saying, "Cultural Diversity Week was really good, we learnt about France and we worked together in groups to make The Eiffel Tower out of newspaper! It was an exciting week when everyone learnt about different cultures."



Cultural Diversity Display

Music

Children have access to a variety of experiences in music, ranging from singing



together, playing a range of instruments, creating their own compositions and moving to music. Provision is also made by the Oldham Music Centre and a local guitar/ukulele teacher for those children who show an interest in playing a musical instrument. However, this resource is limited and parents are asked to pay for this tuition. Currently, we have groups of children learning to play guitar, ukulele, keyboard and brass instruments. We also have a School Choir called 'Spotlight'. Each year we have groups which participate in the Annual Oldham Schools' Music Festival and the Rochdale Youth Festival as well as playing or singing for different audiences in school and within the local community. Year 4 pupils participate in 'The Wider Opportunities Programme' and receive a weekly hour-long lesson with brass instruments. Annually, they perform at The Bridgewater Hall with the Hallé Orchestra. Singing is high profile within school and is an important aspect of collective worship. School has recently been accredited with the Gold Award from *SingUp!* in recognition of the singing which takes place here.

Humanities

History and Geography are promoted through a question based curriculum, providing opportunities to research answers, solve problems and develop historical and geographical skills. The school is well resourced, has its own schemes of work and also uses published schemes to support both subjects. Exciting topics such as, 'What makes the Earth angry?' and 'Why is Manchester such a cool place to live?' engage the children and motivate them to learn.

Physical Education

St. Mary's benefits from extensive grassed and hard playing areas and a wooden trim trail. Children enjoy games, gymnastics, dance, football, netball, rounders, hockey, basketball, lacrosse, athletics, outdoor and adventurous activities, tennis, cross country and cricket, both in and/or outside the curriculum.



School is proud to have achieved the Active Mark because two hours each week is spent on high quality PE, and we are committed to enabling all children have an increased participation in high quality PE. In October 2016, St Mary's was awarded The Sainsbury's Gold Sportsmark Award for Commitment to the development of PE and Competitive Sporting Opportunities. Children have the opportunity to represent school in some of the above sports and in addition, to take part in local sporting events and play competitively against other schools. We have strong links with local sports clubs and children regularly benefit from coaching by local sports representatives. In Year 5 children attend Saddleworth Pool for a weekly swimming lesson on during the spring and summer term. There is an annual sports day during the summer term involving all children. School has a PE technician two days each week who trains the Sports Leaders at lunchtimes, leads PE sessions and runs after school physical activity clubs such as football, multi- sports and netball.

Art and Design Technology

We value children working with a wide range of media and they learn how to use tools correctly and safely. Children are able to express themselves through two dimensional and three dimensional work, as well as being able to develop their own personal style and sense of aesthetic appreciation. Our Art scheme of work is related to cross curricular topic work and children's art is displayed throughout the school. We are very proud that throughout the year children take part in dedicated Design Technology projects, progressively developing skills, knowledge and techniques, including food technology, textiles and making a range of different models. We hold Art Exhibitions of children's work which is professionally displayed and available to buy.

Enrichment Activities

It is our belief that children should have access to a broad, balanced stimulating curriculum and so we endeavour to devise activities which will enrich and enhance the children's school experience, equipping them for life as a citizen of the 21st Century.

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities available. These include Antibullying Week and Safer Internet Day, Creative Arts Week, World Book Day, Sport, Health and Wellbeing Days, Cultural Diversity Week, Religious Experience Days and more!

We also take part in a range of events inside and outside school. These include Saddleworth Super Council Council meetings, Year 6 Business Project, Oldham Schools Linking Project, Oldham Schools Choral Speaking Festival, Eco-Schools Project, Year 6 Residential, The Animal Man, Healthy Schools and Environmental Projects, such as a termly Health and Eco-Action Day.



