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Greenfield C of E (V.C.)
Lower School
Prospectus



capturing imaginations
shaping futures



described as an
outstanding school
by OFSTED

Welcome

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Dear Parents/Carers,

Whether you are a prospective parent of the school, a new parent to the school or a well established one, we warmly welcome you and thank you for your interest in Greenfield Lower School.

It is intended that this school prospectus will provide you with some basic and useful information about our school. This prospectus is available in alternative formats on request.

The school was founded to provide education 'according to the principles and practices of the Church of England'. Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

The school aims to serve its community by providing an education of the highest quality. It encourages an understanding of the meaning and significance of the school's values. We are a federated school and work in close partnership with Pulloxhill Lower School.

Children are encouraged to take positive attitudes towards learning and to achieve the highest standards in all that they do.

Greenfield prides itself on having a happy, hardworking family atmosphere in a Christian setting. Our supportive parents/carers, together with our professional and experienced staff, have high expectations with regard to work and behaviour. We encourage self discipline and good working habits which, in their turn, foster a feeling of self esteem, a pride in ourselves and our school, as well as consideration for others. We hope this will be reflected within the home and community.

Greenfield Lower School was inspected in May 2006 and was described as "an outstanding school." The report is available on the OFSTED website - www.ofsted.gov.uk or on the school website. We were all delighted with the inspection outcome.



Annette McCullion
Headteacher



the clay they used was
a young child's mind and
they fashioned it with care

The Sculptor

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I dreamed I stood in a studio
And watched the sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.
One was a teacher;
The tools they used were books, music and art.
One a parent;
With a guiding hand, and a gentle loving heart.
Day after day the teacher toiled
With a touch that was loving and sure,
While the parent laboured by their side,
And polished and smoothed it o'er.
And when at last the task was done,
They were proud of what they had wrought.
For the things they had moulded into the child
Could never be sold or bought.
And each agreed they would have failed
If they had worked alone.
For behind the parent stood the school,
And behind the teacher,
The home.

Anon

Parent Governors	Julia Burkett Mark Britton Nigel Colclough Paul Meads Natalie Tillett Ann Webb
Head teacher	Annette McCullion
Ex Officio	Rev Stephen Holroyd
Local Authority Governors	Sheilah Williamson Victor Lee
Community Governors	4
Foundation Governors	2
Staff Governors	2

Headteacher	Mrs A McCullion
Foundation Stage Team (Robins)	Mrs J Potter (Class teacher) Mrs S Butterworth (Class teacher) Mrs M Butts Mrs J Cooper Mrs D Drawbridge
Year 1 Team (Wrens)	Mrs K Adams (Class Teacher) Mrs C Wardell
Year 2 Team (Owls)	Mrs M Haines (Class teacher) Mrs H Myers
Year 3 Team (Hérons)	Mrs J Frampton (Class teacher) Mrs S Truelove
Year 4 Team (Eagles)	Mrs J Staff (Class teacher) Mrs L Brown
ICT Technician and Higher Level Teaching Assistant	Mrs K Ashby
Special Needs and Higher Level Teaching Assistant	Mrs C Wardell
Office Manager	Mrs W Shuttle
General Assistant	Mrs M Davis
Senior Mid-day Supervisor	Mrs M Lowe
Mid-day Supervisors	Mrs D Kryza Mrs V Banks Mr M Sadeghi Miss C Shotbolt
Site Agent	Mrs I Jenkins



Our Values Tree
Instilling positive values including honesty, peace, humility, freedom, co-operation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.

We will strive to provide a secure environment within which children enjoy their learning and, through a values-based education, will thrive and develop into confident and caring citizens.

Values are principles, fundamental convictions, ideals, standards or life stances that act as general guides to behaviour or as reference points in decision making.

Values education is a community activity and not an imposition from one person or a pressure group.

We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation, which included a staff/governor/parent meeting. Most groups produce very similar lists of values as they are not dependent on race, culture, class or religion. A set of universal positive values will emerge that may include: honesty, peace, humility, freedom, co-operation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.

