Our vision is to work as a school, in partnership with the whole community, to **celebrate** successes and **embrace** next steps. We promote **independence** and work **effectively in teams to support and challenge each other. Everyone is responsible for learning without limits.**
If this is the first time that you have had contact with our school, I would like to welcome you and your children on behalf of our school community. We hope to get to know you well and provide your children with the best education as well as helping to nurture and develop their personal and social skills. We hope that you will find the information useful and interesting and that we are able to answer a number of the more common questions that arise about the way we do things and the reasons behind them. Our first and most important aim is to help pupils settle happily into Green Meadow so that they feel confident and enthusiastic about coming to school each day.

Our school works as a team in which parents, pupils, staff, the Multi Academy Trust and the school's Local Governing Body are all involved in the education of our children and we invite you to work alongside us and be part of your child’s school life and our school family.

Thank you for your support.

Miss Helen Setchell
At Green Meadow, we provide a nurturing learning environment that develops children's self confidence and empowers them to reach their personal and educational potential.

We recognise that learning starts at home and we will value the experience and knowledge children bring when they start school.

In achieving our aims, our experienced and dedicated staff will seek to offer the best provision in the most interesting and challenging ways:

- To help our children make healthy choices for themselves.
- For our children to learn in a safe, caring and exciting place.
- To help our children enjoy school and learn to their full potential.
- To help our children develop positive relationships and show good behaviour.
- To help our children learn basic skills which will support them in their future lives.

Information regarding the curriculum, teaching methods, school organisation, on-going assessment, etc. is provided in this brochure. Please read through the brochure and if you have any questions please do not hesitate to contact us.

School Address: Green Meadow Road, Selly Oak, Birmingham B29 4EE
Tel: 0121 475 4505 Fax: 0121 476 8254
Website: www.greenmeadowprimaryschool.com
Email: enquiry@greenmeadow.bham.sch.uk
Governing body email: governingbody@greenmeadow.bham.sch.uk
Since becoming a Stand-alone Academy Trust we have always continued to work alongside others to share good practice, helping ourselves to develop and others too. With this in mind, the governors of Green Meadow have chosen to move this to a more formal situation by joining Excelsior Multi Academy Trust (MAT).

Excelsior is a small MAT, consisting of 2 schools presently: Parkfield Community School and Turves Green Primary, a rapidly improving school in Northfield. The governors particularly like the school improvement offer of the MAT, that of coaching, subject specialists in Maths and English and their partnership practice of sharing curriculum resources.

By joining Excelsior, we can improve further and at an enhanced speed. Excelsior encourages all its school to be individual within a common framework enabling the 3 schools to grow together but individually.

At Green Meadow we believe that:

‘EVERYONE IS SPECIAL AND EVERYONE IS EQUAL’

Every teacher has the right to teach and every pupil has the right to learn.

We pride ourselves on being a happy, stimulating and caring school, whilst at the same time helping every child to reach their full potential and become lifelong learners.
School Organisation

Green Meadow caters for primary aged children aged 4-11 years. The school admits 60 pupils to each year group. The children are allocated to each class (2 parallel classes of 30) according to their age, and they spend the school year in one class with their own teacher. Reception aged pupils work flexibly as a unit of 60 children so as to maximise their learning opportunities.

Children may have specialist teachers for some lessons but the class teacher will always have overall responsibility. It is our policy to review and change the composition of the classes during their 7 years with us. This is to ensure an appropriate balance of abilities, personalities and friendships.

The teaching styles used are a balance between whole class, group and individual teaching. This varies according to the skills or knowledge being taught and the ages and levels of attainment of the children in each year group.

Within each of the key stages we have a consistent approach to the teaching and learning environment.

Pupils are taught according to the different learning styles of the children in that particular class. All pupils experience lessons being taught in visual, kinaesthetic and auditory ways.
The School Site

The extensive facilities within the school allow for flexibility in teaching methods and approaches as appropriate to the needs of individuals, small groups or whole classes. The main building contains all the Infant and Junior classes (14 in total) whilst the annexe houses the ICT suite, the music room and classrooms.

Our site offers many opportunities for outdoor learning, including outdoor classrooms, trim track equipment, climbing frames and a forest area.

The design of the school is such that it offers the children and the wider community excellent facilities for learning and leisure.

We are fortunate in having a hall and a gym, 2 libraries, 2 playgrounds, a large field, 2 outdoor play areas, a community den, a minisuite of computers and a purpose built ICT suite.

