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# Glenmere Primary School



## School Prospectus

2022/2023

Dear Parents/Carers,

It gives me great pleasure to welcome you to our school, of which we are enormously proud. This booklet is designed to explain how Glenmere is organised.

Starting school can be an exciting and slightly anxious time, but we try to make it as straight forward as possible. We are fortunate to have a committed group of staff, who all want to give your child the best possible start in life. Not only do we strive to achieve the highest level of Literacy and Numeracy but we also aim to provide an environment that will promote the all-round growth of our pupils. We are continually striving to refine and improve our methods of teaching in order to raise your child's standards of achievement and to prepare them for a life in which they can confidently use a wide range of skills and become useful members of society.

Glenmere also places a high priority on developing the whole child through socialisation, assemblies, enrichment, play and extra-curricular activities. If you have any worries or concerns about your child, please contact the class teacher. This brochure will give you an outline of what we do at Glenmere and a snapshot of our performance. If, when you have read it you would like more detailed information, please do not hesitate to contact the school.

Yours sincerely,

*Mrs S Conlon*

Headteacher



## **Contact Details**

<b><u>Headteacher</u></b>	Mrs S Conlon
<b><u>Deputy Headteacher</u></b>	Mrs T Dorrington
<b><u>Senior Leader</u></b>	Mrs E Carton
<b><u>Senior Leader</u></b>	Mrs R Siddons
<b><u>Office Manager</u></b>	Miss M Moore
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<b><u>Telephone</u></b>	0116 288 2228 / 0116 288 1685
<b><u>School Email</u></b>	office@glenmere.net
<b><u>Website</u></b>	<a href="http://www.glenmere.leics.sch.uk/">www.glenmere.leics.sch.uk/</a>

## **Welcome to Glenmere Primary School**

Glenmere is a Primary School for children aged 4 to 11. It is an attractive and friendly school set in spacious grounds. Opened in 1964, the school combines the advantages of separate classrooms with the flexibility of shared working areas. The school provides an atmosphere which is conducive to learning, building a firm foundation for further education and developing the skills required to make children secure and worthy members of society.

<b><u>The School Day:</u></b>	<b><u>Morning Session</u></b>	<b><u>Afternoon Session</u></b>
Reception:	8:50am – 11:50am	1:15pm – 3:10pm
Years 1 & 2:	8:55am – 12:00pm	1:15pm – 3:15pm
Years 3, 4, 5 & 6:	8.55am - 12.15pm	1:15pm – 3:15pm

Weekly teaching time excluding registration, assemblies, playtime and lunchtime is as follows:

Key Stage 1 is 22.15 hours and Key Stage 2 is 23.30 hours. Children may be left in the playground from 8.50am, when members of staff will be on duty. The whistle will be blown at 8.55am.

## **Year Group and Class Organisation**

The school has a 7-year age range from Reception to Year 6. In the Foundation Stage children are taught by two adults, a teacher and a nursery nurse. In the remainder of the school, each class has its own class teacher who will teach all or most of the subjects and is responsible for overseeing the children's progress in all areas and will be supported by one of our very experienced and highly skilled cover supervisors or teaching assistants on most mornings.

## **First Time Admissions to Glenmere**

Parents wishing to send their child to Glenmere must visit County Hall's website [www.leics.gov.uk/admissions](http://www.leics.gov.uk/admissions) and complete their online form. This document ensures that parental choices are entered onto the county's database. The County Council is the admitting authority and as such they have the final say as to who comes to Glenmere. Applications have to be made before the middle of January for children to qualify for the following academic year.

Preference is always given to those children who live within the priority area. Children from out of the catchment area but who have siblings in school are given the next priority. Finally, out of catchment children with no connection to school may be admitted if there is space. Out of catchment places are decided by distance from school rather than by age, i.e. priority is given to those who live closest to Glenmere.

## **Induction Process**

As children enter Reception they will be split into two groups based on age. The older children will come in for a week first followed by the younger children the following week. We have found by splitting the children into two groups it enables the children to settle in quicker and learn the routines more easily.

Children starting in other year groups will attend full time straight away and individual teachers will assist your child in settling into the Glenmere way of life.

## **Transfer to Secondary School**

Children in the Wigston area transfer to their next school at the end of Year 6 (age 11). We are a partner school to Wigston Academy and Beauchamp College, where most of the children transfer to. Glenmere staff work closely with their secondary colleagues to ensure a smooth and positive transfer of pupils to the next phase. Parents' meetings and open evenings are held, and most pupils spend one or two school days in their new school prior to transfer.

## **An invitation to all parents of children in our school**

We welcome your close and active interest in your child's progress at Glenmere. We hope that you will be involved at all stages of your child's education and that you will share in his/her achievements. If you need to talk to your child's class teacher please send them a direct message on Class Dojo.

During the year we hold a Family Day where Mums, Dads, Carers and Grandparents are invited into school to join their children for a variety of fun and interesting activities. We also offer Maths, English and Science afternoons, which are you invited to. We also have two parents' evenings and an opening evening each year.

