

Where we believe that happy confident
children learn well



Grenville



**Chandos Road
Buckingham
MK18 1AP**

Telephone/Fax: 01280 813273

**email: office@grenville.bucks.sch.uk
www.grenville.bucks.sch.uk**

**Headteacher: Mrs Anne Brown
Chair of Governors: Mr Peter Smith**

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Welcome to Grenville Combined School

Welcome to Grenville Combined School and thank you for taking the time to find out about Grenville. Making the decision about which school is the right school for your child can be a difficult one but we hope that our Prospectus will help you make that decision and give you a flavour of Grenville and the learning opportunities that we provide here.

Grenville Combined School is part of the Buckinghamshire Local Education Authority. We are a one form entry primary school. Grenville is set in picturesque surroundings and very close to the town. We are extremely proud of our links with the local community and the After School activities that take place here.

We welcome prospective parents to visit our school. If you would like to come and look around, please phone the School Office to make an appointment. We are very proud of our children's achievements and behaviour. Ofsted 2006: *"This is a truly inclusive school in which every child matters. All children are warmly welcomed and equally valued"*.

We benefit from being the smallest Primary School in Buckingham. Children can join our Nursery at the age of 2 years of age and continue through to the age of 11 years. Our parents value this continuity. We are a happy school with high expectations of our pupils. We provide a stimulating atmosphere and strive for excellence for all our children. The school has an open, friendly and caring ethos, in which we foster respect ourselves and others around us.

We wish your child every success whilst he or she is in our care.

Aims of Grenville School

Curriculum

To provide a broad, balanced curriculum in line with national guidance. To actively promote the intellectual social, moral and spiritual developments of each pupil.

Attainment

To raise the achievement and attainment across the whole school, so that each child is enabled to do their best.

Learning and Teaching

To provide effective learning and teaching methods which meet the educational needs and strengths of the pupils. To recognise the important role of parents and to allow them to support their child's education.

Support for pupils

To foster a happy caring atmosphere which allows pupils to feel secure and provides them with appropriate support for their individual needs.

Ethos

To promote high standards of behaviour and achievement, enabling pupils to grow in self confidence and to respect others. To value each child and foster mutual care and respect for all people, regardless of race, religion, gender and ability.

Resources

To make the best use of school facilities and resources in order to provide a safe and stimulating learning environment. To develop links with other agencies and organisations for the benefit of the children and the community.

Leadership

To continue to refine and develop the curriculum and ethos of the school. In doing so we build on team-work, current good practice and recognise and develop the individual strengths of all members of staff. ⁴

About Us

Grenville Combined School is a single-stream primary school for pupils aged between 4 and 11. We have a **Nursery** attached which admits children from the age of 2 years. The school is situated close to the town centre of Buckingham. The building originally provided accommodation for the local Grammar school in 1907 and is architecturally attractive, with airy rooms and high ceilings. Grenville Combined School came into being in 1991, having changed from a Middle School.

Our school also has an excellent ICT suite. This impressive facility enables whole class teaching of IT, access to the Internet and the latest whiteboard technology.

Children's Centre

Grenville has a 'drop in' Children's Centre on our site. This provides advice for new families on health, education and brings them in touch with other professionals. It also provides many opportunities for young children to join in with us before Nursery age. These activities often involve the use of specialist music and stories.

Our School Ethos

Grenville Combined School is a happy school with high standards of education. Our pupils are encouraged to be caring and respectful. The education offered is a blend of teaching methods designed to meet the individual needs of the pupils. Language and mathematics are crucially important in our school curriculum and achievements in these subjects are **stressed**. A wide range of activities are offered in the school as part of the school day and achievement in sport is notably very high with distinctions being won at local level.

Grenville has strong links with the community. These include: projects with the Rotary Club, Senior Citizens and the Church. The local wider community is invited to celebrate festivals with the school. There is also a good level of parental involvement supporting the work of the school and fundraising.



About Us

Grenville Combined School is very close to the two secondary schools in Buckingham - The Buckingham School and The Royal Latin School - and has excellent links with these. For example their students participate in and coach our children in sports activities on a regular basis. The children see progressions to secondary school as a natural step for them at Grenville.

Healthy School Status

Grenville Combined School was awarded with the Healthy School Status in 2007. We take every opportunity to develop our children in every way, this includes knowing how to become healthy and stay healthy. We teach the children how to make healthy choices when eating and exercising. Our programme of study for PSHE helps children to develop a positive self-esteem and self-confidence.