The hall is furnished with a portable stage, lighting and sound systems. The gym is fully equipped with a range of appropriate apparatus.

School Liaison

A lot of time and effort is given by school in the writing of letters and notes. Please ensure that you read these letters carefully to avoid misunderstanding and confusion. Texts are sent as final reminders but may not always contain all the information as texts can only contain a certain number of characters.

Timings of the Day

Infants (Early Years Foundation Stage/Key Stage 1)

Teaching time: 08.55 - 10.30
Break: 10.30 - 10.45
Teaching time: 10:45 - 12:10
Lunch: 12:10 - 13:10
Teaching time: 13:10 - 15:25

Juniors (Key Stage 2)

Teaching time: 08.55 - 10.30
Break: 10.30 - 10.45
Teaching time: 10:45 - 12:40
Lunch: 12:40 - 13:40
Teaching time: 13:40 - 15:30
School Dress Code
Green Meadow has a school uniform based upon the dress code colours of green, red and grey.

**Grey:** Trousers, skirt, pinafore dress, culottes, shorts

**Green:** Sweatshirt, cardigan, jumper, jogging bottoms (Gingham dress)

**Red:** Polo-shirts (Gingham dress)

In addition green fleece jackets are available for outdoor wear but these should not replace cardigans or sweatshirts. All the above items are available from local stockists. Parents who wish to purchase the school logo items may do so from:
- Colliers, School Outfitters, Northfield
- Clive Mark, School Outfitters, Bearwood or Kings Heath
- The Spinning Wheel, Shenley Green
- Kids Essentials, Bristol Road South, Northfield

A green and white or red and white gingham check dress is optional summer wear. School shoes should be dark & flat. Trainers or high heeled shoes are unsuitable footwear for school and, as such, should not be worn.

We ask for children to have suitable jogging bottoms, jumpers and wellington boots / trainers for weekly outdoor learning sessions.

P.E. Games Kit
Plain ‘T’ shirt (preferably white)
Plain Shorts (preferably dark)
Black pumps and trainers for outdoors

In winter, we advise tracksuits for outdoor wear. For safety’s sake, children work in bare feet for gym and dance lessons.

Sporting House Point Teams
Children are placed into a sporting house team, Emerald, Diamond, Sapphire, Ruby or Amethyst.

House points are awarded for sporting achievement and effort. Sporting values such as courage, excellence, respect, inspiration, perseverance, collaboration, equality and teamwork are encouraged.

Jewellery
For Health and Safety reasons we discourage the wearing of any jewellery in school. Both watches and studs earrings may be worn but these items are to be removed for P.E. lessons, and are worn on the understanding that the school cannot accept responsibility for the theft, loss or damage of such items. No other items of any value should be brought into school.

Clothing Labels
All individual items of clothing SHOULD be clearly labelled with your child’s name. This also applies to school bags and any lunchboxes.

Lost property items that are found are placed in the lost property containers in the school hall. Pupils and parents are encouraged to check there for any lost items.

“No matter the challenge, no matter what, we work as a team and never give up”
Behaviour & Discipline

A positive behaviour plan has been developed which emphasises the appropriate behaviour that is expected of Green Meadow pupils. No pupil should be allowed to disrupt the work of either the class teacher or his/her classmates.

Through a positive approach towards behaviour management, we aim to create a calm learning environment in which pupils can:

- Learn and teachers can teach.
- Operate with increasing independence.
- Develop a sense of responsibility for their own behaviour and a greater sense of consideration for others.
- Grow in confidence and self-esteem.
- Feel safe and supported.
- Develop a wide range of knowledge and skills.

We encourage self discipline, good manners and a respect for themselves as well as for others. We expect polite behaviour and encourage the use of such words as please, thank you, excuse me and I’m sorry.

Our aim is to create a happy, working atmosphere for everyone attending our school. To this end we ask for your co-operation as parents and support in the education and disciplining of your child.

A variety of strategies are used for positive responses by pupils, i.e. buddy cards, stickers, stamps, certificates, ‘marble treats’ and congratulation certificates and assemblies.

To encourage children to make responsible choices, sanctions do also apply and children who choose to ignore our system will lose privileges. For incidents of a more serious nature or continual repetition of unacceptable behaviour, parents are asked to support us in finding a solution. We do have a formal disciplinary procedure to use as and when this is necessary.

Our School Rules

We always work hard and use our time well.
- We always follow instructions first time.
- We always keep our hands, feet and objects to ourselves.
- We always show respect to others and their property.

Policy on Care and Control of Pupils

If staff become aware of, or have a need to become involved in situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school’s policy for dealing with such situations.