We are keen to develop a strong partnership between home and school to support your child's learning. At the start of each term all classes will send out a letter informing you of the work your child will be doing for that term. The letter also informs you of ways in which you can support your child.

**School website: [www.glenmere.leics.sch.uk](http://www.glenmere.leics.sch.uk)**



**Vision Statement:**  
**At Glenmere we are GREAT! Because we:**  
**Grow Respect Enjoy Achieve Together**



### **Aims for our Pupils**

Glenmere Primary School promotes a love for learning and an enjoyment of achievement by working closely with our pupils to:

- ensure they have an understanding of literacy, numeracy and I.C.T. skills
- achieve high standards in all areas of the curriculum
- develop enquiring minds through asking questions, analysis and discussion
- be able to work independently and collaboratively
- have high self-esteem and respect for themselves, others and the environment
- experience equal opportunities and success on a regular basis
- seek to extend themselves in mind, body and spirit
- develop personal qualities that equip them to become caring, confident and responsible members of our multi-cultural society

### **Mission for the School**

We believe that each child will succeed through experiencing quality in:

- an ethos of challenge, support and encouragement to succeed
- a holistic approach to pupils' development
- a recognition of individuality and differing needs
- valuing the contributions and achievements of all pupils
- a broad, balanced and challenging curriculum
- a rich, stimulating learning environment with a range of quality resources
- innovative teaching that is creative and engaging

We demonstrate our commitment to working as a learning community by:

- creating a safe and secure learning environment
- ensuring pupils are at the centre of all we seek to achieve
- striving for a spirit of openness, mutual respect, support and understanding
- building on the positive and celebrating achievements
- being aware of our weaknesses and reacting constructively to reduce them

- actively encouraging a positive partnership between pupils, parents, staff, governors and the wider community

**We believe** that your child must be at the centre of all we seek to achieve at Glenmere. We are concerned with the all-round development of the children in our care. We help them to have a lively interest in the world in which they live, to acquire knowledge and develop new skills.

**We recognise** that children develop at different rates, possess a variety of skills and abilities, have different needs and display a range of personalities and interests.

**We are committed** to developing the full potential of every child, regardless of ability and we value the contributions and achievements of all the children accordingly. We believe that we must work in close partnership with parents in order to achieve this.

**We encourage** children to take maximum advantage of the opportunities available to them as they continue through their formal education to become active participants in a fast-changing world.

**We look forward to welcoming you and your child to our school!**



## **Reception**

The Reception unit is an integral part of Glenmere School and provides a flexible approach to introducing the children to life in the school. Children join this unit in the September after their fourth birthday, and can attend full time for the whole of that school year.

Glenmere's reception unit embodies the principles laid out in the Early Years Foundation Stage (EYFS) documentation. We believe that it is crucial for young children to have excellent early educational experiences in order to build a secure foundation for learning in school and throughout life.

Every child deserves the best possible start and at Glenmere we provide the children with stimulating and exciting learning experiences. We work closely with parents who take part in assessing their child throughout the year.

Children's happiness and wellbeing is of vital importance and we endeavour to educate the whole child. We provide a balance of activities and outdoor learning experiences in our new purpose-built play area. The unit is a happy, busy and purposeful place of learning for young children.

Your child will be invited to attend 2 sessions before joining the school. The first visit is a short session where they can become familiar with the unit and listen to a story. The second visit is a longer session where they will be able to play with the toys in the unit.





## **Curriculum**

At Glenmere your child will follow a broad and balanced curriculum where there is continuity and progression designed to allow each child to attain his/her fullest potential. The subjects studied by your child will not only be those contained in the National Curriculum and Frameworks, but also other areas which add depth and balance to his/her education. The teachers endeavour to teach all these subjects in the most interesting and relevant ways possible. This will mean that they are often embraced in a carefully chosen and planned topic. These topics cover a range of curriculum subjects giving interest and relevance to the children's work. They will include a wide variety of skills and activities providing the children with a range of exciting and stimulating learning experiences, within and beyond the guidelines provided by the National Curriculum. The curriculum will include a full range of learning processes which encourage an all-round development of your child. Lessons will be planned to provide continuity and progression. We are committed to provide an education which is appropriate for all children in our care. Extra attention will be given to any child with special educational needs whether challenged or in need of extending. We will provide activities which will encourage the development of knowledge, skills, concepts and attitudes and we pay careful attention to multi-curricular learning activities. Many subjects are taught in this thematic way but subject specific lessons are also important at times.

At Glenmere we also support our topics with a variety of trips and themed days. Some themed days have included, Ancient Egyptians and Ancient Greeks. We also offer other activity days in school that have included circus days, mini zoo days, african drumming days and visits from international athletes. Some of the trips we have been on include Victorian Christmas, Tudor World, Winter Wonderland at Tamworth Snow Dome and Gruffalo day at Beaumanor Hall. Our trips are a mixture of education and fun.



## **Religious Education**

The School is not affiliated to any particular religious denomination but provides an insight into the beliefs and practises of major religions. Children learn to understand and respect the differing beliefs of others.