Extra Curricular Activities

As a school we offer pupils opportunities to participate in extra-curricular activities after school and at lunch time. At any time a wide range of clubs are on offer – our programmes of clubs and activities available is revised termly depending on the time of year and other commitments children may have. Examples include ICT Club, Multiskills, Netball Club, Football Club, Spanish and French Clubs, Chess and Art Club.

When asked about our extra-curricular activities Year 5 pupil said, “There are lots of clubs and a range of activities you can do. My favourite is football.”

Pupil Voice

St Mary's is proud to have a School and Eco-Council with representation from all classes from Year 2 upwards. The School and Eco-Council works to improve specific aspects of school life and endeavours to improve school's environmental practices. Representatives from our School and Eco-Council sit on the Saddleworth Super Council and liaise with other local primary schools and local agencies to improve the local area and undertake charitable activities. School has termly Health and Eco-Action days to raise awareness of healthy lifestyles and caring for the environment. The children are currently actively involved in ensuring all children in school have a firm awareness and understanding of British Values.

A Year 6 pupil said, "On HEAT Days we do different sports to keep fit and learn about gardening and first aid in an active way."



ASSESSMENT AND TARGET SETTING

The introduction of the new National Curriculum in September 2014 removed the use of 'levels' to assess attainment and measure progress for pupils in primary schools. These changes have meant that schools are now required to develop and utilise their own assessment systems which will be evaluated by OFSTED. The St Mary's approach to the above reflects the school's aims, the aims and principles of the LA's policy and the requirements of the National Curriculum. A brief summary of the policy follows:

Learning, teaching and assessment are inextricably linked. We believe that emphasis should be given to positive achievement and our assessment is concerned with the development of the "whole child".

During your child's first year in school, the teachers will assess development in relation to the (EYFS) Early Learning Goals. These assessments are made on the basis of accumulating observations and knowledge of the whole child. By the end of their Reception year, a profile will be used to sum up that knowledge and will form the basis of the end of year report.

Assessment serves many purposes, but its main purpose is to help teachers, pupils and parents plan their next steps in learning.

We assess pupils' progress against agreed assessment targets based on National Curriculum objectives.

Assessment targets set out what pupils are normally expected to achieve by the end of each academic year. Formative (on-going) assessment is integral to lessons and planned for.

In Years 1-6, staff and pupils assess progress and attainment using the school's own Assessment Targets for Reading, Writing (including Spelling, Punctuation and Grammar - SPaG), Spoken Language and Mathematics.

Standardised assessment tasks and tests are used alongside teachers' professional judgements to further ensure rigour and robust procedures.

The achievement of each pupil is assessed against stages of year group targets at appropriate times of the school year.

- **Working Towards the Expected Standard (WTS)**

Pupil learning is chiefly focussed on end of year group targets. There may be minimal elements of the previous year with which confidence is required.

- **Working at the Expected Standard (EXS)**

Pupil learning is fully focussed on end of year group targets. At least 90% of the targets are confidently achieved.

- **Working at Greater Depth (GDS)**

Pupil learning reflects confidence in all end of year group targets and is focussed on 'Greater Depth' targets. NB Pupils do not start to work on subsequent year group targets, as outlined in the National Curriculum guidance.

Where a pupil is assessed as *Working Towards the Expected Standard* or *Working at Greater Depth*, their needs will be met through an appropriate amount of support or challenge.

Assessment judgements are recorded and endorsed by a body of evidence using observations, records of work and testing.

Statutory Assessments include the Phonics Screening Check for Year 1, National Curriculum Assessments for Year 2 (KS1) and Tests for Year 6 (KS2), all of which are carried out in the summer term.

SPECIAL EDUCATIONAL NEEDS

Catering for the Needs of All Children

We believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome these barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as academically more able.

Where children are identified as needing additional learning or behavioural support, the school adheres to the 2014 SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations, a teacher may feel a child needs to be placed on the Special Needs Register.

