



Green Haworth

Church of England Primary School



Green Haworth C of E Primary School
School House Lane • Green Haworth
Accrington • BB5 3SQ
01254 233379
bursar@greenhaworth.lancs.sch.uk
www.greenhaworth.co.uk



A warm welcome to Green Haworth Church of England Primary School

Dear Parents,

I would like to take this opportunity to welcome you to Green Haworth C of E Primary School. The material in this prospectus will provide a wide variety of information about the school. However, it can only give you a flavour of the school ethos. We are very proud of our school and would be delighted if you were to arrange a visit and see for yourself all that we have to offer.

Green Haworth C of E Primary School is a unique building that dates from 1840. It incorporates St. Clement's Parish Church (within the school spirituality room) and is set amongst the green hills of Lancashire overlooking Accrington. We are extremely fortunate that our school environment and local surroundings are picturesque and ideal for a wealth of teaching both inside and outside.

We are constantly working to ensure that we provide the highest quality of education for each individual pupil. We have high expectations of every child and celebrate all talents and abilities. Our dedicated, experienced staff team are committed to providing nurture and support so that each child reaches their full potential. We strongly encourage parental support and look forward to your involvement.

The education we offer is to enable young people to have not only the knowledge but also the attitudes, values and characteristics that will enable them to flourish in an ever-changing and demanding world. The education we offer goes beyond the purely academic. It enables our children to discover their unique place in the world, their God-given purpose; to realise their potential in the knowledge that the world would be a poorer place without them.

Thank you for taking the time to view our prospectus.

Mr. P. Turner

Headteacher



Our School

Green Haworth aims, through faith in Christ, to provide a safe, nurturing environment in which all pupils achieve their full potential and have the skills and confidence to meet the challenges of the future.

- Through a commitment to Christian values, develop the spiritual dimension within each person
- Achieve the best outcomes for every member of the school community through partnership between pupils, staff, parents and the wider community
- Ensure that children feel a sense of achievement in all that they do. Children and adults alike share high expectations and strive to achieve them



- Celebrate social and cultural diversity so that everyone feels valued and respected
- Enable pupils to become adventurous, responsible local and global citizens
- Develop investigative and enquiring minds, observational skills, enterprise and embrace lifelong learning
- Create a vibrant and stimulating learning environment recognising differing learning styles
- Inspire a love of learning



Our School Day

In order to establish a positive and purposeful attitude towards school life, a prompt start is desirable. Breakfast club begins at 8.30am. The school building is open to pupils at 8.45am and the school day begins at 8.55am. After-school clubs run from 3.20-4.20pm on most days.

Registration	8.55 – 9.00am
Collective worship	9.00-9.20am
Lesson 1	9.20 – 10.20am
Break	10.20 – 10.35am
Phonics/spelling	10.35 – 11.00am
Lesson 2	11.00am-12.00pm
LUNCH	12.00 – 12.50pm
Registration	12.50-12.55pm
Guided/Independent reading	12.55-1.15pm
Lesson 3	1.15 – 2.15pm
Playtime	2.15 – 2.25pm
Lesson 4	2.25-3.15pm

Collective Worship

As a Church School within Blackburn Diocese we offer an education based on Christian aims and values and actively seek to promote our mission Statement. We hold collective worship assemblies four times per week. Along with other Church of England schools in Lancashire, once per week we study the Bible as part of the Diocese's 'Roots and Fruits' programme. We allow children to reflect upon their own spirituality and allow our children to contribute towards collective prayer for people in their own lives.

We have regular visits from Rev. Ian Enticott and representatives of charitable organisations.

Each week, Green Haworth families join us for 'Merit Assembly' where children's work and achievements are celebrated.