After School Activities

At Grenville we believe that children's education is enhanced and enriched by participating in a wide variety of different activities. We actively promote after-school clubs that engage the children physically, spiritually and academically.

Grenville Extended Care

The governors and staff of Grenville School are committed to providing wrap-around care for children who need this facility and who choose to enjoy it. Stay and Play operates from 3.05 to 6.00 pm every school day. It provides a place where children can relax and enjoy creative, stimulating activities in a friendly, disciplined, safe and relaxed atmosphere. Our Breakfast Study Club, which runs from 7.45 to 8.45 a.m., offers a healthy breakfast and fun activities in our safe environment, where children can relax until school starts.

About us

Governors

The main aim of governors is to help raise standards in the school and make sure our school provides a good quality education. They do not manage the school day-to-day – that is the responsibility of the head-teacher and staff. The governors are there to work as a team to help shape the school's future direction and decide what's best for the pupils.

The roles of a school governor include:

- A strategic role, helping with setting standards, targets and policies for the school.
- A critical friend, helping to monitor how well the school is doing, and how well policies and plans are being put into practice.
- Ensuring accountability. The governors get regular reports from the head-teacher. They provide information to the Local Authority (LA) and parents, for example through an annual report to parents and the school prospectus.
- The Grenville Governors are also able to provide a helping hand to get things done. For example, researching grants for the school, producing the InFocus magazine or arranging refurbishment work.
- Governors attend school events and regular meetings, and read relevant reports and background papers. A governor can expect to attend around 3–4 meetings every term, either full meetings of the governing body or one of our three committees:

Resources Committee, which looks after finance, personnel, pay reviews, the school building, and health and safety.

Achievement and Learning Committee, which looks after all matters relating to the school curriculum. They also look after 'Extended Services' provision, including 'Stay and Play' and after school clubs.

Parents and Community Committee, which focuses on communication, marketing the school and the school's relationship with the community.

Early Years

The Foundation Stage gives children secure foundations for later learning. We believe that learning should be fun for young children.

Grenville Nursery offers full day care and is run by a qualified team of caring professional, providing for the learning needs of two to five year olds. Our Nursery is situated in one of our newly refurbished classrooms so that the children are already used to coming to school during their early years. The nursery is well resourced and provides a stimulating play and learning environment.

Children in our Nursery and in our Foundation Stage class are all part of the Foundation stage. This has its own learning goals. Our staff strive to create an environment which promotes the achievement of the Early Learning Goals, which are a series of aims within six areas of development and learning. These are:

- Personal Social and Emotional
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development



Our Curriculum

We aim to deliver an exciting curriculum through:

- Excellent and enthusiastic teaching
- Innovation
- Encouraging reflection and thinking skills
- Providing opportunities to broaden creativity and self-worth
- Celebrating achievements with each member of our school community, every step of the way

Our innovative curriculum starts with the child. Our children are offered a broad balanced curriculum which is delivered using a themed approach to learning. This involves the study of history, geography, science, technology and the arts being taught through a central theme. This method ensures that the learning opportunities provided for the children are meaningful and relevant. We use a variety of teaching methods and ICT to support the delivery of this exciting way of learning.

We believe children work best when they are closely involved with the topic – hence the importance of using children’s own experiences. Our themed approach facilitates this and allows children to take their own learning even further.

Throughout the theme the basic skills of numeracy, literacy and ICT are taught and, where opportunities arise, these subjects are taught through a real life situation.

We enrich the curriculum further by providing real life experiences including residential visits, day trips and visiting speakers. Voluntary contributions towards the cost of these visits and activities will be requested from each participating family. Each visit/activity will only take place if sufficient voluntary contributions are received to enable us to fund it. If the visit/activity does go ahead all relevant children will participate whether or not their parents have made a voluntary contribution.

Our Curriculum

Literacy: We aim to teach our children to use language as effectively as they can in a wide variety of situations, as laid down in the National Curriculum and the National Literacy Strategy. They will be introduced to many types of literature including fiction, non-fiction and poetry and will be encouraged to read widely

Numeracy: We aim to help children develop their knowledge and understanding of Maths in an enjoyable way, but one which will also fit them for adult life as well as help them achieve the appropriate levels in the Attainment Targets of the National Curriculum and the National Numeracy Strategy. Our children are given the opportunity to work both in groups and individually, using a wide variety of resources.