With support from the Special Educational Needs Co-ordinator (SENCo), provision is carefully planned. Strategies to help support the child's learning and development is discussed with parents to develop a SEND Support Plan.

The SENCo is responsible for supporting and monitoring interventions and SEND Support plans. This monitoring is used to ensure systems are effective and that they impact positively on pupil progress.

Our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school website. Janine Parkin, is our Inclusion Manager, which incorporates the role of SENCo and Pastoral Lead. She may be contacted via the school office.



Educational Visits

School places great emphasis on the value of learning outdoors, educational visits and visitors to school. Your child will experience a number of educational visits throughout their time at St Mary's, to museums, zoos, places of worship, theatres, local places of interest and an outdoor adventure activity residential in Year 6. These are carefully risk assessed and managed. For activities in the school grounds and walks in the local area, parental consent will be sought at the beginning of the child's school life. Written parental consent is required for more adventurous activities and particularly those involving a coach/bus ride. Such trips and visits truly enhance the children's learning experience.



Class 2 Trip to Manchester Airport Runway Centre



Reception Class Trip to the Sealife Centre



Year 1 Victorian Seaside Day 2017/2018

Eco-School

We are delighted to have been awarded Eco-Schools Gold Award and we proudly fly our Green Flag. Everyone at St. Mary's is committed to caring for the environment and we all do our best to *Reduce, Re-use and Recycle* everything! As an Eco-School, with the aim of reducing litter, we ask parents to use recyclable containers where possible and children take their litter and uneaten food home for parents to monitor. The school gardens have gone from strength to strength recently and each class has a raised bed planted with their very own flowers and plants. We have developed a Spirituality Garden where the children can find a quiet place to develop their inner peace on a busy playground. We are so lucky to have such a lovely playground and fantastic school grounds, everyone cares for them.

Charging Policy

Voluntary contributions are requested for trips and visits. Charges may be made in cases of wilful or negligent damage caused. A copy of this policy is available in school.

Home Learning Guidelines

To be of value, we believe that Home Learning should be enjoyable, worthwhile and of relevance to the child. Home Learning should reflect the positive attitudes to learning already experienced by the child in school. A copy of our Home Learning Policy is available in school and on our website. This provides details of the specific Home Learning expectations in each class. All parents receive an updated copy of the Home Learning Policy at the beginning of each academic year.

Home/School Partnership

This is a vital aspect of our school and we strive to develop and maintain positive relationships with families. We have a Home School Agreement to which all parties sign up at the beginning of each school year. Parental involvement is welcome at all levels of school life from the classroom to the governing body. Parents are encouraged to take an active interest in the education of their children and dialogue between staff and parents is encouraged.

The staff are available for consultation should problems arise. Parents are welcome to work alongside staff in the classroom, sharing skills and helping in school wherever possible and a Volunteer Protocol exists. A whole school newsletter is sent out on the first Wednesday in each month or thereabouts. Class teachers send out a newsletter least once a term, detailing information specific to their class. Additional letters are sent out when necessary. School uses an eco-friendly form of communication 'ParentMail' to which all families are encouraged to sign up.

Parent Workshops

Workshops are held throughout the year to provide information and guidance about how to help your child with Phonics, Reading, Mathematics and any curriculum developments or new initiatives which may be appropriate.

Parents-Teacher Meetings

These are held during the autumn and spring terms to provide parents with the opportunity to review their child's learning, progress and achievements with the teacher. In the autumn term, parents are invited to discuss how their children have settled in. In the spring term, parents are welcome to discuss children's progress and targets. In the summer term, parents receive a detailed report of their child's achievements and next steps for learning. Parents may discuss the report with the class teacher if a meeting is considered necessary.

ParentPay

We currently have an online payment system in place called 'Parent Pay' which allows parents to easily pay for school dinners, school trips, music lessons etc. Each parent receives a letter containing a unique name and password, together with instructions for how to create a ParentPay account. Children in Reception, Year 1 and Year 2 are entitled to Universal Free School Meals. All trips must be paid for using ParentPay.

