



# Anston Greenlands Primary School

Part of the Children's Academy Trust

# School Prospectus

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[www.anstongreenlands.org](http://www.anstongreenlands.org)

Admission Limit: 30

DfEE No: 3722124



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**Visit our school website at [www.anstongreenlands.org](http://www.anstongreenlands.org) for more information and pictures about Anston Greenlands Primary School**

## Welcome to Greenlands, where we love to learn!

Anston Greenlands is a friendly, welcoming primary school in the village of North Anston. We are committed to providing a high quality, engaging and meaningful education for every child in our school and this goes to the root of everything we do! Our learning is built around an exciting and highly motivating curriculum which was designed by the staff, with the needs of our children at its heart. We also run a successful breakfast and after school club, provide a wide range of extra-curricular activities and facilitate adult-learning opportunities; no matter what your age, you are welcome here at Anston Greenlands!

Our **core values** reflect our aims for our children:

At Anston Greenlands, we are all...

### CREATIVE:

- C**urious
- R**esilient
- E**nthusiastic
- A**spirational
- T**eam Players
- I**ndependent
- V**ersatile
- E**xpert



Headteacher

Mr A Wirth

Deputy Headteacher

Mrs K Roberts

Teaching Staff

Mrs J Adams  
Mrs C Farrimond  
Mrs V Bower (Leadership Team)  
Mrs C Bratt (SENDCo)

Mrs J Forbes  
Mrs K Roberts  
Mrs F Marriott  
Mrs A Fisher

Non-teaching Staff

Business Manager  
Office Administrator  
Foundation Nursery Nurse  
Teaching Assistant  
Teaching Assistant  
Teaching Assistant  
Teaching Assistant  
Teaching Assistant  
Teaching Assistant  
Teaching Assistant  
Caretaker  
Senior Lunchtime Supervisor  
Cook-in-Charge

Mrs J Croot  
Mrs D Renwick  
Mrs T Briggs  
Mr K Parry  
Mr P Charnock  
Mrs B Wright  
Mrs J Crossmore  
Mr S Tweed  
Mrs E Baird  
Mrs S Rowlands  
Mrs S Pearson  
Mr M Eccles  
Mrs C Fisher  
Mrs L Bingham

Higher Level Teaching Assistants

Mrs S Inglis  
Mrs K Stafford

Cover Supervisor

Mr K Parry

Lunchtime Supervisory Assistants

Mrs Z Dunleavy  
Mrs J Crane  
Mrs S Tweed  
Ms D Hopkinson

Mrs D Arthur  
Mrs D Hart  
Mrs J Milnes  
Mrs K Bell

Lunchtime Playground Leader

Mr S Tweed

Kitchen Staff

Mrs D Mitchell

Mrs L Hanson

Cleaning Staff

RMBC DSO Cleaning Services

Chairperson of the *Governors*  
Mrs J Walker, c/o Anston Greenlands Primary School



Vice-Chair of Governors  
Mr T Loveday

Local Authority Governor  
Ms C Wheatley

Co-Opted Governor  
Mrs S Baker

Parent Governors  
Mr A Evans  
Mr I Scotson

Staff (Teaching) Governor  
Mrs J Adams

Headteacher  
Mr A Wirth

Deputy Headteacher  
Mrs K Roberts

Clerk to Governors  
Mrs A Humphries

Our school Governors are responsible for monitoring the effectiveness of the school. They meet as a full Governing Body once a term and also in sub-committees more often.

If you have a concern or a good idea, please feel free to contact any School Governor.



When your child starts school this is known as the Early Years Foundation Stage.

There are 7 areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and interconnected. Three areas are particularly crucial in igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The three prime areas are:

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

We must also support children in a further four specific areas, through which the three primary areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Knowledge of the World
- Expressive Arts and Design

The school has developed close links with local nurseries and playgroups to ensure a smooth transition into our school.

