



### **Cale Green Primary School**

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Headteacher: Mr. D. Marshall

Dear Parent / Carer,

On behalf of everyone at Cale Green I would like to extend a warm welcome to you and your child.

Cale Green is a vibrant, truly comprehensive school with children from a wide range of different backgrounds, reflecting the diverse community found in the Cale Green and Davenport area.

At Cale Green we believe that a strong partnership between home and school is the foundation for a successful education. Children need to feel secure, happy, relaxed and alert in order to learn effectively and therefore it is vital that good relationships between home and school are maintained.

We have high standards and we always ask the children to **'do their best'** whether it is in lessons or by trying to be the best person and friend that they can be. We stress the importance of politeness and good manners.

We know that every child who comes to Cale Green has something unique and valuable to contribute and our role is to encourage each child to fulfil their potential by becoming involved in all aspects of school life. In doing so we prepare the children to be active citizens in school and the local community and so prepare them for life in modern Britain.

Academically the school continues to perform well. We value all aspects of education and are currently focussing on introducing the new National Curriculum. As a school we continue to embrace new initiatives and pilot new methods of learning and teaching.

We believe that children learn best from first-hand experience and we have developed a very wide range of 'enrichment' and 'engagement' activities, from visits to museums and galleries, residential activity holidays and visitors into school.

We have a Breakfast Club and an after-school club which enable us to provide care from 7.45am to 6.00pm for those children and families who need it. These 'clubs' are complemented by a wide range of extra-curricular activities such as sports, arts and crafts.

Parents are also encouraged to use the school as a learning resource. Courses in English, Mathematics, ICT, parenting, phonics, reading, etc are regularly run in school. There is also a 'Mini-Movers' pre-school (age 1 – 4) gymnastics session and a 'Baby and Toddler' group.

We hope that you find our Parents Handbook both interesting and informative. The handbook is also available on our website:

[www.calegreen.stockport.sch.uk](http://www.calegreen.stockport.sch.uk)

Please accept our invitation to come along and see for yourself the wide and varied learning opportunities we offer and the caring and stimulating educational environment where we make learning a positive and enjoyable experience.

Further information about the school is contained in a 'data dashboard' which can be found at:

<http://dashboard.ofsted.gov.uk/dash.php?urn=106091>

Yours sincerely,

Mr. D.Marshall

***'The quality of education provided by the school is very good. Teaching is very good throughout the school. Taking into account the standards the school achieves and the very high quality provision it makes for pupils, it gives very good value for money' Ofsted***

## **1. OUR SCHOOL**

Cale Green is a one-form entry Community Primary School with a Nursery. From September 2014 the school has started to expand by 15 children each year for the next 7 years to become a 1.5 entry school.

In autumn 2015 the anticipated number on roll is 240 with places for a further 40 children attending the Nursery on a half-day basis. The school population is growing. The planned admission limit per year group has increased to 45.

## **2. THE SCHOOL AIMS AND VISION**

Each child within the school is seen as an individual with something unique and positive to offer. Our aim is to guide each child to fulfil their potential in a structured, caring and stimulating environment in order to provide **the best possible education for the children of Cale Green.**

We aim to ensure that the school is orderly and hardworking and that children are prepared through a rich broad and balanced curriculum for life in modern British society.

Our 'vision' statement, created by staff and governors working together, sets out what we want the children of Cale Green to achieve as individuals, in the school as a whole and in our community:

*'The behaviour and safety of pupils are outstanding ... behaviour, courtesy and attitudes to learning are exemplary. The leadership and management are outstanding ... all pursue excellence resolutely' Ofsted*

- Each child is valued and seen as an unique individual
- Each child will fulfil their potential in a structured, stimulating and caring environment
  - Children will have the confidence and skills to approach new challenges – embracing a ‘can do’ culture
  - A school that creates independent learners who can think for themselves, where they can grow in confidence, understanding and tolerance
  - A school that embraces the whole community, encouraging participation and ownership
- We will provide the best possible education for the children of Cale Green preparing them for life!

***‘Pupils are very secure and happy in school. They get great pleasure from learning and pupils say that lessons are interesting and fun’ Ofsted***

### **3. ADMISSIONS AND TRANSFERS**

All admissions to the school, at any time of the year, are managed by the Local Authority. All the information you require can be found at:

[www.stockport.gov.uk/services/education/educationtrainingandemployment/schooladmissions/?view=Standard](http://www.stockport.gov.uk/services/education/educationtrainingandemployment/schooladmissions/?view=Standard)

Parents of children who are considering sending their child to the school are invited to contact the head teacher to make arrangements to visit the school for a look around and a talk about the school's philosophy, policies and aims. This will also provide the opportunity to discuss any individual needs. The head teacher and staff are always pleased to meet parents, show them around the school and answer questions.

If you wish your child to start school during the school year (for instance, if you have moved house) then please contact the school directly for guidance. However, all in-year applications are managed by the Local Authority who can be contacted on 0161 217 6028.

If you are moving away from the school and your child will be enrolling somewhere else then please contact us as soon as possible so that we can support your child during this process and make contact with the destination school.

Each year there will be 45 places available in the Reception class. There are currently 40 places for children in the Nursery class.

Our school follows the Admissions Policy as established by Stockport Local Authority. The school currently has 40 part-time places available in the Nursery, 45 fulltime places in the Reception and Year 1 as well as 30 places in Year 2 / 3 / 4 / 5 / 6. The Admission Policy criteria are available at:

[www.stockport.gov.uk/schooladmissions](http://www.stockport.gov.uk/schooladmissions)

Or telephone 0161 217 6028. Where there is excess demand for places at our school reference should be made to the Local Authority Policy.