PTFA

There is a well respected, active and effective *Parent, Teacher and Friends Association* (PTFA) at St Mary's school. Membership is automatic when joining the school for all parents, legal guardians or carers, along with all the staff in school. It is up to the individual how involved they would like to be within the PTFA.

The PTFA provides a wide range of activities to support the school community and provide funding for activities and equipment that enhance your child's academic experience. We organise a hugely successful Summer Fair, as well as Bingo nights, discos, treasure hunts, an annual dinner dance and always interested in new ideas and events.

Around £15000 per year is raised which gets spent in a number of ways.....

In recent years the PTFA has provided a trim trail and stage area in the playground, bikes for Reception, 30 laptops and 30 Ipads for whole class learning experiences, books for the reading scheme, computers for our ICT Suite, Community Kitchen re-fit and a bike shelter. Last year (2019) a playground tree house was erected. In 2013, the PTFA donated funds to renew the PA system in the Hall. In 2014-15, the PTFA was able to provide funds for school to refurbish the Library in order to encourage a lifelong love of reading.

The PTFA has also refurbished a dedicated room to support children with SEND or pastoral needs.

On top of this **each class** receives a budget of £1000 every academic year to spend on trips, workshops and equipment to suit their own individual requirements.

The Annual General Meeting is held at the beginning of each academic year and the committee is elected annually at this meeting. Ordinary committee meetings are held at least once a term and these are open to all parents and staff. New parents are especially welcome. To find out more please visit the PTFA section of the website, and we have a Facebook group... St Mary's Greenfield PTFA



Our Outdoor Classroom



Our Tree House

Attendance

Attendance at St Mary's is very good indeed. Parents can be congratulated on their efforts getting children to school everyday. The practice of sending notes or informing school verbally about an impending absence is also well-established. Children are awarded certificates at the end of each term and year to recognise 100% attendance.

To ensure your child's safety, we ask that if your child is absent from school, you contact us by telephone or verbally by 9.30am on the first day of absence. In the event that your child is absent from school, without explanation, the School Administrator will contact you by telephone for confirmation of their whereabouts. We hope you will support us in this.

School has a detailed Attendance Policy which outlines policy and procedures.

Attendance is consistently well above the national average and hardly any pupils regularly miss school. This is a clear indication of how much pupils enjoy coming to school.

OFSTED 2019

Punctuality and Lateness

School begins at 8.55am for all children and we welcome your support in ensuring children are in the line in the playground when the bell rings at 8.55am. School and classroom organisation depend greatly on punctuality. However, please try not to leave children waiting in the playground too early, especially in cold and wet weather. Five minutes before school begins is early enough. Please also ensure your child is collected on time at 3.15pm.

Movement around School

We expect our children to walk at all times within the school building and keep to the left on staircases and corridors. Children may not leave the premises without permission. PE apparatus is out of bounds unless permission is given and a teacher is present. The trim trail is out of bounds before and after school.

The Children's Entrance in the playground is to be used at all times. The Main Entrance on Manchester Road is to be used by children only in the event of lateness and/or emergency, e.g. fire or when directed to do so by a member of staff.

Security

We are fortunate to have a perimeter security fence around our playing field and playground. The gate is unlocked each morning at 8.45am and locked again at 9.05am. In the afternoon, the gate is unlocked at 3.00pm. This ensures that all parents and children can gain access to the playground at the beginning and end of the school day and also that parents can be assured of their child's safety within a secure environment during the school day. At all other times, parents and visitors are asked to use the Manchester Road Visitors' Entrance, which has a security system. In the event of an emergency, systems are in place to ensure swift evacuation from the site.