Extract from LA Statement-

### *Religious Education:*

*As a requirement of the 1988 Education Reform Act, religious education will be provided for all pupils in this school. Religious education will be non-denominational in accordance with the Act; however, it is permissible under the Act for pupils to be taught about denominational differences. The religious education provided will be in accordance with the Leicestershire Agreed Syllabus.*

As a parent, under the Education Act, you have the right to withdraw your child from religious education if you so choose.

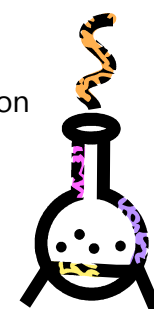


### Collective Worship:

In order to meet the requirements of the Education Reform Act 1988, this school will provide acts of collective worship each day for every pupil. The nature of this collective worship on most occasions during a term is wholly or mainly of a broadly Christian character, although not distinctive of any particular denomination. As a parent, if you wish to withdraw your child from collective worship, you have the right to do so under the Education Reform Act.

## **Science**

Science (and technology) permeate almost every aspect of daily life. An introduction to scientific methods contributes to the preparation of children for their adult life as well as to their intellectual development. At Glenmere we look at the theory as well as the practice. Science will encourage curiosity, respect for the environment and the critical evaluation of evidence. It will also help children to think in a logical way about everyday events and to solve simple, practical problems. Children are given the opportunity to experiment with as many different materials as possible, to find out about their similarities and differences and strengthen the quality of their learning through exploration, investigation, observation and deduction. Children will have a science lesson once a week.



## **Mathematics – Numeracy**

During their early years at Glenmere, children are provided with a wealth of early mathematical activities involving pre-number experience. Emphasis is placed on mental number skills, not written calculations during Key Stage One enabling children to gain



confidence with numbers. Used as a foundation, we feel this gives ample opportunity for children to develop their mathematical knowledge and skills, in Key Stage Two. This work is extended through investigations and problem-solving activities. We teach children to master basic skills through a daily numeracy lesson and apply them in real-life situations. In the juniors, the children are also given weekly times table tests. We hope that from this well-structured approach, they will gain an excitement and enjoyment of mathematics as a living subject.

## **English – Literacy**

Throughout the school we aim to develop children's use of language in a wide variety of interesting ways, using stimulating ideas. We use good literature and poetry to encourage the children to think, conjecture and hypothesise and be excited by the written and spoken word. We also aim to help the children to realise their full potential through speaking, listening, reading, writing, discussion and drama.

English skills and activities will be found and learnt through every area of the curriculum, though many of the basic skills will be taught through a daily literacy lesson. The help of parents and carers at home in supporting the teaching of reading and spelling is highly valued by the school.

## **Special Educational Needs**

If your child is struggling and has a special educational need, you will be fully informed of plans for helping your child to overcome these difficulties. Sometimes a child's needs can be answered within the school, occasionally advice is sought from other agencies and appropriate provision can then be made in school.

We aim to...

- identify children with a Special Educational Need, whether it's a learning, behavioural, or emotional difficulty
- support and make provision for any child with a Special Educational Need
- ensure that a child with Special Educational Needs develops to his/her fullest potential, giving particular attention to:
  - the child's own self-esteem
  - numeracy

- life-skills
- encourage a child with a Special Educational Need to interact and form good relationships with his/her peers and other adults

### **More Able Children**

We are also committed to identifying children who are more able and ensuring their needs are fully met through a programme of differentiation and extra-curricular activities. We have links with the local high schools where groups of able pupils go for enrichment work.



We are one of the only primary schools in the country that has achieved the NACE Award and the re-accreditation. This award recognises the opportunities we provide for our 'able pupils'.

### **Provision for more able/gifted and talented pupils**

We aim to provide a broad and balanced curriculum that encourages all pupils to pursue and develop their individual interests and abilities. For the majority of pupils identified as more able/gifted and talented, provision will be made within normal curriculum planning and differentiation. All classrooms provide an effective learning environment. For more able, gifted and talented pupils this may include:

- open ended questioning
- structured and flexible group work and debate
- investigative work
- the explicit teaching of thinking skills
- challenging activities
- accelerated learning techniques e.g. brain gym
- differentiated work in lessons, (by outcome, rate of progress, enrichment, task, level of support).
- differentiated/open –ended homework tasks/challenges
- Enrichment activities
- Links with clubs etc in the community
- Links with the upper schools.
- More able sports groups and the use of professional coaches.

## **Teaching strategies**

Teaching strategies across the curriculum will include some of the following:

- Problem solving and investigations individually or in a group.
- Planning for alternative methods of recording outcomes.  
e.g:
  - summarising the key points of a lesson or piece of written work
  - diagrammatic representation of a completed task
  - use of I.T. tape recorders, listening centres.
  - preparing an oral presentation of the outcomes of a task.
- Encouraging pupils to become independent in their learning by planning and setting their own parameters for enquiry.
- Encouraging self-review and the setting of future targets independently of the class teacher who will oversee and advise.
- Use of ICT to encourage pupils to research information of specific interest to them.
- Encourage reading and research skills as a means of finding information, this will include higher order reading skills.

e.g:

- discriminating
  - searching text for information
  - rejecting irrelevant information
  - summarising
  - using an index
  - cataloguing
  - giving directions
- Planning and producing videos.
  - Surveys of school, local or National issues.
  - Writing articles to be published for other classes or groups.
  - Collecting, developing and analysing statistics.
  - Organising class and school events.
  - Self-supported study and development tasks, including homework.