A child can be admitted to Nursery class the term after their third birthday and the Reception class in the September after their fourth birthday. **Application forms for admission to the Nursery and Reception must be submitted on-line.**

During the term before starting school parents and children are invited to meet the class teacher and spend time in the classroom. We aim to make each child's start at school a happy and comfortable experience. We understand that this may be a difficult time for some children (and their parents!) and so we operate a brief system of 'staggered' starts at the beginning of the year. In many cases the staff will also make home visits to ensure that we have all the information we need to make your child's start as smooth as possible.

At the age of eleven the majority of pupils transfer to Stockport High School, Hazel Grove High School, Stockport Academy or Bramhall High School. The children are supported in the transition to their next stage of education by a school based programme – 'The Chameleon Project' and also visit the High Schools of their choice.

#### **4. CLASS ORGANISATION**

The Early Years classes are located in a wonderful new building on the school site – giving the children the very best start to their education.

Key Stage 1 classes are located on the ground floor and the four Key Stage 2 classes on the first floor of the main school building. The whole school shares the ICT Suite and the Library.

The year groups are organised in the following format:

##### **Early Years:**

In the Nursery there are 20 beginning of the week places (Monday / Tuesday / Wednesday morning) and 20 end of the week places (Wednesday afternoon / Thursday / Friday).

In the Reception we have two classes of 22/23 children – all of whom attend full-time.

##### **Key Stage 1:**

There are two Year 1 classes and one Year 2 class

##### **Key Stage 2:**

Year 3, Year 4, Year 5 and Year 6 classes

All children are different and have differing personalities, attitudes and skills as well as different interests and strengths. The children will also have different needs and will progress at different rates. As a consequence the staff complete careful long, medium and short-term planning to promote effective learning for all the children in the school.

## **5. SCHOOL SESSION TIMES**

The school sessions are as follows:

All the children are expected to arrive at school from 8.40am for 'Fix –It' time.

Nursery aged children attend for 15 hours every week. Session times are 8.50am -3.05pm on Mondays, Tuesdays, Thursdays and Fridays, and 8.50am – 11.20am or 12.35pm – 3.05pm on Wednesdays. Children are allocated a place at either the beginning or the end of the week.

### **Nursery**

Monday / Tuesday:           8.50 – 3.05  
Wednesday:                   8.50 - 11.20

Or

Wednesday:                 12.35 – 3.05  
Thursday / Friday:         8.50 – 3.05

### **Reception / Key Stage 1**

Morning: 8.50 – 10.20 / 10.35 – 11.30  
Afternoon: 12.30 – 3.10

### **Key Stage 2**

Morning: 8.50 – 10.35 / 10.50 – 12.30  
Afternoons: 1.20 – 3.15

During a normal school week the time spent on teaching, including Religious Education, but excluding time spent on registration and collective worship (Monday / Wednesday / Friday) is 24.20 hours for Key Stage 1 and 25.35 hours for Key Stage 2. The recommendation for Key Stage 2 is 23.30 hours.

Children should not be sent to school too early in the morning. Supervision in the playground only takes place if the child arrives after 8.40am for 'Fix-It' time when they can go to their classrooms.

Please be careful entering and leaving our school premises and use the small gate near the main entrance rather than the large vehicle gate. Two other gates around the school premises, on Green Street and Meyer Street, are

open at the start and finish of the school day although they are not opened until 8.30am.

Parents bringing or collecting children from school by car are asked to take extreme caution when using Shaw Rd South. Please use Green Street or Meyer Street for parking if at all possible. Parents are also advised that they should not enter the school premises by car as this obviously creates a danger to children coming into, or leaving, the school.

**If at all possible please walk, cycle or scoot to school. We constantly encourage the children to do so.**

**All visitors should use the main entrance.**

## **6. SCHOOL CURRICULUM**

The school curriculum is broad and balanced and we follow the National Curriculum:

[www.gov.uk/government/collections/national-curriculum](http://www.gov.uk/government/collections/national-curriculum)

The way we deliver the National Curriculum content takes into account the stated aims of the school and is subject to constant review.

### **Our Curriculum Aims:**

- to provide a stimulating, happy, friendly environment which is organised, structured, purposeful and secure
- to develop children's natural curiosity, foster a desire to learn, build self-confidence and increase respect for self, others and the environment
- to provide activities that allow skills to be practiced, knowledge to be acquired and success achieved
- for children to be self-reliant, self-disciplined, able to co-operate and form relationships, laying the foundations for their adult life in modern British society.

Throughout the school we place a great deal of emphasis on basic skills. Reading, writing and mathematics are taught in systematic and structured ways. We are proud to have achieved the Basic Skills Quality Mark 3 times.



Much of the work undertaken by the children is organised on a cross curricular basis. Children work individually, in groups or as a class and we believe that co-operation and teamwork are very important. Children are usually taught in

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The leadership and management are outstanding ... all pursue excellence resolutely' Ofsted*

mixed ability classes and are usually grouped by ability within the class, especially in English and Mathematics.

Where necessary (and appropriate) additional resources such as the Pupil Premium Grant are used to support the children. We currently use the Pupil Premium grant to provide additional support for children in the Foundation Stage and both Key Stage 1 and 2 to ensure that their achievement is at least the same as, if not better, than their peers.

Full details of how we use these funds can be found on the school website under the 'Our School' tab.

**We ensure that all lessons delivered take the needs and aptitude of each child into account.**

Much of the work we do in school centres around making the best use of the most up to date teaching methods and resources (such as I pads) to ensure that all children can fully access the curriculum whatever their learning styles and preferences.