In the daily numeracy lesson, children are grouped according to their ability, to ensure that their needs can be fully met. Their progress is carefully monitored and they have the opportunity to move between groups as the need arises. Parents are fully consulted at such times. Children are encouraged to co-operate within a group and to discuss the task in hand by thinking and planning, trying, observing and checking answers mentally.

Science: Through our Science curriculum we aim to give children the experience of a wide range of practical work as well as developing scientific skills and attitudes. Science helps children to understand more about the world around them and encourages them to question aspects that they don't understand. Children are given an awareness of the role and importance of science in everyday life together with a consideration of the part that science has played in the development of everyday items. Our children are also given the opportunity to consider ways in which living things and the environment need protection

Our Curriculum

ICT: We are proud of the ICT facilities we have at Grenville. All classes have access to computers within their classrooms, which are directly linked to our ICT suite in the main school building. We have a school web-site which is up-dated regularly. We teach ICT as a discrete subject as well as encouraging our children to use and develop their ICT skills across all other subjects. Our aim is to provide children with the skills to live in the 21st century and we are constantly updating our facilities to ensure our children have access to the best.

Art: Through Art our children are encouraged to develop their creativity and imagination. Children are encouraged to build on skills to develop their control of materials, tools and techniques. We develop our children's critical awareness of the roles and purposes of art, craft and design in different times and cultures. Our aim is for children to become more confident in using visual and tactile elements, materials and processes to communicate what they see, feel and think.

History: Through History our pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious and cultural perspectives. They use different sources of information to help them investigate the past. Historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. Good use is made of the local environment, which is rich in resources. Visits are made to: Claydon House, the Old Gaol in Buckingham and places further afield like The Black Country Museum for example.

Geography: Pupils investigate a variety of people, places and environments in the United Kingdom and abroad They find out about their local area and then different environments and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. Children are encouraged to ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT. 11

Our Curriculum

Design & Technology: Design and Technology draws from and contributes to all the other areas of the curriculum and is essentially practical. At Grenville we encourage children to develop their designing and making skills and their capability to create high-quality products. Our creative curriculum allows the pupils to be innovative in their thinking and use their creative ideas.

Music: Children participate in a range of musical activities, which include singing, composing and performing using tuned and percussion instruments. They listen to and discuss a variety of styles of music. Those children who wish to do so have an opportunity to learn to play the recorder. In Key Stage 2 children have the opportunity to learn a woodwind or string instrument through the Aylesbury Vale Music Centre and the guitar from a specialist teacher. There are also opportunities for children to join choirs run by the staff throughout the year.

PE & Games: Children are expected to participate in all P.E. activities. Throughout their time at Grenville children will have experience of dance, gymnastics, athletics and outdoor games. Together, these promote the children's physical development, an awareness and understanding of the body, the development of skills and imagination and an appreciation of creative performances. Most importantly, it is hoped that the children will gain enjoyment from physical education and pursue sporting activities in their private lives, thus promoting a healthy lifestyle.

Modern Foreign Languages: Children in Years 3,4,5 and 6 learn French. This provides children with the necessary skills to communicate orally and help prepare them for transfer to secondary school. There is also an active French and Spanish club at Grenville.

RE: Religious Education must be provided in the school under the terms of the 1944 Education Act and the 1988 Education Reform Act. The Buckinghamshire Agreed Syllabus lays down broad guidelines within which the school is able to plan its own scheme of work.

Our Curriculum

Each school day features an assembly for religious worship, within broadly based Christian practice. Within Religious Education lessons teaching takes account of the church calendar, well known stories from the Bible and the study of a variety of different faiths and cultures including Judaism and Islam. Parents may ask that their children be withdrawn from religious assemblies and religious education lessons and such requests should be made in writing.

PSHE: We believe that the personal and social development of the children is an area which is a very important part of children's education. In order to allow individuals, friendship groups, and classes to react to, and cope with, the pressures of the world around them, we allow time for talk, discussion and reflection so that everyone knows that they are important and that their opinions are valued. This forms an integral part of our discipline policy and pastoral support for the children.

SEN

At Grenville the special needs of children are identified by the class teacher or a colleague by observation, testing, assessment and consultation with parents, previous school records and health agencies, e.g. school nurse, doctor, etc. (particularly in physical problems).