Our aim is to encourage self discipline in the children. They are expected to display good manners, courtesy and thoughtfulness towards others at all times. We have a very positive Behaviour Policy, which includes school values, discussed and agreed by staff and children.

Our Aims

- To promote and provide a secure, happy working environment in which your child can acquire a firm academic and social foundation.
- To help your child acquire the knowledge and skills relevant to adult life in a rapidly changing environment.
- To help them to build on their language skills, to use numbers effectively and develop a lively and enquiring mind.
- To ensure that the children in our care learn to respect and understand the religious and moral values of all religions and races in order to have a better understanding of the world in which we live.
- That the ethos of the school will reflect the care and concern we have for each other as individuals. High standards of behaviour, responsibility and mutual respect will be positively reinforced. To this end we aim to boost self-esteem and confidence, ensuring that the children form positive attitudes towards themselves and others.

We admit children in the term following their fourth birthday offering full-time education. The school will be responsible for the allocation of places to those children starting school in January and April and has adopted the LA Standard Admission Policy. We have been asked to make it clear that any places offered in nursery classes i.e. for January and April admissions will not guarantee a place in the reception year. Our admission number per year group is 25.

The LA has also introduced a standard application form which can be obtained from the school and needs to be returned to County Hall, Bedford. This is available to fill in on line at www.bedfordshire.gov.uk/onlineadmissions. If the number of places in a particular year group at a school is not sufficient to meet the requests of all the parents, then the following County criteria will be applied (in the rank order shown) to determine how the places will be allocated:

1. All 'looked after' children.
2. Pupils living in the catchment area.
3. On 'very exceptional' medical grounds.
4. To siblings currently attending the school.
5. To any other children.

School Organisation

There are five classes at our school.

These are:

Robins	Foundation Stage
Wrens	Key Stage 1 - Year One
Owls	Key Stage 1 - Year Two
Herons	Key Stage 2 - Year Three
Eagles	Key Stage 2 - Year Four

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Food for thought
Children in Reception, year one and year two are provided with a piece of fruit each day as part of the Government-funded School Fruit and Vegetable Scheme.

School Times

For children in Reception

Children should be taken straight to the classroom. The door will be open at 8.50 and you are welcome to bring your child into the classroom and settle them in, so that they have a good start to their school day.

For children in Years 1-4

Morning Session 8.55 am - 12.00pm (Years 1/2)
Morning Session 8.55 am - 12.10pm (Years 3/4)
Afternoon Session 1.15 - 3.30 pm

We ask that children should arrive in the playground after 8.45 am. To avoid being marked late children should be ready to come into school by 8.55 am.

If a child is absent, a phone call to the school office on the first day of absence is required by 10am. Where we have not been contacted the school will ring to confirm reason for absence. Please notify us in advance about appointments for doctors, dentists, hospitals and clinics.

Absence from School

We are required by the Department for Children, Schools and Families (DCSF) to monitor pupils' absence and to report whether it is authorised or unauthorised.

Please think carefully about taking your child out of school. We would encourage you to speak to your child's class teacher so that you can assess the impact the holiday may have on the education of your child. Permission for term time absence may be granted under exceptional circumstances. To obtain an application form please ask at the school office.

Medicine

If your child needs medicine to be administered during the school day, please complete a parental consent form. Many children are on long term medication and/or need the medication at different times and we are willing to assist with the administration of these medications.

It is the parents' responsibility to ensure that any medicines held in school are in date and that complete instructions for its use are available.

The school's policy for administering medicines is available from the school office or on the school website.

School Meals

Children can choose to have either a cooked school meal or a packed lunch provided by you.

If you choose a cooked lunch, the money should be brought into school on Monday morning, in a sealed envelope, with your child's name written on the front. Alternatively, you may pay in advance for the full half-term. Cheques should be made payable to Eden Food Services Ltd

If you wish your child to bring a packed lunch then it should be brought in clearly marked with their own name.

Children may bring a cold drink to have with their dinner and these should be brought in unbreakable plastic leak proof containers.