In the case of continuous or serious breaches of this policy, school may issue a fixed or permanent exclusion. Severe verbal, physical, racial abuse or aggression to staff or another child will be reported to the Head teacher, or in her absence the Deputy or a Senior Manager.

Any parent wishing to view these policies may do so on request.

“Pupils are well behaved and show consideration and care for each other. Leaders ensure that there is a strong and effective focus on ensuring that pupils feel safe and well cared for.”

OFSTED July 2017
Our School Curriculum

Every child at Green Meadow Primary School has access to a broad and balanced curriculum which allows children to develop as successful learners, responsible citizens and confident individuals. The curriculum includes all the varied and exciting activities and experiences we offer to the children and the statutory requirements of the Early Years Foundation Stage and National Curriculum.

The curriculum is organised into termly topics in each year group. The core subjects of English, Maths and Science are taught discreetly within these and relevant links are made to other areas of the curriculum to provide meaningful opportunities for learning. Our topics are planned around the children’s interest and learning needs and the children play a central part in planning topics by sharing what they would like to learn and how they would like to learn it. All topics have the opportunity to include a ‘Topic Day’, a trip, a visitor or an experience to fully immerse the children in their learning.

Outdoor learning is interwoven throughout the curriculum to support the teaching of all the various subject areas. Outdoor learning is very important to us at Green Meadow because we believe it enables us to support children’s learning in a multi-sensory, ever changing environment, where the sky is the limit! Children are given the opportunity to take risks in a safe environment and develop life skills and knowledge through: problem solving activities, bushcraft, camp fires, den building, climbing, outdoor art and plant and wildlife identification. In addition to this, KS1 and the Early Years have extended outdoor classrooms which are used to enrich and enhance learning experiences and opportunities. Staying active and promoting healthy choices are important to us at Green Meadow. As well as having two P.E. lessons every week, all children have the opportunity to work with specialist coaches during their lunchtimes or after school when we offer a range of extra curricular sports clubs and involvement in competitions. In addition to this, all children from Year 2 to Year 6 are also involved in swimming each year.

We want our pupils to be confident, resilient, independent learners who delight in acquiring knowledge, developing skills and deepening their understanding.

Computing is part of our daily lives so computer literacy has become as important as English and Maths skills. It is vital that pupils have the opportunity to learn about and use modern technology so that they are prepared for life. We aim to enable pupils to use computer technology safely, effectively and with purpose.

To support the personal development of each child and contribute to their spiritual, moral, and social and cultural development and understanding, we have a well embedded, structured programme for PSHE and Citizenship. We also follow Birmingham’s Agreed Syllabus for R.E. which enables all children to deepen their knowledge and understanding of the main faiths and traditions and to learn about and respect the beliefs of others.

Collective Worship and R.E.

Schools are required by law to provide R.E. and Collective Worship to all pupils. Parents are entitled to withdraw their children from R.E. lessons and Assemblies after discussion with the school.

“The promotion of pupils’ spiritual, moral, social and cultural development is a strength of the school.”

OFSTED July 2017
We offer children the opportunity to visit a range of places of worship whilst they are at school and value parent support.

Examples of experiences children may have at Green Meadow...

**Reception**
- **Trips**
  - MAC Theatre
  - Ash End House Farm
  - Wonderland
  - Bishopsworth
- **Workshops**
  - Story Teller
  - Chinese Dancing

**Year One**
- **Trips**
  - Kenilworth Castle
  - Snowdome

**Year Two**
- **Trips**
  - Wyre Forest
  - Avoncroft Museum
  - Aston Hall
- **Workshops**
  - Story Teller
  - Chinese Dancing

**Year Three**
- **Trips**
  - Botanical Gardens
  - Lunt
  - The Mandir
- **Workshops**
  - Brazilian Dancing
  - Outdoor Learning
  - Zoolab
  - History workshop

**Year Four**
- **Trips**
  - Gurdwara
  - Twycross Zoo
- **Workshops**
  - Fresh Water Theatre-Geography
  - Fire Service

**Year Five**
- **Trips**
  - Synagogue
  - Woodgate Valley
- **Workshops**
  - History workshop
  - Language Alive
  - Cryptography

**Year Six**
- **Trips**
  - Ludlow Castle
  - Safari Park
  - Space Centre
  - Outback 2 Basics
- **Workshops**
  - Mental Health Workshop
  - Put That Light Out

**Extra Curricular Clubs**
Instrumental provision is provided for a fee by external providers and run from 3.30 - 4.30 p.m.
- **Mondays:** Recorder (Music Service)
- **Tuesdays:** Guitar (Music Service)

Sporting extra curricular clubs for Reception to Year 6 are run by our in-house provider Steps2Sport daily from 3.30 - 4.30 p.m.