In addition, there are many whole school and extra-curricular opportunities that are organised on a regular basis:

- Extra-curricular sports clubs; e.g. football, athletics, dance
- Enrichment activities in a variety of subject areas organised with our family of schools
- Enrichment opportunities by external agencies
- Specialist teaching in PE
- Music Lessons by peripatetic teachers
- Rocksteady music band group
- The opportunity for children to work with an older age group for certain subjects, if appropriate.
- Off-site visit and visits to the school by experts
- Professional coaches
- Visits from professional people and athletes to work with the children and inspire them.

### **Awards**

We have a talent board in school. If you feel your child has a talent from outside of school, then you may send in a photo and details about their talent. We can also put details of their talent in our newsletter.

Each Friday we have a celebration assembly where children can bring in any awards they have received from outside of school. In this assembly children from each class will be given certificates from their class teacher. Each half-term we have an award assembly and children in each class receive trophies for 'kindness', 'positivity', 'sport', 'behaviour' and 'hard work'. The children will keep the trophy for the half term. Each month different children will receive a 'maths', 'reading', and 'writing' award.

### **School statement on Racism**

The school supports the LA view that recognises the need to develop attitudes and behaviour appropriate to a society that wishes to eradicate racism. We all live in a multi-cultural society, and our children will be subject to the prevalent attitudes in that society. The school declares itself to be entirely opposed to racism and the discrimination to which it gives expression.

There is no clearly defined "Multicultural Education" curriculum in the school. Each member of staff at the school provides a positive role model for all children, which is embodied in their attitudes and behaviour in relation to different societies and cultures.

Teaching materials directly support the aims of objectives of an educational policy based on the notion of racial equality and respect for all. Our collection of nonfiction books includes those, which give wide background information on other cultures.

Our reading scheme books reflect a multiracial society. We select books which are factually accurate and up-to-date, and which give a balanced view of world societies. Work in the broad areas of project and topic work often includes multicultural elements in a quite natural way, e.g. different religions, goods, lifestyles, music and dance.

We recognise the important part schools play in helping to form attitudes. We affirm our intention to work with children and parents to combat racial prejudice, discrimination and behaviour, so that our pupils are adequately prepared for life in today's multi-cultural society.

Our aim is to prepare children to live harmoniously in a multi-cultural society and to help them develop an awareness and tolerance of other cultures. By giving children an awareness of the richness of the society in which they live, they will become useful, constructive and positively active citizens.

## **British values**

In June 2014, David Cameron emphasised the important role that British values can play in education. Further, how well a school promotes such values is an aspect of Ofsted's inspection process.

British values are promoted in so much of what we do, not least during our school assemblies and Religious Education lessons. The values are integral to our long-standing visual ethos statement which complements British values and always has done.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

The term 'British values' might be slightly misleading in that these values are integral to so many countries throughout the world – they differ in no way from the values of most Western European countries, for example.

*Below are just a few examples of how we promote British values. The first section is a general overview; the others are specific expectations set out by Ofsted.*

*Schools are subject to a duty (Section 26, Counter-Terrorism and Security Act 2015) to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. At the foot of this page there is some information to support parents in discussions about extremism and preventing radicalisation.*

### **Being part of Britain**

As a school, we value and celebrate the diverse heritages of everybody at Glenmere. Alongside this, we value and celebrate being part of Britain. In general terms, this means that we celebrate traditions, such as customs in the course of the year; for example, Remembrance during the Autumn term, and what could be more British than a trip to a pantomime around Christmas time!

Further, children learn about being part of Britain from different specific perspectives. Two specific examples of when we teach about being part of Britain are:

**Geographically:** Our topic work at Glenmere ensures that children have a better understanding of what Britain is, learning more about:

- Its capital cities and counties, its rivers and mountains
- How 'Great Britain' differs from 'England' and 'the United Kingdom'
- Where Britain is in relation to the rest of Europe and other countries in the world

**Historically:** The main focus is British history. Children learn about an aspect of life and how this has developed and changed over time. The actual topic depends on the interests of the children (and teacher!), but might include inventions and discoveries, or houses, or medicine.

### **Democracy**

Children, parents and staff have many opportunities for their voices to be heard at Glenmere Primary. Democracy is central to how we operate.

An obvious example is our School Council. The election of the School Council members reflects our British electoral system and demonstrates democracy in action: candidates make speeches, pupils consider characteristics important for an elected representative, pupils vote in secret using ballot boxes etc. Made up of two representatives from each class, the School Council meets regularly to discuss issues raised by the different classes. The council has its own budget and is able to genuinely effect change within the school.

Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. We encourage pupils to take ownership of not only their school but also of their



own learning and progress. This encourages a heightened sense of both personal and social responsibility and is demonstrated on a daily basis by our pupils.