The class teacher meets children in the playground each morning. At the end of the day, we ask that parents collect Reception and Year 1 children from the class teacher, who escorts them into the playground. Year 2 and Key Stage 2 children are escorted into the playground by their teacher via the Children's Entrance.

No Nut Policy

We have a number of children in school with severe nut allergies and therefore, we cannot allow any food products containing nuts in school, eg. peanut butter, *Snickers* Bars. If your child brings a packed lunch, please ensure it is **nut-free**.

No Smoking

School has a Tobacco Control Policy and this means that smoking is not allowed anywhere on the school premises, at any time of the day, even during school social events. Please support us in this by not smoking in the playground, field or car parks when you drop off or collect your child or when you attend any events.

Dogs

The Governing Body has agreed that, from Monday 13th June 2016, it is our policy that dogs are not allowed on the grounds of St Mary's C. E. (A) Primary School (unless used as an aid to visual impairment or disability).

School Meals and Healthy Snack

School has a comprehensive Food Policy and is proud to hold the Healthy Schools Award. The School Meals Service provides a healthy choice of main courses each day with vegetables. There is also a choice of desserts, including fresh fruit. From September 2020 this is charged at £2.40 per day, £12.00 per week. There is also an option to have school meals three days per week - Monday, Wednesday and Friday - at £7.20 per week. All infant children (Reception, Year 1 and Year 2) are entitled to a free school meal under the current government legislation. Payment for school meals is to be made through ParentPay.

We encourage and expect good manners at all times. Midday supervisors are on hand to assist the children in the selection of their meal and children will be encouraged not only to try new things but also to eat what they have chosen. A menu is always available which includes a daily salad bar and, where necessary, vegetarian alternatives.

We try to encourage healthy eating and would therefore ask that parents give careful consideration to the content of any packed lunches that they provide for their child(ren). Please encourage your child(ren) to bring healthy alternatives. Years 1 - 6 children may bring a healthy snacks (fruit, vegetables) from home to eat during the morning break.

A Year 6 pupil said, "I love school dinner because they have a lot of different food to choose from."



National Fruit and Vegetable Scheme

As part of a government initiative to encourage healthier eating, our Foundation and Key Stage 1 children are offered a free piece of fruit or vegetable daily. This may include satsumas, bananas, apples, pears, cherry tomatoes or carrots.

Medical Information

We ask you to inform us if your child has allergies or specific medical conditions. We follow the guidelines in Oldham Council's Health and Safety Policy and will only administer medicine in life threatening circumstances – this includes asthma inhalers, Epi-pens, or medication outlined in their Medical Care Plan. In the event that you wish your child to have medicine during the school day you are required to make arrangements to come into school and administer it personally. If your child requires their inhaler to be

administered at a certain time, a form is to be completed and returned. Please be aware that it is the responsibility of parents/carers to inform school about any changes/updates in respect of children's medical needs. All information must be submitted in writing.

First Aid and Accidents

Designated staff have a First Aid at Work qualification. All accidents requiring First Aid are recorded in an Accident File. Parents are notified in writing of all accidents requiring First Aid. In the case of more serious accidents, parents are contacted immediately, details are sent to the Local Authority and a copy of paperwork is kept in school.

Safeguarding and Child Protection

At St. Mary's the safeguarding and wellbeing of all our children is our prime concern. We have a clear Safeguarding and Child Protection Policy, the contents of which are familiar to all staff in school. All staff are trained in Child Protection procedures at least once every three years and the Designated Person for Child Protection receives training every two years. Suzanne Hall is currently the Designated Person for Child Protection. Safeguarding children is central to the ethos of the St Mary's. We are considered a "listening" school, having created an atmosphere where all feel secure and valued and where people are encouraged to talk and are listened to. We follow agreed child protection and safeguarding procedures, respect confidentiality and work effectively with external agencies to protect our children

Information for Parents

The following statement is included below, which informs parents of the school's duty in respect of Child Protection:

PROTECTING CHILDREN FROM ABUSE

Parents should be aware that the school will take any reasonable action to ensure the safety of pupils. Where the school is concerned that a child may be the subject of ill-treatment, neglect or other forms of abuse, staff must follow Oldham Child Protection Procedures and report their concerns to Oldham Safeguarding Children Team.