The club activities over the academic year, include: Tennis, Multi skills, Tag Rugby, Dance, Football skills, Gymnastics, Netball, Rounders, Cricket, Basketball, Athletics etc.

Parents will be notified of the availability of these clubs and consent forms should be obtained, completed and returned to the school office by all interested pupils.
Home Learning

As a school we appreciate and seek to build upon the links between home and school. Only by establishing a positive relationship between staff and parents will we be able to ensure the best possible educational provision for your child. Therefore, it is vitally important that any work given for pupils to do at home is valued and supported by parents. The type of work sent home will vary greatly according to the age / aptitude of the child. Whatever the task, we seek your support in ensuring that home learning is given the importance that it merits. To practise the skills taught at school at home, English, Maths or Science based home learning is set each week. Ideas for projects related to the topics being learned about are also provided. Home Learning information can be found on the school website on the relevant year group page.

Example of a Home Learning Task Sheet

<table>
<thead>
<tr>
<th>Choice of Tasks for your Home Learning Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3 Spring Term</strong></td>
</tr>
<tr>
<td><strong>Topic: Ancient Egyptians</strong></td>
</tr>
</tbody>
</table>

- **Create a timeline of the Egyptian Civilisation**, showing the main events and work out how long it was between these.

- **Draw a map to scale of Ancient Egypt** - can you add the River Nile and the Pyramids?

- Use the following website to ‘Count Like an Egyptian’ - how was their counting system different to ours? [http://gwydir.demon.co.uk/jo/numbers/egypt/intro](http://gwydir.demon.co.uk/jo/numbers/egypt/intro).

- **Draw or paint an Ancient Egyptian**.

- **Plan, design and review your own Egyptian God** - what are they wearing? What special powers do they have?

- Find out whether or not you can write your favourite food using hieroglyphics... are there Egyptian letters for every letter of the alphabet?

- **Make an Ancient Egypt information booklet for Year 2 to help with the topic next year. Add sub headings and pictures to make it interesting**.

- **Persevere to make a model of a Pyramid** to show the rest of the class. Can you decorate it too?

- **Research the River Nile** - what happens during the different seasons? Why was it so important to the Egyptians? How long did the different seasons last? How high was the River Nile?

- **Research and report back on one part of Ancient Egyptian life e.g. food, sports, homes, technology, farming, the River Nile**. Record this in a Power Point with relevant pictures.

- **Using natural objects from outside, create a scene of Egyptian life**. Take a photograph of this for your home learning journal.
Healthy Schools

Parents should know that as a ‘healthy school’ we have expectations with regard to the support that we expect. In joining our school it is our understanding that ALL parents will agree to ‘support our policy of what is and is not appropriate to eat whilst on school premises.’

Mid-Morning Break

At present, milk is available and children purchase their milk when they get their snack from the canteen. A break time snack of toast or fruit is available.

Children may wish, and are permitted, to bring in their own healthy snack and drink however no fizzy drinks, cans or glass bottles are allowed.

As a ‘Healthy School’, we do not permit crisps or chocolate bars. All permanent containers should be labelled with your child’s name. We ask that children are encouraged to eat healthily and to have only one of the above alternatives at the break time snack.

The Community Den has been established so that children may socialise whilst having their break snacks. It also provides an ideal opportunity for friends and siblings to spend time together.
Lunchtime School Meals

All school meals are prepared on site and are organised on a rotational four week menu. This is monitored to ensure nutritional guidelines are being met and pupils have the opportunity to have a balanced healthy meal. For those children who do not wish to partake in a hot meal there is an option to have sandwiches. If you do choose this alternative, then please ensure that the lunch is packed in a secure, suitably labelled container. We also ask that no nut products are used in sandwiches or lunchboxes as we have pupils with nut allergies in school.

PLEASE NOTE FIZZY DRINKS, CRISPS AND CHOCOLATE BARS (CONFECTIONERY) ARE NOT ALLOWED.

The school provides information and guidance relating to healthy eating issues e.g. booklets containing suggestions for packed lunch boxes. Please review newsletters regularly. All Infant children are entitled to a free school lunch. The uptake is excellent and pupils enjoy the wide range of nutritious food on offer. Please see our website for examples of our menus.