Our Staff

The staffing structure for the new academic year is as follows:

Leadership Team

<i>Headteacher</i>	Mr P Turner
<i>Deputy Headteacher</i>	Mrs A O'Donohoe
<i>School Business Manager</i>	Mrs J Little

Teaching Staff

<i>Class 1</i>	Mrs E Clark Mrs W Frost
<i>Class 2</i>	Mrs. D Gleadhill
<i>Class 3</i>	Mrs A O'Donohoe



Lunch

Lunchtime is part of the whole school experience and children are taught to behave with consideration and good manners at all times. We provide a healthy hot lunch for those parents who wish their child to receive one.

Packed Lunches: We encourage parents to provide a packed lunch that is healthy and sensible. Children are asked to take home any uneaten food so that parents will know if their child is eating their lunch.

If your child is eligible for free school meals, the school receives additional funding known as Pupil Premium to support their progress and development and to ensure they receive a broad curriculum. Even if your child prefers packed lunches, we urge you to apply if you are eligible. It may be that your child is eligible, but you choose not to make a formal claim for a meal. It is crucial that we are able to report on all children who are entitled to free school meals, not just those who actually take the free school meals.



Teaching Assistants

<i>Class 1</i>	Mrs L Pilling Miss S Tattersall Miss L Wright
<i>Class 2</i>	Mrs R Duckett Mr S Pope
<i>Class 3</i>	Mrs L Makin Mrs S Nuttall

School Support

<i>Welfare</i>	Mrs S Tattersall Mrs V Ryan Miss G Oliver
<i>Special Educational Needs & disabilities co-ordinator</i>	Mrs R Farrington
<i>Pupil Support Worker</i>	Mrs S Nuttall
<i>Site Supervisor</i>	Mr A Lord



Attitudes to Behaviour

At Green Haworth, we aim to provide a caring, understanding, happy atmosphere where children feel secure. We always encourage personal excellence and self-esteem rather than excellence over others. Pride in work well done is stressed, leading to self-respect and respect for others. We feel that the school's ethos and atmosphere will enable pupils to be self-sufficient in thought and deed, respecting and showing tolerance of others.

As part of their personal and social education, children are consulted about the rules required for us to enjoy our happy school. This creates a good ethos within the whole school. Wherever possible, we use the positive reinforcement of good behaviour to maintain good discipline. At all times, children are expected to behave in an orderly and sensible manner, respecting others, their property and school itself.

We follow our **'Go for Green'** rules – devised by our School Council - which are displayed in all key areas inside and outside of school:

Have faith that God will Guide you

Look after all people and things

Always be kind

Be honest with yourself and others

Forgive and forget; we all make mistakes

Take responsibility for your own choices

Sometimes, negative behaviour necessitates a consequence. Staged responses are in place in cases of misbehaviour.

The Home-School Agreement

When your child starts school you will be invited to sign our home-school agreement. It contains a summary of the expectations from every agency involved in the education of your child. The agreement acts as a pact between the pupil, the parents and the school, acknowledging everyone's responsibilities in making your child's time at school a safe, happy and productive one. The document is not legally binding but we hope our parents and pupils will agree to sign as a gesture of their goodwill in bringing these aims about.

The Role of Parents

Children make the most progress when parents are fully involved in their children's learning and we actively encourage parental involvement. We aim to work in partnership with parents in the education of their children. It is important that children are happy and at ease with the education process. The more aware parents are of the work of the school, the easier it is to develop this.

We provide Parent Consultation evenings and pupils' reports to give parents information and create the opportunity to discuss pupils' development and progress. Curriculum maps are sent home at the beginning of each term so that the parents know what the children are studying.

Should parents wish to raise any matters, particularly those of an urgent nature, they are encouraged to approach the class teacher first, unless the issue is of a more general nature, when the parents should contact the Headteacher. Matters that cannot be resolved by these means may be referred to the Chair of the Governing Body.

Parents are encouraged to join with us in the various celebrations, activities and events that occur throughout the year. Many of these are held in conjunction with our Parish community and this strengthens our spirit of community and shared beliefs.