We emphasise the development of practical skills and follow this simple creed:

**'Tell me and I forget - show me and I may remember – let me do it, and I learn.'**

## **7. Early Years**

We have 4 classes in the Early Years – 2 Nursery classes (each of 20 children) and 2 Reception classes (each of 22/23 children). The children in the Early Years follow the '**Statutory Framework for the Early Years Foundation Stage**'. This framework enables children to learn and develop skills, attitudes and understanding in these areas of learning:

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical development

Specific Areas:

- Mathematics
- Literacy
- Understanding the World
- Expressive Arts and Design

Teaching and learning takes place within the classrooms and outdoor areas, through a balance of adult-led and child-initiated activities within a carefully planned learning environment of continuous provision with enhancements related to specific interests and areas for development. Achievement of these prime and specific areas is achieved when children are:

- Playing and exploring
- Engaged in active learning
- Provided with opportunities to be creative and think critically

Children access planned purposeful play opportunities through a balance of adult-led and self-initiated indoor and outdoor provision. This provision embraces every area of learning and is often enriched by visitors and trips.

Activities and experiences built around the interests of the children provide relevant and meaningful opportunities to develop children's skills, knowledge and understanding in all aspects of their development.

In the Early Years we begin to create a record of achievement, progress and skills for each child – 'My Learning Journey'.

At Cale Green we work hard to develop an effective partnership with parents as you are your children's first and most enduring educators. When parents and teachers work together, especially in the Early Years, this has a positive impact on the child's future learning and development.

At the end of the Early Years the children are fully prepared for their next stage of education in Key Stage 1.

## **Phonics**

All the children in school are taught to read and write by using 'Synthetic Phonics.' This begins in the Early Years by developing children's ability to hear, identify and manipulate English phonemes— in order to teach the correspondence between these sounds and the spelling patterns that represent them.

The goal of phonics is to enable beginning readers to decode written words by sounding them out, (or in phonics terms, blending the sound-spelling patterns), and enable beginning writers to segment the sounds in words to write the graphemes (letters) which represent them.

We use a scheme called 'Letters and Sounds' throughout the school to teach phonics. Here is a link to their useful website:

<http://www.letters-and-sounds.com>

Children are grouped according to ability across the Early Years and Key Stage 1 for daily phonics teaching.

***'Provision for the Foundation Stage is very good.....Foundation Stage teachers have a very good understanding of how young children learn.....children settle very quickly to the demands of learning because of the very good induction they receive and the excellent relationships that are formed between them and all adults who work with them.....the curriculum provision in the Foundation Stage is a strength***

***of the school.....there are stimulating activities.....because of the high quality provision children feel secure very quickly.’ Ofsted***

## **8. KEY STAGE 1 AND KEY STAGE 2**

English and Mathematics are taught daily. Science, Religious Education, Physical Education, Personal, Health and Social Education (PHSE) and Computing are also taught every week.

Foundation subjects such as History, Geography, Design Technology, Music and Art are often taught in blocks across the term. There are usually 4 blocks, each of 9 weeks in length. Curriculum subjects are integrated in order to form links between subjects and give meaning to children’s learning. This also provides opportunities to practice and apply their basic skills in other subjects, for example using maths skills to interpret bar charts in geography lessons.

The children are expected to show behaviour that demonstrates a sensitivity to others feelings and needs and that they must, at all times, act in a considerate and courteous manner.

We wish to encourage a sense of community, responsibility and co-operation as well as developing a tolerant and caring attitude. It is also vital that the children can plan, undertake and sustain involvement in their work and evaluate a wide variety of tasks and investigations independently.

We enrich the curriculum wherever possible through trips and visits and through the use of specialist teaching. All the children in Key Stage 2 learn how to play the guitar and the children in Year 2 learn how to play the ukulele! We have a Foreign Language Assistant each year to help the children with their French learning and we also have specialist teaching and coaching in music and computing and in a range of sporting activities such as cricket, rugby, football, lacrosse, drama, dance and art.

***‘Standards in core subjects are above average ..... reflecting the very good progress that pupils make’ Ofsted***

## **9. RELIGIOUS EDUCATION**

Religious Education is a compulsory subject and the children study Christianity, Judaism and Islam and major festivals from other faiths. Generally speaking, Religious Education lessons are based on the locally agreed Stockport syllabus ‘Learning For Life’.

An Act of Collective Worship takes place each day. Parents and carers are welcome to attend the weekly Family Assembly on a Friday. Parents are also invited to attend any class assemblies or services, for example, Harvest, Remembrance, Christmas, Easter, Eid and 'Leavers Assembly', etc.

Parents have the right to ask that their children be excluded from lessons and/or the religious part of the daily assembly. Parents making such a request

should do so in writing and will be invited in to school to discuss their decision. If a child is withdrawn then provision will be made for the child to access educational activities.

## **10. RELATIONSHIPS AND SEX EDUCATION**

Parents are often concerned about 'sex education'. However, we believe that it is the role of our school to ensure that sex education is taught within a clear personal, moral and social framework.

We follow the Local Authority 'Spiral' curriculum on Relationships and Sex Education.

An information leaflet is sent home each term which details the content of the next set of Relationships and Sex Education lessons. Children can be withdrawn at the request of parents / carers from all or part of sex education lessons (except those elements taught as National Curriculum science) after discussion with the head teacher. If a child is withdrawn then provision will be made for the child to access educational activities.

In order to safeguard children, and following Ofsted advice, the children must be taught about puberty *before* the onset of puberty.

The school operates a lending library of resources on the theme of puberty for parents. This is in response for requests for additional support from parents. If you would like to view any of the resources we use then please contact school.

## **11. INFORMATION AND COMMUNICATION TECHNOLOGY - COMPUTING**



The school has a good level of ICT provision. There are computers and interactive whiteboards in each classroom and a range of laptops, netbooks and I pads. All of these are connected to a wireless network. The computers are not only used in work concerned with information and communications technology projects but also investigations and tasks across the curriculum. Our ICT provision is constantly being expanded.

We are moving to a position where an ICT Suite is not needed so that Computing skills can be taught in each classroom as well as giving the children the opportunity to apply their skills across the curriculum.