### **Rules and laws**

The importance of rules and laws, whether they be those that govern our school or our country, are referred to and reinforced often, such as in assemblies and when reflecting on behaviour choices. At the start of the school year, each class discusses and sets its own Class rules, a set of principles that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment.

Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves, and the consequences when laws are broken. These values are reinforced in different ways:

- Visits from authorities such as the police and fire service
- During Religious Education, when rules for particular faiths are thought about
- During other school subjects, where there is respect and appreciation for different rules – in a sports lesson, for example

### **Individual liberty**

Alongside rules and laws, we promote freedom of choice and the right to respectfully express views and beliefs. Through the provision of a safe, supportive environment and empowering education, we provide boundaries for our young pupils to make choices safely; for example:

- Choices about what learning challenge or activity
- Choices about how they record their learning
- Choices around the participation in extra-curricular activities

Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to exercise these safely, such as in our E-Safety lessons.

### **Mutual respect and tolerance of those with different faiths and beliefs**

Glenmere Primary is in an area which is greatly culturally diverse and we are proud to promote and celebrate our different backgrounds and beliefs. Mutual respect is at the heart of our aims and ethos – To develop understanding of and respect for a wide range of religious values, languages and cultural traditions and different ways of life – and it's one of our three school rules: We respect everyone and everything.

Our pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have, and to everything, whether it is a school resource or a religious belief. Children learn that their behaviour choices have an effect on their own rights and those of others. All members of the school community should treat each other with respect.

Specific examples of how we at Glenmere Primary enhance pupils understanding and respect for different faiths and beliefs are:

- Through Religious Education and other lessons where we might develop awareness and appreciation of other cultures – in English through fiction and in Art by considering culture from other parts of the world, for example:
- Enjoying a depth of study during Themed Weeks, where sometimes we will celebrate and enjoy learning about the differences in countries and cultures around the world (whilst at other times we might consider groups or individuals who might be vulnerable in some way, such as those with mental health issues)

Sadly, no school can guarantee that there will never be instances which are contrary to this value. At Glenmere Primary, such instances are extremely rare and are treated very seriously.

### **Extremism**

Something which is clearly not part of any British or European value is extremism. It is important to remember that whilst the threat from so-called Islamic State has been a focus in the Counter Terrorism and Security Act, the Prevent Duty is clear that extremism of all kinds should be tackled too. In England, far right groups such as Britain First and the English Defence League need to be tackled, too. Extremism is not a new topic in education, but schools have a relatively new statutory duty to pay "due regard to the need to prevent people from being drawn into terrorism".

Read the government's [Prevent duty guidance](#) and its [guidance for schools](#).

The school fully supports the county policies on Equal Opportunities and Anti- Racism, which can be summed up in the phrase "Respect for self, respect for others".

The governors and staff also fully support the Leicestershire County Council stance on disability discrimination. Whenever alterations are made to the school, disabled provision is always kept in mind.

### **Equal Opportunities**

At Glenmere there is a commitment to providing equal opportunities for all children, whatever their gender, colour, creed, ability, disability or social background.

Discrimination in whatever form is actively opposed and children are encouraged to grow in respect for themselves and for others.

## **Child Protection**

Children have the right to receive the highest possible standards of care and to be protected from abuse. At Glenmere, we take our responsibilities seriously and are committed to following child protection procedures as laid down by legislation. We have a comprehensive Child Protection Policy (available for perusal in the foyer).



Should we ever have cause for concern over parental or teacher care of a child, it could be necessary that details are referred to the investigative agencies, but this should be seen as a constructive and helpful measure.

Concerns have been raised about the possible misuse of photographs and videos taken of children at school events. The Police and Local Authority are of the view this should not be a concern to schools. However please note the following statement issued by the LA:

*"Parents and relatives of pupils should note that any photographs or video film they take at school events are likely to contain images of other children whose parents will not have given permission for them to be filmed or photographed. Such images should not be circulated more widely than the family, i.e. they should be just for family use. Our advice is that any manipulation or distribution of images of children should result in prosecution."*

## **Relationships and Sex Education**

At Glenmere Primary School we believe that RSE is an important part of preparing our children for their lives now and in the future. The RSE curriculum in primary schools is split into two main sections by the DfE: Relationships education and Health education.

### Relationships education:

By the end of primary school, pupils will have been taught content on: Families and people who care for me; caring friendships; respectful relationships; online relationships; and being safe.

### Health education

By the end of primary school, pupils will have been taught content on: mental wellbeing; Internet safety and harms; physical health and fitness; healthy eating; facts and risks associated with drugs, alcohol and tobacco; health and prevention; basic first aid; and the changing adolescent body.

## **Extra-curricular activities**

We have a broad range of activities taking place before and after school plus some lunchtimes. We also take part in local and county wide sporting fixtures and events.

Here are some of the activities that your child might take part in:

Football, athletics, cross country running, tennis, tag rugby, basketball, multi sports, music lessons, art club, cooking club, ICT/computing club, board games club and gym club.

These clubs are for all years.