Our Curriculum

We, as a school, grow together through having a purposeful and enriched curriculum which secures the highest level of engagement for every child, fostering curiosity, awe and wonder. We devised our own theme based curriculum, which sets out the highest of expectations, driven by inspirational teaching and learning. We aim to engage our families in the learning experience so that expectations are shared by those at home and children's learning is supported.

We aim to seek out and develop a range of abilities and talents; academic, practical, social, personal and physical within each child, by providing balanced, enriched learning opportunities in skills, concepts, knowledge and experience. We aim to develop lively enquiring minds and to extend knowledge, experience and imagination according to ability and aptitude.

We aim to foster relationships and attitudes based on respect and responsibility which pupils will carry forward into the wider community. Through our curriculum we endeavour to provide equal opportunities for all, in order for pupils to flourish and realise their potential, irrespective of ability, gender or ethnic origin.



The Early Years Foundation Stage

We ensure a balance of adult-led and child-initiated activities, delivered through indoor and outdoor play. We plan and provide experiences appropriate to each child's stage of development as they progress towards the early learning goals. Examples of objectives are sent home to parents at the beginning of the school year.

Sensitive observational assessment is undertaken in order to plan to meet young children's individual needs.

The EYFS consists of seven areas of learning and development. All areas are connected and are equally important:

Prime Areas:

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

Specific areas:

- Literacy
- Mathematical Development
- Understanding the World
- Expressive Arts and Design

These areas of learning, encompassed in the Foundation Stage, form the basis for the National Curriculum at Key Stage 1, which the children will move onto during their second year at school. We prioritise the acquisition of reading skills as they are required to enable children to access the range of learning on offer as effectively as possible. We have received the nationally recognised kitemark in EYFS which supports outstanding practice and provision.

English

English is central to all learning in school and is taught in a daily. Reading, writing, speaking & listening and GPS (Grammar, Punctuation & Spelling). Each child receives additional daily phonics and guided reading teaching as well as weekly handwriting. Parents are asked to support reading on a regular basis and promote and encourage reading for pleasure.

Maths

All children are taught a daily maths lesson involving mental calculations and practical activities. Written skills and methods are developed through a Mastery approach. They are encouraged to use Concrete, Pictorial and then Abstract representations of their learning as appropriate to their current understanding. Application of number in problem solving and reasoning is taught throughout the school using 'real life' situations. Our children are afforded regular opportunities to use I.C.T. resources within Maths to extend and consolidate their learning.





Computing

Children use a range of technologies to enhance their learning and develop skills in the fast-developing, wider world of technology. This is taught as a discrete lesson but is also incorporated where appropriate throughout the breadth of the curriculum. We have an I.T. suite as well as a class set of i-pad's to support learning.

Foundation Subjects

We have a cross-curricular thematic approach to the National Curriculum. We have designed the curriculum to ensure progression, enjoyment and opportunities for all children to excel. Foundation subjects include History, Geography, Art and Design, Music, PSHE and French, as well as, Science, Computing, P.E. and R.E. We include specialist teachers, visitors and educational visits to enhance all areas of the curriculum. We strive to engage children in exciting projects that allow them to apply their skills in meaningful ways.

Religious Education

The R.E. curriculum is based on the agreed syllabus for Blackburn Diocese. We teach the children through our mission statement, aims and values.

We aim to promote attitudes and understanding and tolerance through increasing children's knowledge about beliefs, values and religious practices of all major religions. We have received the nationally recognised kitemark for R.E. which supports outstanding practice and provision.

Science

We believe that Science should excite and stimulate children's curiosity about the world around them. Investigative skills are encouraged in order for the children to make sense of the world around them using scientific ideas and knowledge about Life Processes and Living things, Materials and their Properties and Physical Processes.



Homework

Homework is seen as an important part of the learning process. Children are encouraged to extend their school work into their homes, to expand on and organise their own work, to search for information and to solve problems and share a love of learning together. Pupils receive a homework grid at the beginning of each half-term so they have flexibility in completing homework. Additional spelling/phonics or tasks based on essential maths skills are sent home weekly where appropriate.