A very important element in Computing is to ensure that the children know how to keep safe on-line, how to identify cyberbullying and know what to do if it occurs. This issue is constantly revisited and we take part in 'cyber safety' activities during Anti-Bullying week and Safer Internet Day. Each year courses and meetings are also held for parents to discuss the issue of 'cyber safety'

and strategies which can be used to support their children in being safe on-line.

[www.ceop.police.uk/](http://www.ceop.police.uk/)

[www.childnet.com/resources/smartie-the-penguin](http://www.childnet.com/resources/smartie-the-penguin)

## **12. INTERNET / E-MAIL**

You can access information about the school through the following Internet address:

[www.calegreen.stockport.sch.uk](http://www.calegreen.stockport.sch.uk)

We aim to include a wide variety of the pupils' work in our VLE (Virtual Learning Environment) from the Nursery up to Year 6. These examples of what our pupils can achieve will be updated on a regular basis.

The school's email address is: [admin@calegreen.stockport.sch.uk](mailto:admin@calegreen.stockport.sch.uk).

Children are not allowed to access the Internet without adult supervision. Children do not have individual email accounts. Social networking sites are blocked. The schools access to the Internet is also controlled by the Local Authority.

We use two on-line learning resources which the children can access at home. These are:

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[www.educationcity.com](http://www.educationcity.com)

## **13. LEARNING MENTOR**



We are very fortunate to have a Learning Mentor, Mrs Eyre. She helps the children to overcome any 'barriers to learning' that they may have during their time at the school. Mrs Eyre works with individual children, small groups and whole classes and she has developed a huge range of activities to support the emotional health and well-being of all the children. Some of the activities have included circle time, peer massage, peer counselling, the School Council, Friendship Benches, buddy system, anti-bullying strategy, etc.

Mrs Eyre works before school, during playtimes and lunchtimes, after school, at the weekends and sometimes during the school holidays. The work of the school in this area has been recognised as 'good practice'.

The Learning Mentor also promotes healthy eating across the school. We have a healthy eating tuck-shop, 'Fruity Friday', Cookery Club, cookery workshops with parents and children, healthy lunchbox activities, picnic club and lots of other activities!

Our Learning Mentor works with parents and carers through the 'Friends of Cale Green', 'Family Learning' and parenting courses as well as providing individual support and 'signposting' to other services.

Another very important aspect of their work is to promote good attendance and punctuality.

We also have a bilingual Learning Mentor, Tabassam Ijaz, who works at the school on Wednesdays to help support parents and children.

As a result of her work we have twice achieved the Leading Parent Partnership award which recognises that we deliver effective parental engagement strategies.

#### **14. BEHAVIOUR / PASTORAL CARE**

At Cale Green we value and respect each unique individual. We constantly praise and reward good behaviour. The school has a clear, simple code of conduct which was created by the children and which each child is expected to follow. This is known as 'The Cale Green Code'.

##### **The Cale Green Code**

**We will always do our best to:**

- be safe and sensible
- treat everyone and everything with respect
  - be responsible for our own actions
  - listen and follow instructions carefully

When problems arise parents / carers are informed and involved. The Learning Mentor, Mrs Eyre, may also be involved. Children and their families are also asked to sign the 'Home / School Agreement'. This partnership agreement has been written by parents and the school working together.

##### **Pupil Voice**

Understanding the experience of school from the children's perspective is central to how we improve our school. 'Pupil Voice' – listening to, and respecting, their views and opinions is given the utmost importance.

We have an elected School Council who we consult about various issues. In the past the School Council has visited other schools to help choose playground equipment, have met with representatives from book companies to decide on which reading scheme books to buy have chosen new library books and have been consulted on our school dinners. They have made these decisions after consulting other children in school.

Children also act as 'Peer Supporters' helping to resolve any disputes between other children. 'Mini' and 'Junior' Play Leaders' support the play of younger children at lunch times.

The whole idea is to give the children the opportunities to make contributions to the wider life of the school and also the 'vocabulary' to describe their experiences. In this way they are then more able to describe and take control of their own situation, be 'active citizens' and develop the values needed to play a part in the life of modern Britain.

### **Eco Council**

Another area of school life where the children have an opportunity to make a contribution is through the 'Eco Council'. Again, children are elected to this and they take responsibility for developing a sustainable school. This group of children, who work alongside the Gardening Club, have been successful in achieving the Eco-Schools Green Flag award 3 times!



***'Pupils attitudes and behaviour are very good; their relationships and personal development are excellent' Ofsted***

### **School Travel – Sustainable Schools**



The school is committed to encouraging walking, cycling or scooting to school as a safe means of transport. This has been recognised by achieving both the Bronze and Silver Sustrans 'Bike It' School Mark awards.



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We want to encourage sustainable, safe travel as part of our school culture. We encourage the children to cycle and scoot to school so that it becomes the norm for travel to Cale Green, creating a long lasting and durable cycling culture, quieter, safer roads and happy, healthy children.

Activities take place in lessons and at least once every half –term there is some form of activity related to walking, cycling, and scooting and road safety. We also encourage the children to consider these issues through their curriculum activities. The governors fully support these activities and we have a parent identified as a ‘Cycling Champion’.

We work closely with a range of partners such as BRAKE, the Local Authority and Sustrans to deliver the following activities:

Road Safety: Operation Eagle Eye / Step Outside / Headsmart / Crashed Vehicle Project / Child Speedwatch / Streetfeet

Cycling + Scooting: Bike week / Bike fortnight / Bike It days / Dr. Bike / Bling Your Bike / Bike It Breakfast / new cycle + scooter storage / ‘Bespoke Cycling’ (bike recycling charity) / ‘Scooter Man’ – scooter park / Manchester Velodrome BMX course visits / Bruntwood park BMX course / weekend adult cycling workshops / Lands’ End to John O’Groats Big Bike Race / Sustrans ‘Superhero’ day

In addition, we are introducing ‘Balanceability’ and ‘Bikeability’ and aim to get every Reception child riding a bike without stabilizers!