SCHOOL LIFE

A Year 6 pupil said, "I would recommend St Mary's because the teachers do really fun lessons, it's a Christian school, we do prayers, and we do lots of fun activities."

LOCAL VISITS – included in September Newsletter

In our bid to make more of our beautiful local environment we occasionally take supervised groups/classes of children out of school to church, the park, the shops, the library, etc. Please sign the permission slip at the end of this letter, returning it to school as soon as possible. This will mean we do not have to send several individual letters out during your child's time here. For trips further afield, involving coach travel and water, we will always request permission.

I give permission that school may take my child/ren out of school on supervised local visits.

Signed:..... Date.....

Parent/Carer of Class

BEFORE AND AFTER SCHOOL CARE SCHEME (ST MARY'S DIAMONDS)

We are very fortunate and proud to have a before and after school care scheme which is available to our school children. Diamonds is run by school and provision is in the school hall. The ethos of Diamonds reflects the ethos of St Mary's, as whole, we offer a happy, safe and enjoyable environment operated by highly qualified staff. Diamonds is open daily from 7.30am until 8.55am and from 3.15pm until 6.00pm. Diamonds aims to meet all your out of school childcare needs, whether regular or occasional care. Please contact Diamonds on 0781 089 7507 for further information.

Communication Agreement

School has a Communication Agreement that outlines the expectations for parents and staff in order for the partnership to be successful. A copy is available on our website.

Complaints Procedure

Class teachers deal with everyday queries. For more serious matters, parents should follow the guidelines in the Complaints Policy, a copy of which is on the school website or can be obtained from the school office.

In relation to Special Educational Needs, early discussion with the class teacher and/or the school's Inclusion Manager is welcomed.

Additional Standing Information

The following documents are available for inspection by parents, staff and employees of the school on all school days between 9.00am and 3.15pm on application to the school office.

1. Prospectus
2. Agendas and minutes of the Governors' meetings
3. Copies of the following are also available:
 - DfE Orders and circulars
 - OfSTED Report 2019 & SIAMS (Statutory Inspection of Anglican and Methodist School) 2019
 - Details of the LA Complaints Procedure
 - National Curriculum, School Curriculum Policies and Policy Statements

DISCLAIMER

The school (Oldham LA) do not accept responsibility for any damage to, or loss of, personal clothing, bicycles or other properties left on these premises by pupils or other persons, however such loss or damage is caused. Any personal belongings left on these premises are left at owner's risk.

School Performance Data 2019

Data Outcomes for end of Key Stage 1 (Year 2) (Figures rounded)				
Curriculum Area	PKF Pre- Key Stage (foundations for the expected standard)	Working towards the expected standard (below age-related expectations)	Working at the expected standard or above (meeting age-related expectations)	Working at greater depth (exceeding age-related expectations)
Reading (Teacher Assessment)	1/29 3%	3/29 10%	25/29 86%	3/29 10%
Writing (Teacher Assessment)	1/29 3%	7/29 24%	21/29 72%	1/29 3%
Mathematics (Teacher Assessment)	1/29 3%	5/29 17%	23/29 79%	7/29 24%