Lunchtime Supervisors

The school benefits from the provision of trained dinner supervisors whose role is the provision of a safe, supportive play environment for our pupils. Their responsibilities also include encouraging the pupils to eat a healthy meal, as well as delivering basic first aid support when required.

We also engage the services of trained sports coaches and children are encouraged to participate in individual and team games, for which equipment is provided e.g. skittles, ropes, hoops, bats and balls etc. The outdoor play areas are utilised by all pupils and the Community Den is available for reading, drawing and talking activities. The Trim Track/ climbing frames are used to develop handeye co-ordination, balance and general fitness.
Assessment

As children move through school, staff assess pupils' attainment and progress all the time; their progress will be measured against clear objectives. Targets will be set and agreed by both teachers and children in order to continue the improvement in their learning. Children’s progress will be measured using both teacher assessment and tests administered when appropriate. National tests (SATs) will be given to pupils in Years 2 and 6 and Year 1 will participate in a phonic screening test.

National Curriculum Tests

Teacher Assessments are reported to parents at the end of KS1 (Yr 2). The results of the National Curriculum Tests (SATs) are reported to parents at the end of Key Stage 2 (Yr 6).

Assessment and Recording

The progress and performance of every child will be regularly assessed throughout his/her school career.

The Early Years Foundation Stage Curriculum and the National Curriculum requires that children be assessed at certain stages of their schooling (i.e. during the Reception year and at the end of KS1 and KS2 in primary schools). Assessment occurs on a continuous basis from the day a child starts school.

The main aims of assessing and recording children’s work are as follows:

To have an accurate picture of what each child can do; i.e. skills and concepts achieved and understood.

This knowledge enables the teacher to carefully plan ahead and ensure all children are given appropriate and challenging work which will continually deepen their understanding.

To identify gaps in the children’s knowledge and understanding.

Accurate assessment can highlight areas of uncertainty and weakness thereby allowing the teacher to ensure that a child can be helped through their difficulties.

To ensure there is progression and continuity in learning as children pass through the school.

When children change classes their new teachers can be accurately informed of their achievements so that each child can be supported and challenged to reach their full potential.

To be able to accurately inform parents of their child’s progress.

Parents’ Evenings will normally be held three times a year (October/February/July) where information of your child’s progress is shared with you as well as at the end of the year in the school report.

To inform secondary schools of achievements of the children they are to receive.

Assessment Without Levels

Our school has a system of internal development that is used to track attainment and progress of all pupils and informs next steps in the provision offered. Teachers share this information with parents each term.

Information is provided to parents on an annual basis through the annual report.
Pupil Premium

Pupil Premium at Green Meadow Primary School

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil Premium is allocated to schools with pupils on roll that are known to have been eligible for free school meals at any time in the past six years, those who are classed as looked after children and those who are service children. Schools have the freedom to spend the Pupil Premium in a way that they think will best support raising the attainment for this vulnerable group. Green Meadow Primary School will ensure that this annual statement of how the funding has been used is published on the school website. Our aim at Green Meadow is to ensure all children achieve the very best they can during their time in school. We use our Pupil Premium funding to support the learning of children in our care and to provide all children with the opportunities to succeed, including those children from a disadvantaged background. Whilst we provide additional support and resources to help close the gap between disadvantaged children with school and nationally, we recognise that is also vital for us to support the ‘whole child’. This means that it is vital for us to address children’s social, emotional, behavioural, economic and pastoral needs, as many of these factors contribute to children’s overall achievement in school.
Funding is used to develop;

- Additional teaching assistants to work with identified pupils.
- Additional teachers to provide cover for curriculum monitoring and evaluation.
- Additional teaching support for pupils provided in class or small group.
- Additional teachers to provide cover for coaching and mentoring of current staff.
- Outside agencies to provide pastoral and family support e.g. Malachi family / individual pupil support.
- Additional curriculum provision e.g. outdoor learning.
- Curriculum Enrichment workshops where staff work with pupil premium children.
- Subsidy for residential trips.
- Staff continued professional development.
- Individual support for identified pupils.
To evaluate the impact of this funding we undertook the following Monitoring and Evaluation procedures:

- Whole school tracking of Pupil Premium children; particularly identifying any pupils requiring additional support.
- Pastoral support tracked to ensure positive outcomes for Pupil Premium pupils.
- Staff closely monitor the progress of all pupils especially pupils needing additional help. A Provision Map of pupil premium pupils is in place and updated three times a year and the information is used as part of the pupil progress meetings / Closing the Gap intervention programmes.
- All staff are fully aware of pupils in their class and any specific needs the pupils may have. At pupil progress meetings all staff are held to account for the progress of all pupils and especially closing the gap between non Pupil Premium pupils and Pupil Premium pupils.
- Targeted support and specific planned interventions to ensure that all groups of pupils are performing in line with or above national expectations, especially Pupil Premium pupils.
- Feedback to the Governing Body so that the school can identify successes and review next step developments.