At morning break the children may bring a piece of fruit or raw vegetable to have in the playground. We are part of the Healthy Schools initiative and encourage healthy snacks. Children in Reception, year one and year two are provided with a piece of fruit each day as part of the Government-funded School Fruit and Vegetable Scheme.

Foundation Stage children can have 1/3 pint cartons of milk each morning in school. This is paid termly in advance. Cheques should be made payable to Greenfield Lower School.

Starting School

A carefully planned system of induction takes place for all our new entrants. A meeting is held for parents before their child's entry to explain all about our school and its philosophy. Individual visits to meet the Headteacher and/or tour the school are welcome and can be arranged, please phone for an appointment.

The school caters for all pupils from the age of 4 to 9 years old. Children are invited to join the 4+/Reception class during the term after their fourth birthday. In the September following their ninth birthday, children transfer to Middle School.

School term dates

These are available to download at www.bedfordshire.gov.uk/EducationAndLearning



they feel an integral part
of the school and show
pride in belonging



School Uniform

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At Greenfield we encourage all pupils to wear our school uniform so that they feel an integral part of the school and are able to show pride in belonging to it.

As part of developing the whole school ethos, parents are encouraged to provide their children with the following uniform:

Girls

Winter: Grey skirt, trousers or pinafore dress
School polo shirt or white/red polo shirt
Red school sweatshirt or cardigan
Sensible shoes

Summer: Red and white check/striped dress,
white socks, sensible shoes or
enclosed sandals

P.E. Black shorts, white 'T' shirt,
plimsolls and socks

Boys

Winter/Summer: Grey trousers, long or short
School polo shirt or white/red polo shirt
Red jumper or school sweatshirt
Sensible shoes

P.E. Black shorts, white 'T' shirt,
plimsolls and socks

Sweatshirts, polo shirts, book and P.E. bags with the school name on are available from the school office. It is of great help to us if all items of outer clothing and P.E. kit are named.





Our computer suite
Where children gain first hand experience of all the latest technology, are taught skills and develop expertise.

The Foundation Stage

In the Foundation Stage there are six areas of learning called Early Learning Goals:

- 1. **Personal, Social and Emotional development**, including dispositions and attitudes, self-confidence and self esteem, making relationships, behaviour and self-control, self-care, and sense of community.
- 2. **Communication, Language and Literacy**, including language for communication, language for thinking, sounds and letters, reading, writing and handwriting.
- 3. **Problem solving, reasoning and numeracy**, including numbers as labels and for counting, calculating, shape space and measures.
- 4. **Knowledge and Understanding of the World**, including exploration and investigation, designing and making skills, information and communication technology, a sense of time, a sense of place, cultures and beliefs.
- 5. **Physical development**, including skills in movement, sense of space, health and bodily awareness, using tools and equipment.
- 6. **Creative development**, including exploring media and materials, music, imagination and responding, expressing and communicating ideas.

Key Stages One and Two

Key Stage One begins for all children at the beginning of Year 1.
Key Stage Two starts at the beginning of Year 3.

We are required to teach a broad and balanced curriculum including Religious Education and the ten National Curriculum subjects.

The ten National Curriculum subjects are:

- English
- Maths
- Science
- Physical Education
- Information Communication Technology
- Design Technology
- French is also taught
- Music
- Art
- History
- Geography

As part of the curriculum we also aim to promote the social, spiritual, moral, cultural, mental and physical development of the pupils, and therefore have a Personal, Social, Health Education curriculum including citizenship. (P.S.H.C.E.)

Literacy and English

At Greenfield pupils develop skills in speaking and listening, reading and writing. They learn to speak confidently and to listen to what others have to say thus enabling them to express themselves creatively and imaginatively. Pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into whole texts. As their love of books, stories and poems develop they can explore their own experiences and imaginary worlds.

We teach children to write in a joined style as soon as they enter school. They are encouraged to take a pride in their writing and are given opportunities to express themselves in different ways for different purposes. Simultaneously the children are being taught the more formal skills of spelling, grammar and handwriting.

We ask that parents read to and with their children, answer their questions and talk to them about everyday happenings.