Our Special Needs Policy has been written with the consideration of the national Code of Practice. A summary is available from the school office. Parents are consulted at each stage and are invited to attend meetings with the Special Needs coordinator and support services. When a child has special needs the class teacher gives the child individual help and sets appropriate tasks. We have a full time Special Educational Needs coordinator in school who regularly helps to assess children with learning difficulties, helping pupils individually and working with the child's teacher to plan suitable programmes of work and support. If parents, teachers or the Headteacher feel that the assessment of a child's needs would benefit from an educational psychologist's report, the class teacher is asked to complete a referral form and parents are informed by the Headteacher. Parents are consulted at every stage. The Educational psychologist's report to the school gives guidance to the school and parents.

Able, Gifted and Talented

The needs of the more able child are also met at Grenville - their learning is enriched and extended. All children are encouraged to evaluate how well they are progressing in their lessons - this is particularly important for an able child. We believe that children should be challenged in their learning and be motivated to learn for themselves at every level.

Children who are talented artists, or who are particularly gifted in modern foreign languages or sports, are all valued and their talents celebrated during their time at Grenville.

Teaching Methods

There are differences in age maturity and personality of the children in each class. Each child has different educational needs. Effective teaching and classroom organisation has therefore got to be flexible and varied to extend the abilities of all the pupils.

These methods include:

- Class teaching – discussion
- Group work
- Individual work
- Drama / Role play
- Individual research



Homework

Research has shown that homework contributes to the educational progress of the child. Homework is considered an important part of a pupil's learning. All children are expected to undertake some form of home study. With the very youngest pupils this may well involve reading to an adult. Older children may be asked to learn tables, read as well as undertake specific assignments. Homework will arise from the work that is carried out in school. We encourage your child to adopt a responsible approach to all work, including homework.

General Information

Equal Opportunities

The school is opposed to all forms of prejudice and discrimination. It provides equality of opportunity through ethos and working practices. It promotes understanding and respect for other people's cultural identify and beliefs.

Behaviour

Our aim is to encourage children to be self-disciplined. Children gain a sense of worth as well as developing expectations of behaviour. These issues are discussed regularly with the children. Our code of conduct for good behaviour is:

- Respect for other people
- Respect for property and other people's possessions
- Care of the environment
- Self-respect through hard work, achievement and self discipline
- Co-operation with others and a willingness to fulfil responsibility
- Respect for school rules as a safeguard for all pupils

Attendance

At Grenville we place great emphasis on the importance of regular attendance. It is essential that the school is advised by letter or telephone as to the reason for a child's absence. This will ensure that the absence is recorded as authorised. It is expected that family holidays will be arranged during the periods that the school is closed. Where this is not possible then a maximum of 10 school days absence within any academic year may be requested and granted by the school.

Rate of authorised absence for 2008 / 2009 were 5.6%
Rates of unauthorised absence for 2008 / 2009 were 0.4%

General Information

Assessment

Assessments are carried out at different times of the school year and in a variety of subjects. Assessment tasks are sometimes used to confirm that mastery of a skill is being achieved and that the child is making progress. Sensitivity is exercised when assessing pupils. It is important not to discourage young pupils with a sense of failure but to use assessment to pinpoint educational strengths and needs in order to give appropriate help.

At the end of year 2 and at the end of year 6 the children reach the end of a Key Stage and they undertake end of Key Stage assessments (SATs)

We are committed to enabling our children to reach the highest potential.

Admissions

The governors have an agreed Admissions policy, which follows the admission criteria, laid down in the booklet 'Admissions to Primary Schools in Buckinghamshire'.

Grenville Combined School has a standard admissions number of 30 in KS1 and the Foundation year. Children commence school at the beginning of the academic year in which they reach their fifth birthday. We operate a comprehensive policy of induction for pupils who join us at Foundation stage as well as for pupils who join us at different stages during the year.

The Headteacher and Foundation stage teacher also visit the nursery and other pre-school groups to ensure a smooth transition.

In Year 6 the children take their 11+ exams. Children are then selected to attend either a Grammar school or an Upper school. From Grenville, pupils would normally transfer to The Royal Latin School (Grammar school) or Buckingham School. However, in line with national policy on parental choice, parents have the right to request a place in any secondary school of their choice.

General Information

Communicating with Parents

As well as the Home School book, parents are invited to the school for a more formal review of their child's progress in the Autumn and Spring terms. During the discussion with the class teacher general progress will be reviewed. Towards the end of the summer term a written report about a child's progress will be provided to parents. This will outline the results of any assessments that have been undertaken. Parents will be offered a further opportunity to discuss this report with staff.