The learning environment is carefully planned to meet the needs of all the children making full use of both the indoor and outdoor environments. The outdoor area is an extension of the classroom and provides opportunities for children to develop in all Areas of Learning e.g. gardening, use of bikes, large construction and role-play. The timetable is flexible during the first few months to enable the children to settle into the school routine e.g. no assemblies and extra support at lunch time. Children from upper Key Stage 2 assist the teaching and non-teaching staff in providing additional support at lunch time to ensure the children feel happy and secure.



## Induction

Early in the Summer Term parents have an opportunity to meet staff and have a look around the school.

Children and parents are invited into school for a morning in the Summer Term prior to them starting in September and also for stay and play sessions after school.

Home visits are arranged by the staff, who will be responsible for your child, early in September.

Following these links a phased induction is offered over 2 weeks during September to ensure children and parents develop good relationships with adults and peers in the school setting. For parents not wishing to make use of this induction plan, an immediate full-time alternative is available.

## **Anston Greenlands Breakfast and After School Club**

Anston Greenlands Breakfast and After School Club provides good quality childcare in a safe, stimulating and secure environment. Parents' will have peace of mind knowing that their children are well cared for by qualified staff.

The Breakfast Club commences at 7.45a.m. until the start of school at 8.40a.m. The after school provision begins at 3.15p.m. until 5.45p.m.. Nutritious snacks and cooked meals are provided for the children.

## **The School Day**

The organisation of the School day is as follows:

<b>Time</b>	<b>Activity</b>
8.40a.m.	Doors open
8.55a.m.	Registration
10.10a.m.	School Assembly
10.30a.m. – 10.45 a.m.	Morning Break
12.00 noon – 1.00p.m.	Lunch Time
3.15p.m.	End of School Day

It is important that you should be aware that, although the school gates are open quite early, children are not supervised and should not arrive before 8.40a.m. unless requested to do so. Children lead directly into the classrooms at this time.

## **The Daily Assembly**

The school follows the agreed syllabus of Religious Education. This promotes a knowledge and understanding of Christianity as the principal religion in our society alongside which we develop an awareness, tolerance and understanding of different cultures and religions, and the crucial importance of moral ethics. The themes within our RE syllabus provide the basis for our daily acts of collective worship. Both are statutory unless requested otherwise by a parent. If you do not wish your child to take part in RE lessons or assemblies please contact the Head Teacher in the first instance.



## Lunchtime

Lunchtime takes place with several sittings for all children in Foundation, KS1 and KS2 with children of different ages sitting at the same table to try to promote a family atmosphere. Foundation children always go on first sitting. All meals are cooked on the premises with a 'choice' menu in operation. The Cook-in-Charge emphasises good healthy eating and a balanced diet and her team's preparation and presentation skills are second to none. We also offer a 'Grab a Bag' system which is the same price as a school meal. FS2 and KS1 children are able to access Free School Meals as a result of a government initiative which commenced September 2014. Please make your arrangements for the week clear on a Monday morning or first school day of each week. Parents and Carers are entitled to claim for Free School Meals for their child. This is handled in complete confidence by staff in school and there is no distinction made between children paying for meals and those receiving them free of charge. It is important that all parents/carers take up this entitlement, at least on paper, as the percentage of Free School Meals for the school has a direct impact in DfE performance data. Our Office Administrator is always willing to supply you with help in making your application. A band system operates daily where your child can choose which meal they would like.



## Attendance (Including Term Time Holidays)

Regular school attendance is essential if your child is to maximise their educational opportunities. Interruptions in school attendance not only disrupts your child's education making it difficult for them to catch up on work they have missed but it can also affect their social life within school.

Children are sometimes absent from school for family holidays, which do not match school ones. The Government's guidance states that "...only under exceptional circumstances ..." may the Headteacher consider giving permission for a child to be absent from school for a maximum of 5 days in any one school year.