Each class room has a class library and the whole school has a reference library. This has been recently refurbished. Books of different genre are available with a wide variety of texts and range of ability.

Numeracy and Maths

It is vital that the children should not only learn and understand processes involved in Mathematics but also be able to apply them to everyday situations. We employ a varied approach using a variety of resources and materials linking with our topic work where appropriate. Teaching and learning are based on the National Numeracy Strategy framework involving investigations, problem solving activities and development of skills in mental arithmetic. The Abacus Mathematics Scheme is used as a basis for our work.

Science

Through scientific activities the children acquire and develop the skills, knowledge, concepts and attitudes which they need in order to understand more about themselves and their environment. Science is about children asking questions about the real world and finding the answer through first hand experiences. Much of our science work is linked with technology so that children are able to solve real problems and use their newly acquired skills.

Information and Communication Technology

This is evident in many aspects of our school life and is usually approached in a cross-curricular way. Each classroom is equipped with its own interactive whiteboard. In our computer suite children gain first hand experience of all the latest technology, are taught skills and develop expertise. Other technological skills are constantly catered for and we always encourage originality, enterprise and capability when designing and making.

Religious Education

Religious Education is part of the basic curriculum as required by the Education Reform Act of 1988. We teach R.E. in accordance with the Bedfordshire Agreed Syllabus. Parents have the right to withdraw their child from religious education and collective worship.



Committed to the Arts

The school is delighted to have received the Artsmark Gold Award for the third time. This award is given to schools who demonstrate outstanding commitments to the Arts.

History and Geography

These subjects are approached mainly through topic work. Our topics are organised in a two year rolling programme to enable all children to cover each topic during their time in school. We seek to create an awareness and understanding of the world and its people and of social progress and change so that the children can relate to other people, places and times.

Physical Education

Young children should be active and it is important that we cater for the development of physical control, mental alertness, self-confidence and social co-operation. P.E. in our school consists of gymnastic activities, dance, games skills, swimming and Outdoor and Adventurous Activities. We also have use of Pulloxhill Lower School's outdoor swimming pool which the children use, weather permitting, during the second half of the Summer term.

Music

Children are musically involved on an individual, group and class basis. They sing, play instruments and compose in class and in assemblies. Some children are offered the opportunity at Year 3 to play the violin and are taught by a member of the County Music Team who visits the school weekly.

Art and Technology

Children are given the opportunity to work with a variety of media and are taught many techniques. They look at, and are taught to appreciate, the work of famous artists.

Personal, Social and Health Education including Citizenship(P.S.H.C.E)

Whilst P.S.H.C.E. and Citizenship is non-statutory, we see it as an important part of our school curriculum. Children grow up in a complex and ever fast changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values, attitudes and awareness of society. We aim to work in partnership with parents/carers in developing children personally and emotionally and as young citizens.

Sex Education

We believe that sex education is a fundamental part of the education of the whole child. We believe that every child has the right to have their questions answered in a sensitive and accurate way to enable them to develop healthy attitudes towards their natural development. It is incorporated into the curriculum to provide information which is easy to understand and relevant and appropriate to the age and maturity of the pupils. Parents have the right to withdraw their child from sex education.

School Council

The School Council was introduced to develop an understanding of citizenship and to involve all children in the running of the school. Elections are held annually.



The Healthy School Initiative

Aiming to increase fruit and vegetable consumption in order to reduce the risk of heart disease.

Greenfield is part of the National Healthy School Standard initiative and has been awarded the status of a 'Healthy School' after successfully meeting all the agreed criteria. The standard offers an integrated whole-school process.

As part of our Healthy Schools initiative we participate in the 'Fruit and Vegetable Scheme'. This is a government programme which entitles all Foundation and Key Stage One children to a free piece of fruit or vegetable each school day. The aim is to increase fruit and vegetable consumption in order to reduce the risk of heart disease. The children have a positive and enjoyable experience of eating fruit and vegetables and the school encourages positive attitudes to healthy eating.