## **15. EQUALITY AND INCLUSION**

At Cale Green we are committed to raising standards for all children, closing any gaps between different groups. We are also committed to tackling the barriers to equal opportunities which may prevent a child from achieving their full potential.

We have a broad, balanced and appropriate curriculum which promotes British values and which provides equal opportunity for all pupils to maximise their potential regardless of age, sex, sexual orientation, race, colour, religion or disability.

At Cale Green Primary School we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation,

progression, attainment and achievement. We take our contribution towards community cohesion seriously. Throughout everything we do we consider the wider impact of our actions.



We were proud to be awarded the Inclusion Quality Mark which recognises the work done in school to ensure that EVERY child, irrespective of home background, achieves to the very best of their potential. It is our duty to ensure that we do not discriminate against any children.

## **16. SPECIAL EDUCATIONAL NEEDS and DISABILITY**

At some time during their time at school many children will have special educational needs of different kinds. In fact, we feel that all our children's needs are special. Children with special educational needs are monitored and assessed during their school career. There is a teacher in school, who has special responsibility for these children.

Children experiencing difficulties are referred by the class teacher to the special educational needs teacher. Any specific difficulties are then identified and assessed, responded to, monitored and evaluated. The school receives support from the Learning Support Service who provide specialist teaching, as well as from the Educational Psychology Service. Additional support can be accessed from a wide range of other 'providers' such as the Speech and Language Therapy Service and the Occupational Therapy Service.

The special educational needs teacher is also responsible for liaison between parents, the school, governors, other professionals and the Local Authority and for ensuring that the requirements of the Local Authorities guidelines on Special Educational Needs are fulfilled.

More able children are tracked through the school with, where appropriate, special provision made to cater for their needs and to enrich and enhance their learning. From September 2014 the school website includes details of the support available to children in Stockport, the 'Local Offer' and also the support which is provided in school, the 'School Offer'.

As a school we endeavour to meet all our children's needs however we realise that we need to plan and implement plans for improving accessibility at Cale Green for disabled pupils. We are in the process of developing our Accessibility Plan and will begin with identifying barriers to access which already exist at the school.

As a school we plan for:

- increasing access for disabled pupils to the school curriculum
- improving access to the physical environment of the school
- improving the delivery of written information to disabled pupils.

As a two storey building arrangements are in place to move Key Stage 2 classes to the ground floor if the need arises. Additional adult support is also provided if required.

Our approach to special needs and disabilities is detailed on the school website under the 'Our School' tab.

***'The school's inclusion practices are excellent: provision for pupils whose mother tongue is not English and for special educational needs is very good' Ofsted***

## **17. HOMEWORK**

We encourage the children to develop the practice of independent study at home. A wide variety of work across the curriculum is undertaken, with particular emphasis upon the core subjects. Reading, spelling and the learning of tables are regular types of homework. The children are also sometimes set longer research based tasks to be completed during the holidays. Homework can often be completed on the Internet or during lunchtime at school.

Homework also allows for the practice, where it is needed, of skills learnt in the classroom. It can also involve parents (and other adults) in the children's work. It also prepares older children to become accustomed to the regular and varied assignments they will be required to complete when at High School.

Our approach to homework was recently revised as a result of consultation with parents and children.

The school operates a daily Homework Club for those children who have not completed their tasks at home as well as providing internet access for 'My Maths' and 'Education City' on-line activities.

## **18. EXTRA-CURRICULAR ACTIVITIES**

The range and number of additional activities organised by the staff for the children is one of the features of school life and learning at Cale Green.

Throughout the year the staff organise and supervise many extra-curricular engagement and enrichment activities. Recently, these have included Drama, Choir, Guitars, Street Dance, French, Spanish, Latin, Computers and 'Change 4 Life' to those of a more sporting nature, for example Football, Cricket, Lacrosse, Tennis, Rugby and 'multi-skills'.

The children tell us what activities they would like to take part in and they are also based on the skills and interests of the staff and their willingness to give up their own time out of school hours. We also use a range of sports coaches and outside specialists, etc.

We arrange visits to the theatre and organise interesting and informative visits to school by artists, poets, historians and scientists. The children have taken part in Road Safety and First Aid training.

Children throughout the school make visits to places of interest, usually as a stimulus or a starting point for theme work. We deliberately choose visits to the local area where possible. Recent visits have included the Hat works Museum, Staircase House, Air Raid Shelters, Bramhall Hall, Manchester Museum, Museum of Science and Industry, Roman Chester, Royal Exchange Theatre, Jodrell Bank, Bridgewater Hall, Stockport Plaza, Lyme Park, Manchester University, Manchester and Stockport Art Galleries and Whitworth Art Gallery, amongst others!

However, we do travel further afield and the Year 6 children have just completed a residential in Ambleside, the School Council visited London and the Year 3 children had a residential in Beeston.

Children visit residential centres to participate in a stimulating educational experience away from the school environment. They are encouraged to challenge themselves physically and develop skills such as team work and co-operation.

At Cale Green we continue to believe that an enriched curriculum gives the children first-hand experience, brings subjects to life and provides real interest, enjoyment, enthusiasm and motivation for learning and school life. This in turn raises standards.

***'The provision for extra-curricular activities is good; so is the provision for visits and visitors to extend pupils learning' Ofsted***

## **19. MONITORING YOUR CHILD'S PROGRESS**

We continually assess all children as they move through the school. These assessments are then used to inform our planning so that we provide the most appropriate work for your child. Progress is continually 'tracked' to ensure that any needs are accommodated and met.