Data Outcomes for end of Key Stage 2 (Year 6) (Figures rounded)			
Curriculum Area	Working towards the expected standard (below age-related expectations)	Working at the expected standard (meeting age-related expectations)	Working at greater depth (exceeding age-related expectations)
Reading (Test Result)	2/29 7%	27/29 93%	9/29 31%
Reading (Teacher Assessment)	2/29 7%	27/29 93%	10/29 34%
Writing (Teacher Assessment)	3/29 10%	26/29 90%	8/29 28%
SPaG (Test Result)	1/29 3%	28/29 97%	15/29 52%
Spoken Language (Teacher Assessment)	0/29 0%	29/29 100%	11/29 38%
Mathematics (Test Result)	5/29 17%	24/29 83%	9/29 31%
Mathematics (Teacher Assessment)	3/29 10%	26/29 90%	11/29 38%
Overall percentage of children in Key Stage 2 at St Mary's reaching new expected standard in Reading, Writing and Mathematics: 79.31% (Above National 2019 (65) - see below)			

Scaled Score Comparison 2019

	National 2019	School 2019
Reading	104	105.9
Maths	105	105.7
SPAG	106	109

Percentages Comparison 2019

Expected	National 2019	School 2019
Reading	73	93
Maths	79	82
SPAG	78	96.5
Writing TA	78	90
RWM combined	65	79.31

Percentages Comparison (2019 not published at time of press)

Greater Depth	National 2018	School 2019
Reading	28	31
Maths	24	31
SPAG	34	45
Writing	20	28
RWM combined	10	24.13

Phonic Screening Results for Year 2 Re-test 2019:

Number of Pupils: 3

Pass: 67%

1 child with SEND did not pass – 2 marks off

Phonic Screening Results for Year 1 2019

Number of Pupils: 27/30

Pass: 90%

National: 82%

Reception - Good Level of Development 2019

Number of Pupils: 26/30

GLD: 83.8%

National: 71.5%



Year 3 Linking Project with St Thomas', Werneth and St Martin's, Fitton Hill

Yet to be confirmed by the Governing Body (Sept 19)
Subject to change

OPENING DATES	CLOSING DATES	NUMBER OF SCHOOL DAYS
AUTUMN TERM		
Inset days Tuesday 1st September and Wednesday 2nd September		
Thursday 3 rd September	Friday 23 rd October	37
OCTOBER HALFTERM		
Monday 26th October – Friday 30th October		
Monday 2 nd November	Friday 18 th December	35
Monday 21st December – Friday 1st January		
SPRING TERM		
Monday 4 th January	Friday 12 th February	30
FEBRUARY HALFTERM		
Monday 15th February – Friday 19th February		
Monday 22 nd February	Thursday 1 st April	29
EASTER HOLIDAYS		
Friday 2nd April – Friday 16th April		
SUMMER TERM		
Monday 19 th April	Friday 21 st May	24
MAY HALFTERM		
Monday 24th May – Friday 4th June (Whit Friday – 28th May)		
Monday 7 th June	Friday 23 rd July	35
SUMMER HOLIDAY		
Monday 26th July – Thursday 2nd September		
	Total School Days	190

Please note that the school is also closed on the following dates:

Monday 3rd May 2021 - Bank Holiday Monday

REGISTRATION OF INTEREST IN ADMISSION

Thank you for considering St Mary's a suitable place for your child's education. If you have not already done so, please take up the opportunity to look around our school. We are sure that your child will be happy here and we will do all we can to support and nurture them through their childhood years.

Please fill in form overleaf and return it to school as soon as possible. If you are a regular attendee (26 weeks per year) of St Mary's Church or another church, please complete the Supplementary Information Form for evidence of your church attendance. This is available from the school office. In the event of the intake being oversubscribed, the Governors' Admissions Policy will be considered. Details of this can be found in the school Prospectus.

Details of Child

Surname: **Forename/s:**

Date of birth:

Present age

Medical conditions/allergies.....
Previous

Nursery/Playgroup/School.....

Parent/Carer/s' Names

Address.....

Telephone number.....

Church Attended..... **Denomination**.....

Attendance began in.....

Anticipated year of entry to school.....

Siblings' names and dates of birth

Signed.....**Parent/Carer** **Date**.....