At Greenfield we also encourage parents to walk to school, or use methods of transport other than the car. The benefit of this is the reduction of cars on the roads as well as the improved health and fitness of the children.

Extra Curricular Activities

A range of activities take place as part of our extended curriculum. These include Choir, Recorders, Football, Netball, Art and Science Club. Some of these clubs run at lunchtimes and some are after school. Some activities are only available to the older year groups.

Equal Opportunities

We aim to ensure that every pupil and member of staff is given an equal opportunity to achieve their full potential irrespective of race, religion, gender, language, disability or family background. In addition, each individual is entitled to learn, teach or work in a supportive environment and to benefit from the diversity of our school community. We aim for all parents/carers and visitors to our school to be treated in the same vein.

Additional Educational Needs including Special Needs

Every child in our school is valued as an individual and is encouraged to develop at their own pace to meet their potential. The school, in line with the (DCSF) Code of Practice, will identify the needs of each child and will provide an education plan by which to meet these.

The Special Educational Needs Policy is appended to this document.

As we have replaced lighting around the school, we have incorporated daylight type fluorescent tubes and improved blinds.



Every child is unique
For our Gifted and Talented Pupils the school promotes staff development of innovative teaching strategies to benefit all students

Gifted and Talented Pupils

We perceive that each child is a unique individual and of great value. At Greenfield, academic and creative achievement is expected and celebrated. It is the aim of the school to provide a secure yet challenging educational environment which will stimulate the development of all children and enable them to maximise their potential. It is recognised that within the school community there are children who are Gifted and Talented and that they have special requirements that need to be addressed by the school.

Aims

To ensure each pupil develops his or her own abilities to the full.

For our Gifted and Talented Pupils the school aims to:

- Have opportunities to work at a higher cognitive level
- Provide opportunities to develop specific skills and talents
- Have a concern for the whole child both social and intellectual
- Promote and encourage parental support
- Promote staff development of innovative teaching strategies to benefit all students

Collective Worship

This takes place daily and the basis of each assembly is the value of the month. We follow Christian principles. It is an important part of our day when children and staff come together to reflect as a community. We are pleased that our Vicar takes assembly on a regular basis. Parents have the right to withdraw their child from the Collective Worship and if they wish to do so should come and talk to the Headteacher.

Voluntary Contributions

Parents will be invited to make voluntary contributions towards the cost of an activity for which a charge may not be made, such as concerts and educational visits, which take place during school hours. There will be no obligation to contribute and no pupil will be excluded or treated differently because a parent has not contributed. However, should we not receive enough to cover the cost, then the activity may not take place.



Learning in a secure,
supportive, challenging,
interesting and calm
environment

Home and School Partnership and Communication

Schools cannot work in isolation; a strong partnership with home ensures that children will make the best progress possible. It is our aim to communicate effectively with parents and carers for the children's benefit. If you have a concern the first port of call is your child's class teacher. If you wish to discuss any matter further, the Head teacher, will do her best to see you immediately, if this is not possible an appointment will be made at the earliest time convenient to both parties. Our aim is to address issues before they become problems. A policy for formal complaints is available on request.

School policy documents, OFSTED Reports, DCSF requirements, curriculum policy documents and L.A. guidelines are all available for parents to see if they wish.

The school profile report is available on www.schoolsfinder.direct.gov.uk/8203007/school-profile. The School Profile is a new way for schools to report annually to parents. It replaces the Governors' Annual Report. All schools use the same simple format, designed to provide information about the school's performance and its broader achievements, both in and beyond the classroom.

The School Profile is intended to give parents the information they need to understand the school's performance, strengths and areas for improvement.

Each Profile contains the following information:

- the school's successes
- details of extra-curricular activities
- health and safety information
- the school's response to the latest Ofsted report

PTA

The school has a very busy and supportive association, The Greenfield School Association, (GSA) of which every new parent or guardian is a member. Fund raising events are a regular occurrence in school as are the many social events that the G.S.A. organises. Your support and help will be very welcome.