The Impact of this funding includes:

- Good attendance by Pupil Premium pupils.
- Targeted pastoral support for disadvantaged pupils and their families from the Senior Leaders and Pastoral Manager.
- High engagement by parents and pupils and enriched curriculum opportunities enjoyed by all.
- Pupil Premium pupils closing the gap with all pupils nationally at the end of each key stage and for Year 1 phonics.

How will we spend the pupil premium funding in 2017/2018?

Having evaluated the impact of last year’s pupil premium spending on outcomes the school has decided to continue the focus on raising attainment and accelerating progress of disadvantaged pupil:

- Breakfast Club
- 10% of SLT Support for Pupil Premium
- Reading group with English Consultant
- Pastoral Manager (4 days per week)
- CPD for staff
- 40% of Senior Secretary Support for Attendance support
- Individual pupil support (Educational visits, residential, shoes, glasses etc)
- Curriculum enrichment – Workshops, Malachi (Year 6 Transition)
- Holiday clubs provision to support pupil premium families

Monitoring and evaluation procedures will be undertaken regularly to evaluate the impact of this funding. This includes:

- Leaders identifying the children who attract the Pupil Premium funding and establishing a clear understanding of their current pastoral and academic need.
- Leaders identifying the common needs of disadvantaged pupils in year groups and phases and developing Teaching and Learning strategies to support these children.
- Review half termly pupil progress and pastoral development.
Is your child entitled to a Free School Meal?

Eligible Benefits For Free School Meals:

- Income Support
- Income Related-Employment & Support Allowance (ESA)
- Job Seekers Allowance
- Income Related Child Tax Credit
- Support under Part VI of the Immigration & Asylum Act 1999

If parents do not wish for their child to receive Free School Meals, you can still register your child and Green Meadow Primary can receive the per pupil allocation. Please speak to the School Office if you wish to register your child.

Sports Premium Grant

During each academic year, every primary school receives a Primary PE & Sport Premium Grant from the government. Each school receives a different amount of money depending on the number of children it has. The grant is given to help schools develop their PE curriculum and to increase the number of children participating in PE and sport in and out of school time.

The funding supports the following outcomes:

- The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
- The profile of PE and sport being raised across the school as a tool for whole school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.
- To improve the health and well-being of our pupils, their families and the wider community.

Data Protection Act

Schools, Local Authorities and the Department for Education (the government department which deals with education) all hold information on pupils in order to run the education system, and in doing so have to follow the General Data Protection Regulation (GDPR). This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time we are required to pass on some of this data to the Local Authority (LA), to another school to which the pupil is transferring, to the Department for Education (DfE), and to Qualifications and Curriculum Authority (QCA), which is responsible for the National Curriculum and associated assessment arrangements.

Sports Premium 2017/2018 Planning - allocated funding £19,600

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- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.
- To improve the health and well-being of our pupils, their families and the wider community.
Parents & School Partnership

We welcome and encourage contact with the families of pupils in our care. We aim to work in partnership with you to ensure the best interests and care of your children whilst they are attending our school. Throughout your child’s education, we will keep you up to date and informed of progress and development but it is important to remember that you are welcome to see us at any time, particularly if you have any concerns or worries. We see the education of every child as being very much a partnership between home and school so it is important to have good communication between teachers and parents. Our Home School Agreement outlines the part played by the school, the child and the parent in effective learning.

Our website offers parents an up to date view of school life. In addition a monthly newsletter is sent out at the beginning of each month. Please look out for this document as it gives relevant up to date information to parents. Pupils’ work enhances this document as they give an individual’s view of what goes on in school. Topic letters are also sent out to inform parents of particular work targets which are covered each term. Weekly homelearning information is noted in the home learning diary for Junior children and in the children’s book bags for the Infants. Parents are most welcome to join us for the Class and Congratulations Assemblies which usually take place on Tuesday for Junior aged pupils and on a Friday for our Infant classes (9.05 a.m.). In addition to this, we organise a range of workshops including INSPIRE sessions, ‘Stay and Play’ activities and Open Day visits to support you and your child in learning together.
School Expectations

As adults, we are all the role models for the children and, in their interests, people should not be approaching each other with disagreements that may be heard by our children. The school site is not the place for personal difficulties with other parents or family members to be discussed or aired. If you have any worries concerning your child at school, please do not hesitate to share them with staff as soon as possible. We ask that you arrange to speak with class teachers at the end of the day, when they have more time and are not welcoming or dismissing the children.