Educational Visits

During the course of the school year there will be a number of opportunities for pupils to take part in special events. These activities can range from short visits within the local area or full day educational visits. Each class will have a visitor or an external educational visit each half-term. We utilise our Pupil Premium funding to heavily subsidise these visits to ensure all children enjoy a range of new learning experiences.

We have undertaken an adventurous, residential visit each year for several years now. It is organised for the older children when numbers of children allow.



Health

Green Haworth C. of E. Primary School takes part in the Lancashire Healthy Schools initiative which allows all children to have a free piece of fruit each day. Children eat their fruit during playtime so they do not need to bring a snack. Toast is sold as 10p a slice at morning break. All proceeds in the toast account go towards items and activities for the children.

Using Pupil Premium funding, the school subsidises the cost of milk so it is free to all children in KS1.

Fresh drinking water is available at all times. All children are provided with a drinking bottle.

During the summer term, children are provided with a sun-hat to protect them from the sun.



P.E Kit

- Plain white T-Shirt/Vest
- Black Shorts
- Pumps (indoors) or Trainers (outdoors)
- Outdoor Games (tracksuits or warm jumpers may be worn in cold weather)
- Swimming trunks (not shorts), costume (not bikini) & towel. Goggles may be worn if medically necessary. However, a parental permission slip must be completed.



Sporting Aims

Through our outstanding sporting provision we aim to encourage pupils to participate in a range of sporting activities both during and after school. We aim to pursue excellence where possible but to develop all children according to their ability. We encourage children to improve their own performance and to understand the importance of teamwork. We promote healthy competition and encourage children to take pride in representing the school. We have achieved a nationally recognised P.E. kitemark that recognises our practice and provision. We have teams representing us at inter-school level in a range of ages in the following sports:

Football	Swimming	Cross Country
Curling	Tennis	Tag Rugby
Basketball	Golf	Netball
Dance	Biathlon	Hockey
Gymnastics	Athletics (Indoor and outdoor)	



Any child needing to be excused for P.E. or swimming must bring a note from home. It is expected that children will have their P.E. kit in school on the appropriate day. All kit should be kept in a bag. It must be taken home and washed every half-term or more frequently.

Lancashire County Council's policy relating to Jewellery is:

*"Pupils should not wear jewellery for ANY aspect of P.E. This is to ensure that the wearer is not injured and that the wearer does not injure another pupil. Earrings should be removed **AT HOME** on P.E. days in the interests of safety and to ensure that they are not lost or damaged in school."*

Special Educational Needs

At Green Haworth, we value the abilities and achievements of each individual pupil. We recognise the entitlement of all pupils to a balanced and broadly-based curriculum. We know our children well so children requiring support are identified quickly. The school has a Special Educational Needs Policy incorporating the Code of Practice of the Lancashire Education Authority. Special Needs are co-ordinated by Mrs R Farrington (SEND-co), the Headteacher and the School Governor responsible for this area.

The SEND-co is supported in her work by a number of highly-effective outside agencies who provide specialist advice. Parents are closely involved when there is any concern regarding a child's education and are consulted at all stages.



School Uniform

School uniform is available from Abbey Street shopping centre in Accrington Town Centre.

- Grey trousers/shorts
- White shirt/polo shirt
- Green sweatshirt
- Tartan skirt
- White shirt/polo shirt
- Green sweatshirt/cardigan
- Green and white checked dress in summer



Extra Curricular Activities

Staff recognise the importance of pupil's involvement in all school activities and undertake to provide after -school clubs on a voluntary basis. Sports Premium Funding has allowed for many professional coaches to deliver high-quality after-school clubs in previous years. The vast majority of clubs are free to pupils. Pupil Premium funding allows school to be totally inclusive and ensure all pupils have access to all after-school clubs. A range of clubs over the recent terms:

Football (Pro)	Netball	Computing
Archery (Pro)	Dancing/Gymnastics (Pro)	
Chess	Art	Cookery
Craftwork	Tag Rugby (Pro)	Skateboarding (Pro)
Tennis (Pro)	Guitar	Acting
Academy (Pro)	Karate (Pro)	Archaeology



Year 6 pupils are provided with a school tie in the September of their final year. V-neck jumpers are also available from Abbey Street Shopping Centre to be worn with the school tie.