Classroom Help

Parents are also actively involved with the school with visits and assisting in classrooms. We welcome parents (and Grandparents) to help in the classroom with:

Reading / Computers / Art
Needlework / Cooking

If you are interested, please contact us to arrange Criminal Records Bureau clearance and a suitable time when you will be available.

Communication of Concern

We believe that if a teacher has concerns about a child these should be shared with parents at the earliest point. This ensures that a discussion can be held and a way forward, for both parents and the school, be decided upon. Please do not hesitate to contact your child's class teacher if you have any questions about your child.



Welcome support
Parents are also actively involved with the school with visits and assisting in classrooms.

Open Evenings

It is our practice to hold parental consultation evenings for parents on a termly basis.

The focus for each term is as follows...

Autumn Term

We wish to discuss with you how your children have settled into school or their new classes and iron out early problems.

Spring Term

We will talk about your child's progress across the curriculum.

Summer Term

You will receive your child's Annual Report. If you have any concerns, please discuss this with the class teacher.

Please contact us should you have concerns at any time, we always welcome parental contact.

Information Evenings

These are offered to all parents. These will differ from year to year, they will focus on different subjects and how parents can help. It is important that you try and attend these events so that you can support your child's learning.

Termly Curriculum News

Each year group will receive a termly newsletter that informs parents about the areas that will be studied that term, please look out for these as they will help you support your child's learning throughout the curriculum.

Homework

Children will be encouraged to read and learn spellings and number facts at home. We also use Learning Logs throughout the school. The children write, draw, or cut out information about a subject that they have learnt about in school that week. The Learning Logs are given out on Fridays and brought back into school the following Wednesday. The children enjoy using recording methods of their own choice to illustrate what they have learnt. To support your child's work in their Learning Log talk through what they plan to cover. Children say that they find help with spelling and research most useful.

Discipline

Our aim is to encourage self discipline in the children. They are expected to display good manners, courtesy and thoughtfulness towards others at all times. We have a very positive Behaviour Policy which includes school values discussed and agreed by staff and children. The strong influence of our Values Programme is intrinsic to the development of good behaviour and discipline.

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Policy for the Education of Children with Special Educational Needs

This policy has been written in line with the Education (SEN) (Information) Regulations 1999, the Code of Practice 2001 and the SEN and Disability Act.

The School's Education provision

Many children may experience difficulties – learning, social, behavioural, and physical or a combination of these, at some time in their school life. We define these difficulties as Special Educational Needs.

Children have special educational needs if they have a difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they...

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local educational authority.

We believe that educational provision should be made for children with Special Educational Needs.

Special education provision means...

- Educational provision which is in addition to, or otherwise different from, the educational provision made generally for other children of their age in schools maintained by the LEA, other than special schools, in the area.

The person responsible for the co-ordination of Special Needs is Mrs Cathy Wardell.