## **Educational visits**

At Glenmere we endeavour to bring excitement, value and relevance to your child's learning. A school trip is one tremendous way in which much of this can be achieved. We also invite visitors into school to demonstrate their skills and to run 'hands-on' workshops.

### Voluntary Contributions

These activities form a valuable, additional part of the curriculum. Some of the activities are free, but we do have to ask for voluntary contributions to fund certain events.

Sometimes these events/trips cannot go ahead if we do not have enough contributions.

In year 6 the children enjoy a three day residential to an outdoor education centre such as Conover Hall and take part in a variety of activities such as canoeing, bridge building, orienteering, murder mystery, rock climbing and team building games.



## **Friends of Glenmere Parent Staff Association**

This is an active fundraising association. All parents of children become members automatically and we very much welcome the support and friendship generated. A list of the members of the committee is available from the school office and events, both social and fund raising are organised throughout the year. The FOGPSA raise between £3,000 and £4,000 annually for the school, which is used for the benefit of the children.



## **Further information**

It is possible to see the following documents by applying to the School Office or visiting our website:

- The LEA's Curriculum Statement
- Any Statutory Instruments, Circulars or Administrative Memos sent to schools by the DfES relating to powers and duties under the Education Reform Act concerned with the curriculum
- The current OFSTED Report about this School
- A copy of the School's Complaints Procedure
- The LEA's agreed syllabus for Religious Education
- The School's Child Protection Policy
- Many policies including School Behaviour Management Policy
- Bullying Prevention Policy, Homework Policy
- Helpful booklets helping your child with reading and helping your child with maths



## **Uniform**

The school asks that parents help to ensure that their children dress neatly and appropriately. We encourage children to be proud of their appearance. The school uniform colours are red, black and white with black school shoes. School uniform can be purchased from local supermarkets/shops or ordered from the following website:

<http://www.yourschooluniform.com/schools/index/glenmere-community-primary-school-1>

Item	Colour
Skirt / trousers / shorts / pinafore	Black
Blouse / shirt / polo top	White or Red
Pullover / cardigan / sweatshirt / fleece	Red or Black
Socks Tights	Black or White Red or Black
Summer dress/Playsuit or skirt	Red and white checked
Plain shoes or trainers	Black

## **PE kit**

Your child will require a change of clothing for P.E. This should comprise of the following:

Indoor/summer	Outdoor/winter
Glenmere t-shirt (purchased via the link below– in any colour) <b>or</b> plain non branded t-shirt (in any colour)	Glenmere t-shirt (via link below) <b>or</b> plain non branded t shirt (in any colour)
Black shorts	Glenmere hoodie or zip through top (via link below) <b>or</b> plain non branded hoodie/zip up (in any colour)
Black plimsolls	Jogging bottoms or leggings - plain
	Trainers – Velcro strap preferably

## **Valuables and Money**

Please do not let your child bring valuable possessions into school. Jewellery, such as rings, bracelets and earrings should not be worn in school.

## **Absence from School**

The law requires the school to record your child's absence from school as either 'authorised' or 'unauthorised'. Most absences from school can be authorised provided that we are informed by you, the parents/guardian. A quick note, email or telephone call will suffice, or just 'pop in' to see us.

If your child's attendance falls below 95% in any term, you may receive a standard letter regarding attendance.

There will, we are sure, be very few unauthorised absences. Most unauthorised absences are recorded as such because we were not kept fully informed. Please do tell us why your child is absent from school, by ringing school on the morning of your child's absence. We are unable to authorise any holiday during term time apart from a few exceptional circumstances.

## **Time off for appointments**

If your child needs to be released from school for part of the school day, please call in at the School Office to 'sign' him/her out. Once your child returns, would you please repeat this procedure so that he/she can be marked back in. Children who need to be released during the school day should be collected by a parent/carer.

## **Medicines**

Please do not send your child to school with medicine. As there are no medically qualified persons on the school staff, we are not allowed to administer medication other than in exceptional circumstances e.g. a child with special needs. Parents will then need to sign an appropriate form. If your child requires a regular dosage of medicine, may we suggest that you discuss this with your child's doctor.

It has been found that:

- a) Parents can arrange to come into school at a time during the day to give medicine to their child.
- b) A course of medication can be administered - before school, immediately after school, tea time and bed time.

## **First Aid**

There are several qualified first aiders on the Glenmere Staff. If your child is injured, appropriate treatment will be given and, if necessary, you will be informed. In very few cases an ambulance will be sent for to take your child to hospital.



In cases where your child bumps his/her head or has a minor accident the school will always send your child home with an accident form and inform you directly of this.

### **Children with asthma or anaphylaxis**

The school has a well-practised policy to enable children with asthma and/or an anaphylactic reaction to carry out their school life as normally and safely as possible.

A full copy of each policy is available from the school office:



#### **Briefly:**

- a) All medication should be clearly named and labelled with dosage.
- b) Written, clear instructions should be given by the parent to the school office advising on dosage and availability.
- c) All medication will be kept in your child's classroom and it will always be available to your child.

### **If your child is ill at school**

Should your child become ill whilst at school, we will always inform you as soon as possible. We do recognise that an ill child requires the love and attention of his/her parents. For this reason, it is important that you inform the school office of any change of address, workplace or emergency contact numbers.