ALL CLOTHING MUST BE CLEARLY NAMED. EVERY EFFORT WILL BE MADE TO LOCATE LOST ARTICLES BUT IT IS VERY DIFFICULT IF CLOTHES ARE NOT NAMED

Children should come to school clean and tidy. Hair styles should be reasonable and long hair should be tied back for health and safety reasons.

Attendance and Absences

Regulations in respect of pupil registration now require teachers to record absences as authorised or unauthorised. Unless you are very fortunate your child will have some time away from school for illness. When your child is absent from school for a full day or part of a day it is very important to inform school by 9.30am on the first day of absence. This may be achieved by sending a letter, telephoning or giving a verbal message (through an adult). Pupils who are unwell should not be sent to school, but if your doctor advises a return to lessons whilst still undergoing treatment, please contact school to discuss the problem.

If your child needs to take medication whilst at school then a Medication Request Form must be completed giving written parental permission. Please note that only labelled medicines that have been prescribed by a Doctor can be given to pupils by staff members.

You should note that absence from school in term time could seriously affect your child's progress and it may not be possible to catch up on work missed. Should you wish to apply for permission to take your child out of school during term time, Holiday Request Forms are available from the office. Please avoid taking your child on holiday at times when he or she should be taking SATs or Assessment Tests. However, in accordance with government regulations, only in exceptional circumstances will the Headteacher agree to your child missing education.



Collecting children during the school day

Although we urge parents to make medical appointments outside of the school day or in the school holidays, we do understand that it is not always possible to do so. We ask that parents wishing to collect their children during the school day notify the school office in person or in writing in advance. Please inform of the reason to collect the pupil and the time of collection. Children are not permitted to leave school without a responsible adult.

Punctuality

It is essential that your child arrives at school on time. Being late disrupts the day for staff and pupils. For security, the doors are locked at 8.55am. If your child arrives after this time they should enter school via the front entrance and report to the school office where the reason for being late will be recorded.

School is open for 190 days in each year. As pupils get a mark for morning and afternoon sessions the total number of attendances possible per pupil is 380. Attendance targets are set as a legal requirement.

Contact between Parents and School

Please check school bags regularly. Letters will be sent out regularly with important news and information. However, a reminder text is sent every time a letter is sent home. All letters are posted to the school website and placed in the tree noticeboard in the school playground. Parents can use a child's Reading Record as a means of communicating in a less formal way when required.

Money

It is sometimes necessary for your child to bring money into school. A post box and envelopes are provided in the Reception area for you to potentially avoid having to wait to see the school bursar. The money must be clearly labelled with your child's name and the amount included. If parents are unable to forward money we ask that, In Key Stage 1 this should be handed to the teacher for safe keeping.

Pupils and parents are invited, from time to time, to donate to various charity appeals. There is no obligation to contribute. All donations are accepted on the understanding that they are voluntary contributions.



Equal Opportunities

The Governing Body and staff are committed to equality of education and to good relations to those of all racial, cultural and religious backgrounds. We have an effective policy to ensure equality of opportunities for all. This includes supporting and extending our Gifted, Able and Talented in addition to our children with learning difficulties or disabilities. Effective systems are in place to ensure that individual needs of all children are met. We monitor the use of resources and literature to provide positive images and good role models.



Child protection & Safeguarding

We start from the principle that every child has the right to expect high standards of care and protection, love and encouragement. Robust systems are in place to identify and act upon any concerns and we follow the strict local and national guidelines regarding child protection. We have a duty of care to report any concerns to Social Services if deemed necessary.