Objectives

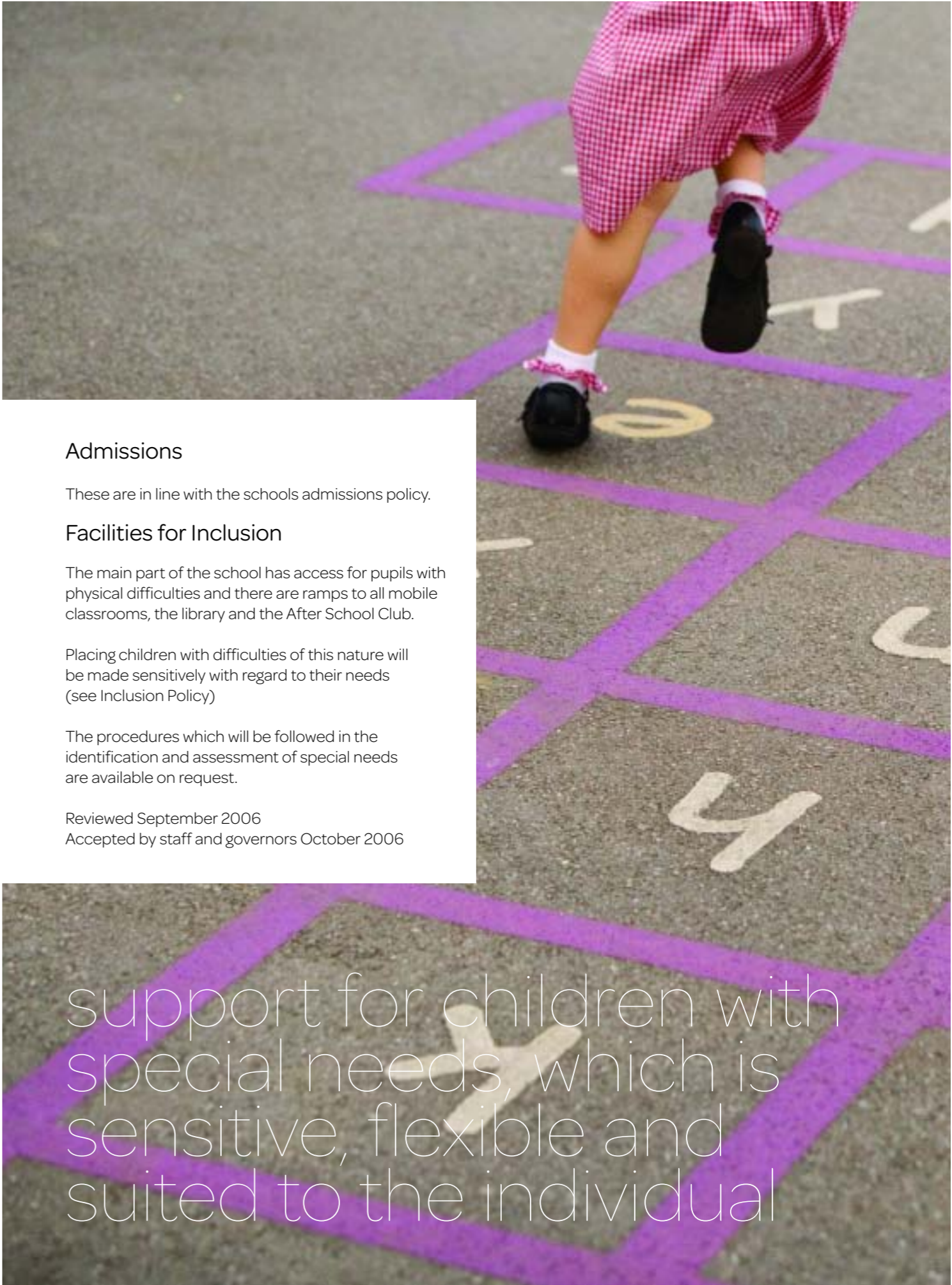
- To offer a broad and balanced curriculum to all children.
- To identify children early and make provision to meet those needs.
- To use strategies that will be based upon the child's abilities and strengths and will result in improving the quality of education for all children.
- To work in partnership with staff, pupils, parents and outside agencies, to be involved in the planning and implementation of the strategies when appropriate and possible.
- To provide a network of support for children with special needs, which is sensitive, flexible and suited to individual needs and to provide a challenging curriculum for talented and gifted pupils.

The school ensures that the aims can be met by ensuring that staff have clear understanding as to their responsibilities in relation to SEN.

Policy

Our aim is to enable pupils to...

- Be self motivated and facilitate their own learning whenever possible
- Become partners in their own learning
- Be supported in their difficulties and encouraged to extend their strengths
- Feel that their learning is important
- Progress within a broad and balanced curriculum, including the National Curriculum
- Value their own development
- Overcome potential barriers to learning
- Experience learning in a secure, supportive, challenging, interesting and calm environment



Admissions

These are in line with the schools admissions policy.

Facilities for Inclusion

The main part of the school has access for pupils with physical difficulties and there are ramps to all mobile classrooms, the library and the After School Club.

Placing children with difficulties of this nature will be made sensitively with regard to their needs (see Inclusion Policy)

The procedures which will be followed in the identification and assessment of special needs are available on request.

Reviewed September 2006
Accepted by staff and governors October 2006