Safeguarding children is one of the most important roles of any school organisation. You have an important part to play in keeping children safe. In order to protect our pupils, please do not post on social media (e.g. Facebook) any school photos, images or letters. Thank you for your co-operation.

Parents & Consultation Meetings & Reports

Parents are invited each term to meet their child’s teacher. They can look at displays of work around the school and at their child’s work. Teachers are always happy to arrange further meetings at the end of the school day. Parents receive an Annual Report of Achievement on their child’s progress in all areas of the curriculum at the end of each academic year. The report includes a comment by the child and an invitation for parents to add their own comments about their child’s achievements.

Friends of Green Meadow (FOGM)

We have a Parent Association at Green Meadow, which, over the years, has raised a great deal of money. Funding is adequate for the provision of all essential equipment, but the activities of the association has allowed us to provide the ‘icing on the cake’ Their contribution includes visits by theatre companies, Christmas parties and outdoor play equipment and seating for the children. Many other items have been provided along the way and all for the benefit of your children. The association is also noted for organising social events for both children and adults which help to develop a greater sense of community amongst those associated with our school.

All the parents spoken to during the inspection said that they felt their children were safe and well cared for in the school. Parents valued the support that the school provided for their children and this was reflected in a parental comment, saying that “They’re happy, so we’re happy.”

OFSTED July 2017
Helping in School

Many parents support in school and we welcome all offers of help.

Parents may work in a class or could assist across the year group activities such as in the library, gardening, cooking, reading and artwork. Parents are also invited into school to talk to groups of children, for example, about jobs, hobbies, memories, pets or babies. There are also sometimes the opportunities to accompany children on visits or to join in with special events. Appropriate safeguarding checks need to take place before this can happen so please contact the school office if you are interested in helping.

Parental Concerns

We aim to work in partnership with families to best support their child and it is our hope that parents will be supportive of school. It is our aim to work with parents as fully as possible in the best interests of their child. We encourage all parents to approach the school if they have any enquiries or comments about the education or care of their child or about any school policies or procedures. We ask all parents to discuss any concerns they may have with either the class teacher, Year Group Leader, Deputy Head or Head teacher. A copy of our Complaints procedure can be obtained from the School Office or our website.

How Can I help My Child at Home to Prepare them for School?

It might be useful to practise the following with your child:

• Undressing and dressing.
• Using the toilet properly and ensuring they wash their hands.
• Write their own name and recognise it when printed in script NOT CAPITALS e.g. Robert not ROBERT.
• Know their home address.
• Know the letter name and letter sound at the beginning of their name.
• Be able to look at a book and turn over pages without tearing them.
• Know not to crayon or scribble in printed books.
• Know how old they are.
• Know the days of the week and talk about their sequence.
• Be able to recognise colours.
• Know how to hold a pencil.
• Be able to sit still and listen to a story for five minutes and talk about what has happened in the story.
• Know how to use scissors.
• Be able to count up to 10.
Pupils’ Welfare & Pastoral Care

Each child will be well looked after in school. Parents are asked to fill in a contact form giving important information and to keep this updated when any changes need to be made. Minor accidents and illness are dealt with in school but, if necessary, parents are contacted during the day and the child is kept warm and comfortable until collected. If a child suffers a bump on the head, a close watch is kept on him/her during the day and a note sent to parents as a precautionary measure. We always contact parents or carers if we are at all concerned. There are trained First Aiders in school.

If at any time there is a family problem which may affect the child’s day at school, please do not hesitate to see the Headteacher or Deputy Headteacher. Such matters take precedence and are treated in the utmost confidence.

Child Protection / Safeguarding

Our prime concern at all times is the safety, welfare and well being of the children in our care and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Birmingham Safeguarding Children’s Board. If you want to know more about this procedure, please speak to the Headteacher.

If you have any concerns regarding the safeguarding of children outside of school, please contact the Birmingham Multi-Agency Safeguarding Hub on 0121 303 1888. For school related matters, Miss Setchell and other Senior Leaders are the appointed Designated Leads.

Pastoral Role

We have a team of professionals who may need to offer family support, pupil counselling sessions and parenting advice if needed.