Strict policies and procedures ensure that all staff and visitors are DBS cleared before they work with our children. Safe staff working practices are followed in the interests of staff and children. All members of staff receive annual safeguarding training.

Sex & Relationships Education

Sex Education is an on-going, developmental process which includes the exploration of attitudes and values as well as the presentation of factual information. Like all learning, Sex and Relationships Education is gradual and matched to the child's maturity and stage of development. Sex Education supports children in a growing understanding of their gender, in order that they should feel comfortable with their own identity and secure in their relationships.

Sex and Relationships Education is cross-curricular; many aspects are covered in other subjects, some are taught separately and some are constantly reinforced through the school ethos which is underpinned by our Mission Statement and Aims.

Year 5 and 6 pupils are taught about the onset of puberty. This supported by the school nurse or Health Visitor. In considering these changes, emphasis is given to expressing the importance and benefits of family life, faithfulness, respect and honesty in all our inter-personal relationships.



Our Governors

The Headteacher, in consultation with the Governors, is responsible for the internal organisation, management and discipline of the school. The Governors, who meet several times each term, have a wide range of responsibilities.

Chair of Governors	Miss J Hurley
Headteacher	Mr P Turner
Ex Officio	Rev I Enticott
LEA Representative	Ms L Poyner
Staff Representative	Mrs L Makin
Parent Governor	Mr O Haq Miss L Birtle
Foundation Governors	Mrs S Lewis Mrs L Proctor



Charging Policy

All visits organised by teachers are for educational or reward purposes. They are always to places that will stimulate learning and reinforce classroom activities. Voluntary contributions will occasionally be sought. However, no child will ever be excluded from an educational visit due to voluntary contributions.



Policies

All of our policies can be viewed on request from the school office. Key policies are also available on our website: www.greenhaworth.co.uk

Complaints procedure

Green Haworth operates an ‘open door’ policy. We always try to solve problems, if and when they arise, at an early stage. Any complaints should initially be addressed to the class teacher, then, if necessary, to the Headteacher where the complaint will be dealt with fully. In the event of the issue being unresolved, the Chair of Governors can be contacted care of the school. A copy of the complaints procedure is available at the office or on the school website.



Admissions Policy

Arrangements for admission have been agreed following consultation between the governing body, the Diocesan Board of Education, Local Authorities and other admissions authorities in the area.

The number of places available for admission to the Reception class in the year 2020 will be a maximum of 12.



The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. By law, no infant class may contain more than thirty children. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need/ Educational, Health and Care Plan naming the school, the governing body will allocate places using the criteria below, which are listed in order of priority.

1. (a) Children in public care and previously looked after children.

This includes any "looked after child", "previously looked after children" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. 'Looked after' means that the child was (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions.

- (b) Children with special medical or social circumstances affecting the child where these needs can only be met at this school.

Professional supporting evidence from a professional, e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances, and such evidence must set out the particular reasons why the school is question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

2. Children with a parent/guardian worshipping in a church in membership of Churches Together in England. (up to a maximum of 9 children)

"Parental worshipping" is normally taken to mean a minimum of monthly attendance at church at public worship for over at least six months. The date on which this is judged is the 1st September in the year of application for admission to the school.

The governors will request confirmation of this from the relevant member of the clergy or church officer.



The list of Churches can be found on the Churches Together in England website at cte.org.uk, and is taken as that on 1st September in the year of application for admission to the school. Churches in membership of the equivalent bodies in Northern Ireland, Scotland and Wales are accepted.

3. Children who have a sibling attending the school on the date of application and on the date of admission.

Siblings include step, half, foster, adopted brothers and sisters living at the same address.

4. Other children.

Tie break

Where there are more applicants for the available places within a category, then the distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones. This address point is within the body of the property and usually located at its centre. Where two addresses have the same distance, or the cut-off point is for addresses within the same building, then the Local Authority's system of a random draw will determine which address(es) receive the offer(s).