### **Sport at Glenmere**

It is our aim to provide each child with the opportunity to participate in a wide variety of movement activities which will include:

- Educational Gymnastics
- Dance
- Games
- Athletics
- Swimming
- Outdoor and adventurous activities



We endeavour to be aware of not only a child's physical development but also personal, social and cognitive development.

To allow each child to experience a sense of achievement at their own level through varied and challenging physical activities.



To give children the opportunity to experience different roles and relationships, as an individual, in co-operation or in direct competition.

To build and reinforce positive attitudes to physical activity.

To promote the health-related benefits of a vigorous physical exercise programme.

To improve pupil planning, performance and self-evaluation.

These aims are put into practice through curricular and extra-curricular activities: Cross-Country, Athletics, Netball, Swimming, Adventure activities (Rock climbing, Canoeing), Basketball, Tag Rugby, Hockey, Rounders, Cricket, Dance and Tennis etc.

We also offer a variety of enrichment sessions to develop our able pupils.

### **Swimming**

Presently, children in years 5 and 6 will go swimming once a week. We do have to ask for a nominal contribution per session to cover the hire of the pool.

Goggles should not be worn during lessons unless there are medical reasons.

By the time your child leaves the school, they will have had 2 years of swimming lessons and will hopefully all be able to swim at least 25 meters.



### **Safety in PE lessons**

We are directed by the Advisers of the Local Authority to ensure that all jewellery should be removed during swimming and PE lessons. This will include all stud and sleeper earrings to ensure the safety of all of our children during physical activity.

The participation in swimming and PE is a legal requirement following the National Curriculum. No child should have to miss these important lessons because they are wearing jewellery.

### **School Meals**

We have excellent school meals at Glenmere. Meals are freshly cooked daily in our own kitchen and are based on a 3-week rotating menu. Each day there is a different hot 'Meal of the day' on offer, including a vegetarian option. We are also able to cater for dietary requirements.

## **Charity Fundraising**

Throughout the school year, children at Glenmere are encouraged to be involved in supporting the work of certain charities. In recent years Glenmere is proud to have helped the work of LOROS, Comic Relief, The Tsunami Earthquake Appeal, Jeans for Genes Appeal, The Poppy Appeal as well as other local and worldwide charities.

## **OFSTED**

Our most recent independent OFSTED inspection found...

- This is an outstanding school.
- Outstanding leadership at all levels has been effective in making rapid improvements to teaching and pupils' achievement, and motivating pupils to develop outstanding behaviour and attitudes to learning.
- Pupils make outstanding progress from their starting points and reach high standards in reading, writing and mathematics.
- Teaching is outstanding because teachers use their excellent knowledge of what pupils already know to plan work which is highly challenging for pupils of all abilities.
- Teachers use excellent questioning skills to confirm pupils' understanding and to challenge them further. Teachers give feedback during lessons which helps to deepen pupils' understanding.
- Teachers' thorough and careful marking helps pupils to understand how to improve their work.

Pupils' outstanding behaviour and attitudes enable them to concentrate and persevere in all lessons and this supports their learning extremely well

## **Road Safety**

For the safety of our children cars MUST NOT stop on the yellow zig zag lines outside the school entrance. Parents are asked to park considerately in the road outside school, be aware that you are not blocking driveways of local residents. The school car park is for staff only.

## **Security**

The security of all who work at Glenmere, both adults and children, is of major importance. Therefore, all visitors to the school must report to the reception area by the school office to sign in and receive a visitor's badge. Before leaving the premises, they must return the badge and sign out.

The school has an electric gate to ensure the premises are secure at all time. It should also be noted that the footpath giving access to the school from Tendring Drive is NOT a public right of way and should only be used by people on school business.

## **Our School Governors**

The school's governors are a group of people who voluntarily give their own time in the interests of Glenmere School. The Governing Body is responsible for all that takes place in the school, whilst leaving the day-to-day management of the school to the Head Teacher and staff. Some governors are appointed and some (such as parent and teacher governors) are elected. Together, they meet, usually twice each term, to receive updates on all aspects of life at Glenmere, (including the finances and the curriculum), to agree policy, to plan for the future, to monitor the school and to work closely with the Head Teacher to ensure a quality education for the children. At present we have:

### **Staff Governors:**

Mrs Conlon  
Mr Upfield  
Mrs Carton  
Mrs Dorrington  
Mr Dixon

### **Parent Governors:**

Mrs Sobieraj  
Mrs Plumtree  
Mr Davies  
Mr MacDiarmid  
Mrs Weston

### **Co-opted Governors:**

Mr Harvey  
Mr Gilbert  
Mrs O'Brien

### **Chair of Governors**

Mrs Fleming

## **Complaints Procedure**

If, at any time, you feel you have a worry or a problem, please contact your child's teacher straight away.