Kind regards,

Mrs S M Hall
Headteacher

SUPPLEMENTARY INFORMATION FORM FOR ADMISSION TO
ST. MARY'S C.E. (A) PRIMARY SCHOOL, GREENFIELD IN SEPTEMBER 2020

Surname.....
Forename/s.....
Date of birth.....
Boy Girl
Parent/Carer's Names

Address.....

Post code..... Telephone No.....

Has your child a sibling who will be on roll at St Mary's on 1st September 2019
Yes No
If yes, siblings' names and dates of birth

Church Attended.....
Denomination.....
Members of the Church of England Full Members of Churches Together

To be signed by vicar, minister, priest, pastor, church warden or leader of worship

I confirm that the baptised or dedicated child.....
and/or the baptised or dedicated child's parent/carer have attended Church a minimum
of fortnightly for at least the year 1st January 2019 to 31st December 2019 (a total of 26 times
over the year)

Evidence of baptism or dedication Yes No

Signed.....
Print Name

Address.....

Position in church.....

Date Telephone no.....

If you have recently moved into the area and have previously been attending another
church, please obtain evidence of church attendance and baptism or dedication and
please arrange to get the section below signed.

Signed.....
Print Name

Address.....

Position in
church.....

Date Telephone no.....

To be signed by parent/carer

I agree the above details to be true

Signed.....

Print Name.....

Date.....

Daytime contact number.....

To reach us by Tuesday 14th January 2020. Thank you.

Privacy notice for parents/carers – use of your child's personal data

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about **pupils**.

We, Greenfield St Mary's C.E. (A) Primary School are the 'data controller' for the purposes of data protection law.

Our data protection officer is Mr. G Smith (see 'Contact us' below).

The personal data we hold

Personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs
- Videos of events and activities in school

We may also hold data about pupils that we have received from other organisations, including other school, local authorities and the Department for Education.

Why we use this data

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services
- Administer admissions waiting lists
- Carry out research
- Comply with the law regarding data sharing

Our legal basis for using this data

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process pupils' personal data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)

Where we have obtained consent to use pupil's personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Collecting this information

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

How we store this data

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. Our records management policy sets out how long we keep information about pupils. Please see the link on the school website to this policy.

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about pupils with:

- Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions
- The Department for Education
- The pupil's family and representatives
- Educators and examining bodies
- Our regulator, e.g. Ofsted
- Survey and research organisations
- Health authorities
- Health and Social welfare organisations
- Professional advisers and consultants
- Police forces, courts, tribunals
- Professional bodies

Data Sharing

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about pupils with:

- Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions
- The Department for Education
- The pupils' family and representatives
- Educators and examining bodies
- Our regulator e.g. Ofsted
- Suppliers and service providers – to enable them to provide the service we have contracted them for
- Financial organisations
- Central and local government
- Our auditors

- Survey and research organisations
- Health authorities
- Security organisations
- Health and social welfare organisations
- Professional advisers and consultants
- Charities and voluntary organisations
- Police forces, courts, tribunals
- Professional bodies

National Pupil Database

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census.

Some of this information is then stored in the National Pupil Database (NPD), which is owned and managed by the Department and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data.

For more information, see the Department's webpage on how it collects and shares research data.

Transferring data internationally

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

Parents and pupils rights regarding personal data

Individuals have a right to make 'subject access request' to gain access to personal information that the schools holds about them.

Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent.

If you make a subject access request, and we do hold information about you or your child, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances

If you would like to make a request please contact our data protection officer through the school office

Parents/carers also have a legal right to access to their child's **educational record**. To request access, please contact Shirley Slater, Business Manager who will facilitate this request.

Other rights

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have accurate personal data corrected or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer, through the school office.

Complaints

We take any complaints about our collection and use of personal information very seriously. If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer, via the school office.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113
- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our **data protection officer**:

- Mr G Smith, info@greenfieldstmary.oldham.sch.uk

This notice is based on the Department for Education's model privacy notice for pupils, amended for parents and to reflect the way we use data in this school.