The staff constantly evaluate the progress of all the children through teacher assessment. However we do undertake more specific monitoring through a variety of tests and assessments in reading, writing, spelling and mathematics. These are diagnostic in nature and provide valuable information in regard to any reinforcement or extension activities the children may require to achieve their potential.

The statutory National Curriculum Assessments (SATs) occur in Year 2 and 6. The children also take termly tests which provide a summative assessment of

progress, giving a continuous and comprehensive record of each child's development.

A written report detailing progress is sent to parents at the end of the summer term. There are also Parent Consultations in the autumn, spring and summer terms where progress is discussed.

Apart from the termly Parental Consultations, parents can see their children's work, discuss their progress and seek advice with the class teacher whenever a convenient appointment is made. The best time to see the teacher, or head teacher, is after school. In an emergency we would of course see any parents immediately.

Parents are also invited to view their child's work in the classroom 4 times during the school year.

***'The school's performance has been above the national trend over the last three years....the steep rise in performance is due to very high expectations' Ofsted***

## **20. ATTENDANCE / ABSENCE FROM SCHOOL**

We always reward good attendance and punctuality as these are crucial to a child's success.

Please inform the school on the day of absence, by telephone or email, the reason for a child's absence. A member of staff will contact you on the first day of any absence if you have not contacted the school.

Please send a note on your child's return. Government regulations require every absence to be explained, preferably by a note/letter from the parent or carer. The Education Welfare Officer and the Learning Mentor regularly monitor attendance and will contact parents if necessary. **Attendance below 90% triggers the involvement of Education Welfare Officers.**

No absence is authorised for holidays unless in exceptional circumstances. All other holidays are recorded as unauthorised and where appropriate Education Penalty Notices of £60 per parent per child may be issued by the Local Authority.

Whenever possible, dental or medical appointments should be made outside school hours. In the event of continued medical absence we will inform the School Nurse who may be able to offer support.

Children are not allowed to leave school during the day unless a parent / carer comes into school to collect the child after seeing the head teacher or a member of staff.

**UNDER NO CIRCUMSTANCES WILL A CHILD BE ALLOWED TO LEAVE THE SCHOOL PREMISES ON THE STRENGTH OF A VERBAL REQUEST ALONE OR WITH ANOTHER MINOR.**

**Each teacher is concerned with the well-being and happiness of the children in his/her charge. Please inform us of anything which may be distressing your child, for example the death of a relative, death of a pet or absence of a parent (hospital, working away, etc).**

## **21. LATENESS**

We constantly stress the importance of being on time. **Children should arrive at school in time for 'Fix It' time at 8.40am.**

If a child arrives, or is brought to school, after 8.50am, he/she is late and must report to Mrs Lowe / Learning Mentor before going to the classroom. This is important so that the attendance registers are accurate. A record is made of late arrival and if the problem persists then parents will be contacted by the head teacher or the Educational Welfare Officer. Regular 'Late at the Gate' sweeps are held by the Education Welfare Service to encourage good punctuality.

Awards are given in school for good punctuality.

## **22. UNAUTHORISED ABSENCE**

As already stated the school should be informed, as soon as possible, of the reason for any absence. If no reason is given, the absence is classed as 'unauthorised'. In addition, certain absences may be classed as 'unauthorised', even if a message has been received. This is if the absence was not for an authorised or justifiable reason such as shopping!

## **23. PARENTAL HOLIDAYS TAKEN IN TERM-TIME**

If your holidays do not coincide with the school's pattern, absence cannot be authorised only for **exceptional circumstances**. After four weeks unauthorised absence the school will remove the child's name from the register.

Apart from the legal requirement to complete a fixed minimum number of attendances, parents should bear in mind the disruptive effect the absence may have on their child's education. Parents are requested not to book holidays during the period of Key Stage 1 and 2 SAT testing.

## **24. FREE SCHOOL MEALS / PUPIL PREMIUM**

Children from families in receipt of certain benefits may be eligible for free school meals. Please ask Mrs. Lowe in the school office for details.

Your child may be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseekers Allowance
- income-related Employment and Support Allowance

- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Children who get any of the above benefits in their own right (i.e. they get benefits payments directly, instead of through a parent or guardian) can also get free school meals.

Children under the compulsory school age who are in full time education may also be able to get free school meals.

Further details can also be found by contacting:

[www.stockport.gov.uk/services/advicebenefitsgrants/benefits/freeschoolmeals](http://www.stockport.gov.uk/services/advicebenefitsgrants/benefits/freeschoolmeals)

[benefitsfm@stockport.gov.uk](mailto:benefitsfm@stockport.gov.uk)

T: 0161 217 6015

F: 0161 474 5202

### **Pupil Premium**

The more parents who claim Free School Meals (even if you do not use it because your child has a packed lunch) the more Pupil Premium Grant money goes into the school budget.

In the 2015 to 2016 financial year, our school will receive an additional £1.320 for each child registered as eligible for free school meals at any point in the last 6 years.

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

We currently use this money to employ extra staff to help with English and maths from the Early Years through to Year 6. Mrs. Nicola Lewis is employed as a Pupil Premium Champion and she meets regularly with the governing body Pupil Premium Champion, Mrs. Skelhorn, to discuss the impact of these additional funds.

We also use this money to subsidise the cost of clubs, trips and visits. So you can see how important it is to the children that you claim your entitlement!

Details of how much Pupil Premium grant the school receives, what it spends it on and its impact are detailed on the school website.

**Remember – if you claim just once the school will receive at least £7,920!!!**

## **25. SCHOOL UNIFORM**

Parents are requested to dress their children in school uniform. The basic colours are green, grey and white and it consists of:

white shirt or polo shirt  
grey / black trousers / skirt / pinafore dress (no jeans or tracksuits)  
green sweatshirt / cardigan / jumper  
green fleece  
sensible black shoes (no boots or training shoes please)

We supply embroidered polo shirts, fleeces, printed sweatshirts and T-shirts. We can also take orders for a shower proof jacket, homework / reading book bag, a school baseball cap and a 'beanie' hat.