The 1988 Education Reform Act sets out a complaint's procedure, which allows matters relating to the school curriculum to be dealt with as quickly, effectively, and sympathetically as possible. All complaints pass through an informal stage, where parents first of all raise the matter with the Headteacher. Most complaints are settled amicably at this stage. Any continuing concern will then be directed through the formal stage where the Headteacher will advise the parent of the opportunity to take the concern to the school governors and, at a later stage, to the LA.

**The LA cannot consider any complaints which have not gone through the school stage first.**

A copy of the complaint's procedure is available at the school office on request and can be found on display in the reception area.

## **Homework**

The homework will include times tables (for example using the website <https://www.timestables.co.uk/> – where children can play times tables games and also test themselves on their tables and their speed on multiplication mental recall) -these would be number bonds for younger children, spellings (using Spelling Shed) comprehension, grammar and punctuation and maths. The children have CGP books to enable them to complete homework set by the teacher each week. Homework knowledge organisers will be sent home at the beginning of each new topic, for the children to access the technical and key vocabulary (including that of a greater depth level) and have key information on what they will be studying within that topic. This will support their understanding, reinforce their learning and support them on their learning journey throughout the topic area.

## **Behaviour**

At Glenmere Primary school we believe every child has the right to be happy and safe and we promote a caring and supportive environment in which all members of the school community feel secure and protected. In order that we have a well organised and disciplined place in which to work. The school has developed a positive framework to manage behaviour that fosters and promotes good behaviour. The school has a number of rules for the children to follow. At the start of every year these are discussed in assemblies and classes. Posters and copies of the rules are displayed in classrooms.

<b>Our Golden Rules:</b>	<b>Our Classroom Rules:</b>
<ol style="list-style-type: none"><li>1. Do be gentle – Do not hurt anybody</li><li>2. Do be kind and helpful – Do not hurt the feelings of others</li><li>3. Do work hard – Do not waste our own or others' time</li><li>4. Do look after property – Do not waste or damage things</li><li>5. Do listen to people – Do not interrupt</li><li>6. Do be honest – Do not cover up the truth</li></ol>	<ol style="list-style-type: none"><li>1. Listen when you are being spoken to</li><li>2. Do not answer back</li><li>3. Follow instructions the first time you are asked</li><li>4. Be quiet as soon as you are asked</li><li>5. Ask permission before leaving the classroom</li></ol>

### What happens if a child breaks the rules?

A yellow card is given and sent home stating exactly which rule has been broken.

A red card is given and sent home, the child is sent to another class and parents are requested to speak to the Head Teacher or deputy Head Teacher as soon as possible. A red card will be taken very seriously and will always result in a letter being sent home. A child who is sent to another class will remain there until the end of the session when they will get an opportunity to discuss their behaviour and apologise. The red letter sent home will state clearly which rules have been broken and parents/carers will be expected to make an appointment with the Head Teacher or deputy Head Teacher to discuss this further. A record of this will also be kept in school and included in the child's end of year report. Repeated red cards during the same term will lead to discussion as to whether a fixed term exclusion is necessary.

Good behaviour is rewarded by class rewards and by children being sent to the Head Teacher for their name to be recorded in the Golden book. At the end of every week on a Friday good behaviour is rewarded by giving the children golden time. Golden time is a time when the children can play, draw and interact with their peers.

### **Kiddy Kapers Daycare**

Kiddy Kapers Daycare is based out of a purpose-built building, co-located on the grounds of Glenmere Primary School.

The combination of a dedicated, small scale, friendly nursery with access to facilities of the larger main school presents Kiddy Kapers as a unique provision with excellent facilities. These include;

- Access to the wonderful grass fields of the main school
- Direct and easy access to Brocks Hill Country Park, located behind the school

The small established nursery provides early education and care for children aged 6 weeks to 5 years.

We are open 51 weeks of the year from 7:30am to 6:00pm, Monday to Friday, and offer a variety of sessions including full-time and part-time places.

Sessions funded by Nursery Education Grants are available.

**We now accept childcare vouchers.**

Our Care Club provide older children, above the age of 4, with out-of-school care, covering:

- Before school - 7:30am to 9:00am
- After school – 3:15pm to 6:00pm
- Holiday clubs – 7:30am to 6:00pm



A variety of fun and relaxing activities are planned to provide children with a motivating and enjoyable break.

Holiday clubs are available during the school holidays, including half terms, Christmas, Easter and summer breaks.

Children attending are encouraged to give lots of input into planning the activities.

During the longer break children are frequently taken on outings such as:

- Nature Parks
- Cadbury World
- Bowling

Thank you for your interest in the work of the Glenmere School community. It is hoped that your association with this school will be a happy one and that your involvement will help to further a spirit of co-operation and cohesion within the school community.

The information in this prospectus relates to this school year and was correct at the time of publishing. It should be realised that changes to the published information might be necessary at some future date.

Please contact the school office if you have any queries, we are always happy to help!

**Glenmere Primary School**

**Estoril Avenue, Wigston, Leicester, LE18 3RD**

**Telephone: 0116 288 2228 / 0116 288 1685**

**School email address: [office@glenmere.net](mailto:office@glenmere.net)**

**School website: <https://www.glenmere.leics.sch.uk/>**

**Headteacher: Mrs S Conlon**