Additional Needs

Most children will require extra support with their learning at some time in their school life. We aim to provide this through our own day-to-day assessment. However, if this support is needed for an extended period of time, we follow the Special Educational Needs code of practice and work closely with specialists from outside school to identify and address specific individual needs.

SEND at Green Meadow

Green Meadow is a fully inclusive school community. We will make all reasonable adjustments to include all pupils. We are committed to early identification and support of special educational needs and disabilities. Although Green Meadow is a stand alone academy, it maintains the responsibility of Birmingham LA to oversee the provision and progress of statemented pupils and those with Education, Health and Care Plans. Parents will need to continue to liaise with the LA over certain elements of their child’s education. The ‘local offer’ tells you what the Local Authority and individual schools within that Local Authority can offer children with special educational needs and disabilities. Please access our website for details of this and Birmingham Connect To Support website to view Birmingham Local Authority information.

We also identify those children who have shown a particular gift or talent enabling them to excel in a curriculum area in comparison to others in their class. This could be academic or practical in nature and allows teaching staff to be aware of and to meet the needs of these children.

As an inclusive school, our building is accessible for all children and parents. We regularly conduct questionnaires to identify any issues that may need to be addressed.

“Pupils are confident, friendly and caring individuals who show consideration for others. Relationships between adults and pupils are positive and supportive.” OFSTED July 2017

Personal Development & Welfare
self confidence • basic skills • positive relationships • good behaviour • healthy choices • full potential • support • knowledge • experience • achieving • challenging
**Keep Us Informed**

**Medicines**

As a general rule medicine and tablets are not administered in school to pupils. Medical advice generally is that a course of antibiotics should be completed before pupils return to school. If children do need medication for a particular complaint on a long term basis then parents should contact the school office for advice. We need to know if your child needs to use an inhaler or has any allergies. Asthma inhalers may be kept in school along with a completed form. Children need to be able to use their inhaler independently. Please see the Headteacher or SENCO if there are any queries.

**Pupil Attendance**

Attendance and punctuality is an important issue for school and the children. We believe that pupils with high attendance achieve their full potential. Good attendance and punctuality is also about setting an expectation for the future, a life skill for children of taking responsibility for their own learning. High attendance is rewarded each term with a certificate as well as for those who achieve 100% attendance over the whole school year. The school monitors attendance and punctuality closely and we operate a system of phoning or texting parents daily if their child is absent or late and we have not been informed of a reason for this.

**Absence**

If your child will be late or absent, please let us know by telephoning the school 0121 475 4505. The class teacher will then be informed. If you are not able to telephone, a note explaining the reason for absence or lateness should be sent to school as soon as possible. The school will text on the first day of absence or at any time whilst the child is away as part of our regular monitoring of absence. If a pupil is receiving treatment from a doctor or dentist and needs time out of school please inform the class teacher, preferably the previous day.

**Holidays in term time should not be taken.**

Only in exceptional circumstances can the Head Teacher authorise a family holiday in term time and then only if attendance throughout the year has been high. Holidays in April, May & June should be avoided as national assessments usually take place throughout the school at this time.

**Lateness**

We would ask all parents to ensure pupils are at school on time. The bell rings at 8.50 a.m, when classroom supervision is provided. The classroom doors close at 8.55 a.m. It is expected that all pupils are collected at 3.25/ 3.30 p.m. by an adult and we do emphasise that young children do become upset
if they are not collected promptly at the end of the day. We feel very strongly that such young children should be escorted to and from school by an adult.

In the morning it is expected that the adult bringing the child to school will bring them to the classroom door on the Infant playground or Junior entrance and make sure they are safely inside before leaving them. If you arrange for another person to collect your child, please inform the school and choose someone the child knows and can recognise. If we are at all unsure we will not let a child go, but will keep them in school until parents are contacted.

**Security**

Green Meadow Primary School is committed to the highest standards in protecting and safeguarding the children entrusted in our care.

All visitors must sign in and we request that mobile phones are switched off when in school.

We are constantly reviewing security arrangements at the school, and trust parents and visitors will understand if they are refused access to the classroom areas unless they are wearing identification or accompanied by a member of staff. Parents should not ask children to open locked doors to let them in. This action is taken for the safety of the children.

The driveway is for staff cars and delivery vehicles only. There is a constant flow of traffic in and out of school throughout the day. If at all possible park a safe distance away and walk the rest of the way into school. Please keep your toddler and infants close to you on site.

Thank you for your support on these matters.

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