A school headscarf is available for Muslim girls to wear if they so wish.

Jewellery is not allowed. Only plain studs are allowed if a child's ears are pierced.

## **26. P.E. KIT**

We have made the school PE kit as simple as possible. It consists of:

plain white t-shirt / polo-shirt  
black / white sports shorts

PE kit should be kept in school in a named PE bag as opportunities for PE often arise at short notice. School PE kit must be worn.

**Please label all your child's clothing with his/her name.**

## **27. COMPLAINTS PROCEDURE**

The majority of concerns expressed by parents are dealt with on an informal basis within the school itself. Only when this avenue is exhausted would the complaints procedure established by the Local Authority come into effect. We aim to acknowledge complaints within 3 working days and respond to them in 10 working days.

The full details of the Complaints Procedure, including the scope of the arrangements and the rights and roles of all concerned, the role of the Governing Body, the Local Authority and the Secretary of State are available from school.

**All complaints will be taken seriously and treated with care and sensitivity.**

## **28. CHARGING FOR SCHOOL ACTIVITIES**

The Governing Board recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards the children's personal and social education. The Governing Board wish to see the curriculum enriched as far as possible for the benefit of all the children and aims to promote and provide such activities both as part of a broad and balanced curriculum for the children and as additional optional activities.

All school activities are subsidised and the school asks for a voluntary contribution towards the cost from parents. A request for contributions must make it clear that there is no obligation to contribute and that pupils will not be treated differently according to whether or not their parents have made any contribution in response to the request.

Charges may be made for the cost of repairing or replacing any damaged property or item resulting from a child's inappropriate behaviour or for replacing any non-returned property or an item that has been loaned or hired to a child. This is especially the case with lost reading and homework books. A charge of £5.00 will be made for each book lost.

## **29. ACCIDENTS, ILLNESS AND MEDICAL MATTERS**

All Teaching Assistants are qualified in First Aid and are able to deal with most of the minor injuries that occur in school. Sometimes we do have more serious accidents, for example, real or suspected fractures, eye injury, head injury, etc. and in these circumstances we will make every effort to contact the parent/carer. However, the welfare of the child is our first concern and it may well be felt necessary to seek immediate hospital treatment, whilst at the same time, attempting to contact you.

**Please inform the school immediately of any changes of emergency contact numbers, especially mobile phone numbers. Other up-to-date contact names and telephone numbers are also very important.**

We have had instances where children are sent to school already feeling unwell. It is invariably the case that these children need to be sent home later in the day.

If there is any doubt in your mind about your child's health, it is far better to keep him/her at home for a while, or visit your doctor. It is sometimes the case that children return to school before they are really fully well and this can mean them having to have further time off, or even in some cases, passing the infection to others.

### **30. MEDICINES IN SCHOOL / MEDICAL CONDITIONS IN SCHOOL**

As a general rule medicines are **NOT** administered to children on the school premises by the staff. This is in line with national and local guidelines.

If a child is prescribed a medicine 3 x a day then it can often be administered before school, after school and before bedtime.

However, it is appreciated that sometimes a child is perfectly well enough to attend school but is following a course of medicine prescribed by a doctor that needs to be administered during the school day. If the school staff are to be asked to administer medicine, they are only allowed to do so with written authority from parents and the consent of the head teacher. Forms for this purpose are available from Mrs Lowe. As a school we follow the 'Medical Conditions in School' guidance from the Department for Education.

For children with serious medical needs a Health Care Plan may be drawn up.

**Under no circumstances will children be allowed to take medicine by themselves without adult supervision.**

### **31. ASTHMA AND INHALERS / EPILEPSY / SEVERE ALLERGIC REACTION**

It is recognised that children who suffer from asthma need ready access to their prescribed inhaler. The school's policy is that as soon as a child is able (old enough) he/she should keep a 'reliever' inhaler (usually in a blue container) with him/her at all times. Until such times that a child is able to take charge of his/her inhaler it will be kept in the classroom. All inhalers and spacers should be clearly marked with the child's name.

In practice, inhalers are kept in a clear plastic container which is kept in the classroom during lessons, in the staffroom at playtime and lunchtimes and which is taken on class visits / trips.

It should not be necessary for 'preventer' inhalers (brown) to be brought into school.

If your child has an asthma attack then in an emergency another child's blue inhaler / spacer may be used if your child hasn't got theirs.

If your child is hospitalised with breathing difficulties / suspected asthma then you must contact school and inform us on their return to school.

If your child has epilepsy / severe allergy (usually to nuts) then we will keep an 'epi-pen' in school and staff will be trained in its use.

### **32. MEDICAL SCREENING PROGRAMME**

Medical screening takes place for children in the Reception age group. Each child is routinely seen for a hearing test. In addition, some children may have

their vision, height and weight checked at school if it is deemed necessary. The children are examined by the school doctor or the school nurse and parents are invited to be present.

The school nurse is based at Heaton Norris Health Centre, and carries out the Screening Programme. A dental inspection is also held annually. Parents are informed by the school dentist if any treatment is required.

### **33. HEAD LICE**

If you find, or suspect that your child has head lice (or the eggs, often known as 'nits'), then please inform the school. Please be assured that anyone can catch head lice and it has nothing to do with 'dirty hair'. In fact, head lice prefer clean hair (but they don't like combs!).

If children in school do get head lice then all parents are informed and if necessary the school nurse will meet with parents.

### **34. CHILDREN STAYING IN SCHOOL**

Generally speaking, children are not allowed to stay in school at break times unless the need is reasonable and/or obvious, for example, a child who has a broken arm or some such injury and is yet perfectly able to attend school.