At Grenville we firmly believe that developing an effective Home School partnership is very important. We offer all parents the opportunity to make an appointment to meet with staff, should the need arise.

Our Headteacher and Deputy have an open door policy and will always see parents immediately or at the first opportunity. There are termly newsletters which aim to keep you informed about what we are doing. Our website is also kept up-to-date and could be used to find out information about us.

Complaints

Most concerns or complaints are dealt with informally. Parents are our partners in every way, therefore we rarely have an occasion where there is a formal complaint. Should this arise, our complaints policy (in reception area) is strictly adhered to.

Safeguarding

All adults at Grenville have a responsibility to protect each child from harm and abuse. Adults are strictly screened and trained to ensure the safety of all our children.

General Information

School Dinners

School meals are provided every lunchtime. There is a varied menu of hot meals including vegetarian dishes. The cost of each meal is £1.80 (current at September 2009) and orders are placed a week in advance. Order forms and menus are available from the School Office (or from the school website) and completed forms should be returned by the Wednesday before the week meals are required.

Free school meals are also available. If you believe you are eligible, please ask at the School Office for an application form.

Uniform

Our recommended school uniform is as follows:

Purple School Sweatshirt with Logo*

Grey Trousers or Skirt

White Polo Shirt (with or without Logo*), Blouse or Shirt

Plain Grey or White Socks, or Tights

Black or Brown Shoes (*Not Trainers or Boots*)

Baseball Hat (for sun-protection) *optional*

Optional Outdoor Wear:

Purple Polar Fleece with Logo*

Purple Mistral Jacket with Logo*,

Reversible Fleece, showerproof, with concealed hood

P.E. KIT:

Indoors: Black shorts, white T-Shirt and bare feet

Outdoors: As above but with white socks and plimsolls

All P.E. equipment must be kept in a drawstring bag.

** items available from the School.*

Order forms are available from the school office or from our website.

Awards and Initiatives

Healthy Schools Status

Grenville Combined School is a healthy school. We achieved this status in 2007 and are very proud of our achievements towards it. Being a healthy school means our children are safe, happy and cared for to the highest standard and they are able to make healthy choices not only regarding diet and fitness but about themselves and their futures. We continue throughout the year to reinforce the healthy school messages and enjoy participating in many national and local healthy initiatives.

Travel Plan

We hold level three travel planning status and are currently the only school in Buckingham with it. It means that we are very 'travel aware' and take an active role with our local community to work together to combat travel issues that schools inevitably face as well as encourage sustainable transport to school. Recently, our actions have been in the areas of traffic congestion / monitoring and cycling.

Eco Schools

We are soon to achieve our bronze level eco school status. This will allow us to be nationally recognised as a school that is committed to sustainability, one who actively encourages its children to share this responsibility for their lives and local environment. We have established many 'reduce and recycle' systems in school and all actively try and do our bit to support the life of our planet.

Sports Activemark

Grenville achieves this every year. It shows that we provide two hours a week of quality sport for every child in our school.

General Information

Pattern of the School Day

08.45	School commences
08.45	Registration
09.00 – 10.00	Lesson 1
10.00 – 10.15	Assembly
10.15 – 10.35	Morning break
10.35 – 11.35	Lesson 2
11.35 – 12.15	Lesson 3
12.15 – 1.15	Lunch break
1.15 – 2.15	Lesson 4
2.15 – 2.30	Afternoon break (Foundation/KS1 only)
2.15 – 3.05	Lesson 5 (KS2)
2.30 – 3.05	Lesson 5 (Foundation/KS1)
3.05	School ends

School Term & Holiday Dates 2009/10

	Open on morning of:	Close at end of afternoon on:
Autumn Term 2009	Thursday 3 September	Thursday 22 October
	Monday 2 November	Friday 18 December
Spring Term 2010	Tuesday 5 January	Friday 12 February
	Monday 22 February	Thursday 1 April
Summer Term 2010	Monday 19 April	Thursday 27 May
	Monday 7 June	Wednesday 21 July

In-service training days for teachers: Tuesday 1 and Wednesday 2 September 2009, Friday 23 October 2009, Monday 4 January 2010, Friday 28 May

Easter 2010: 2-5 April 2010

Early May Bank Holiday: 3 May 2010

Spring Bank Holiday: 31 May 2010