Children are not sent out to play when it is thought that the weather is not fit for them to be outside. However, a breath of fresh air and a spot of exercise are both desirable and beneficial even if it is raining slightly!

There is also an ICT / Homework / Library Club each lunchtime supervised by a Teaching Assistant.

### **35. CHILD PROTECTION – SAFEGUARDING**

The school is completely committed to ensuring the safeguarding of all the children. The school complies with all the requirements. These include Health and Safety, Safer Recruitment, Risk Assessments on trips and visits, Medicines in Schools, Fire Safety and Child Protection.

All staff receive the appropriate training. All staff are trained in Child Protection and the school has two Designated Safeguarding Leads who are Mr D.Marshall and in his absence, Mrs. S.McHugh.

In cases of serious physical or sexual abuse disclosed by a child, the school is **REQUIRED** to report the matter to Social Care **IMMEDIATELY**. In these very serious situations, it is likely that a social worker will contact the parents, **NOT** the school. This requirement forms part of the Local Authority's procedures for dealing with child abuse and is not a matter for the discretion of individual headteacher's or members of the school staff.

In less clear cases of suspected physical abuse or emotional/psychological abuse, the school will often seek advice from Social Care before discussing the issue with parents.

### **36. PARENT FORUM / FAMILY / COMMUNITY LINKS / COMMUNICATION**

We have a weekly Family Assembly which all parents and carers are invited to attend. This is followed every week by an informal Parent Forum in the staff room (with a cup of tea / coffee!).

Every half term there is at least one formal Parent Forum. This is usually to discuss an issue raised by parents / carers or a priority the school is currently working on. Past topics for discussion have included attendance, free school meals, anti-bullying, safeguarding, cyber-bullying and homework. Your views are valued – please attend these meetings if you can!

Cale Green really is a school right at the heart of the community and we pride ourselves on the close and supportive links we have between home. Activities such as volunteering in classes, carol singing in the community, the School Fair, fund raising events, etc all help to promote links between the school and the community - as does our open door policy.

Where possible we also strive to promote access to education through the school for parents and carers. We continue to have close links with Family Learning and will again be hosting courses for parents and carers this year. These have included courses on ICT, English, Mathematics and parenting and there is a weekly after school ESOL class and crèche.

Parents are involved in helping in the classrooms and a group of dads have also been involved in a 'Dad and Lads' project.

Both the 'Baby and Toddler' and the 'Mini-Movers' activity sessions provide a service to the community and help to promote the school. Please contact the school if you would like to know more about these groups.

We are indebted to the volunteers who run the 'Baby and Toddler' group, assist with reading, in the Nursery class, on trips and visits and who help the school function in so many other ways. Thank you!

#### **Communication**

We provide information about the school, events and activities to parents in many ways. This may be:

**Face-to-face:** on the playground / during Family assembly / etc

**Newsletters / Letters:** monthly newsletters and letter detailing specific activities which are given to the children

**Website:** newsletters, recent letters, the school handbook and other important information is provided on the school website

**Twitter:** We use this as a reminder to parents of activities and to celebrate specific activities which take place

### **37. FRIENDS OF CALE GREEN PRIMARY SCHOOL**

All parents, carers, governors, teachers and staff at Cale Green automatically become 'Friends of Cale Green', affectionately known as 'FROGs'.

The objective of the 'FROGs' is to advance the education of children in the school. The 'FROGs' are committed to achieving this objective in a number of ways. These include developing relationships between all those involved with the school and by raising money to assist with the provision of resources for the school and the children. We have a small but very committed group of parents who are always looking for other parents / carers to join them.

Please contact Mrs Eyre or your child's class teacher if you would like to take an active part in FROGs.

***'Parents hold the school in very high esteem. They are pleased with the school's partnership with them and are delighted with the quality of education that their children now receive.'*** Ofsted

### **38. GOVERNING BOARD**

**Our school governors** are people who want to make a positive contribution to the education of children at Cale Green. **Our governors** have an important part to play in raising **school** standards. The role of the governing body is absolutely key to the effectiveness of a **school**.

Governors attend Teaching and Learning Standards and Safeguarding meetings during the school day, sub-committee and full governing board meetings after school, as well as arranging visits to classrooms and activities such as Family Assembly and celebration events. It is quite a commitment – but very worthwhile!

Our Chair of Governors is Louise Skelhorn and our Vice Chair is Khalid Irshad. We were delighted that the school recently achieved the Governor Mark – the very first school in Stockport to do so!



Further information about the role of governors can be found at:

[www.nga.org.uk/](http://www.nga.org.uk/)

### **39. PARENTAL ACCESS TO DOCUMENTS AND INFORMATION**

The following documents are available in school on a reference basis, and can be made available to any parent, during school time. (In addition, many of the documents can be obtained from the school at a cost not exceeding the purchase cost, or the copying cost of the document)

- Local Authority Curriculum Policy Statement
- National Curriculum documents
- Local Authority Agreed Syllabus for Religious Education
- School based Schemes of Work
- Published minutes of Governor meetings
- Local Authority Procedure for Complaints
- The School Prospectus

As with all other areas of school life, if have a query or require clarification of any document, or procedure, etc then please do not hesitate to contact school. We will always try to assist you immediately. If that isn't possible then we will arrange a meeting with you as soon as is possible. We also operate under the Data Protection Act and Freedom of Information.

We hope that you have found the Parents Handbook informative. If you wish to discuss anything concerning the school then please do not hesitate to contact us. This document is also available on-line at:

[www.calegreen.stockport.sch.uk](http://www.calegreen.stockport.sch.uk).

Additional information about the school is also contained in our 'School Profile'. This can be viewed at:

<http://schoolsfinder.direct.gov.uk/3562105/school-profile/>

David Marshall  
Headteacher

***'The very high quality of leadership together with the high commitment of staff place the school in a very strong position to continue to improve' Ofsted***