In line with Government guidance permission will not be granted at the following times:

- If the pupil is due to take an examination during the period of the leave of absence e.g. Key Stage SATs;
- If the pupil has a current attendance level below 95.5%;
- If the pupil has any unexplained or unauthorised absences;
- During the first 2 weeks of the Autumn Term.

We have a statutory obligation to keep a record of all absences, giving reasons for these absences. This is so that parents and teachers know where the children are at any time and can be sure they are safe. It is therefore very important that parents either telephone school before 9.00a.m. on the day of illness or send a note giving reasons for lateness or absence. If this is not done attendance will be marked down in the register as unauthorised.

Attendance is monitored carefully. If attendance drops below 92% parents are notified of this regularly and improved attendance expected unless there are exceptional circumstances.

Please ensure that contact or emergency numbers are kept up to date in case we need to contact you.

A yearly attendance target is set by school. Our current target is 96.4%.

## Uniform

Parents should note that the school has a dress code.

Children should wear:

- Bottle green sweatshirt/cardigan.
- Gold/yellow sports/polo shirt
- Dark coloured (e.g. navy, black, or grey) trousers, shorts, leggings/tracksuit bottoms or skirt/pinafore dress. No logos/brand names on school wear.
- In summer gingham school dresses can be worn in green and white or gold and white.
- White socks or bottle green/navy blue/black tights.
- Jeans are not allowed.
- Tattoo transfers must not be worn.
- Black shoes/trainers/boots – no bright trainers.

Dress for PE

- Neat fitting navy blue/black shorts with elasticated waist (i.e. not baggy or long or with ties).
- A neat fitting plain, white tee-shirt (i.e. not baggy), or a plain navy blue/black leotard.
- Long hair should be fastened back with a soft hair band (not bobbles).
- Children do PE in the Hall in bare feet.
- Infant children need plimsolls for outdoor PE, when the weather is fine.
- Junior children need stronger footwear for outdoor games - trainers or football boots, as appropriate, shin pads and a change of socks. They must not wear their normal outdoor shoes.

Please ensure that all items of clothing are clearly named and PE kit is in a named drawstring bag.

## **Hair**

Hair should be appropriate for school and not extreme in any way. The following are examples that the school/governors do not class as 'appropriate'.

- shaven heads (a minimum of a number 2 cut is acceptable)
- lines and patterns
- colours that are not natural

## **Jewellery**

Jewellery must not be worn. No rings, necklaces or bracelets are allowed. Watches may be worn but school do not hold any responsibility for loss or damage.

Children with pierced ears must wear plain studs and be able to take them out for PE themselves. They are not allowed to wear earrings in any PE activity. If you are considering allowing your child to have pierced ears please ensure they are done at the start of the summer holidays to allow them to heal sufficiently for the start of term. Plasters are not allowed to cover newly pierced ears during PE lessons.

## **Mobile Telephones**

In exceptional circumstances mobile phones are allowed in school, but must be left in the central office at the start of the school day and collected at the end.

## **Health**

In the event of your child being ill or having an accident, school will contact parents. All members of staff have had basic emergency training which is renewed every 3 years.

The School Health Service offers a service in, and through, school to help with the health and well being of your child. The School Nurse offers advice on health promotions in school. Medical examinations and assessments are offered, to which you will be invited, and hygiene checks are carried out regularly.

If your child has an allergy, asthma or any other medical condition, please ensure that the school is made aware of it. In this way the staff can deal with situations promptly and access training/further information if necessary.

## **Parking**

Edinburgh Drive becomes a congested and dangerous road at the beginning and end of the school day due to the number of children who arrive and leave by car. The school has a lawful obligation to ensure that emergency services have easy access along Edinburgh Drive at all times and we request that you support us in this.

If it is necessary to bring your child to school by car please park a short walking distance away to avoid the dangerous congestion. Do not park illegally on the zig-zags or reverse where children are crossing.

## Behaviour

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where every feels happy, safe and secure.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. The following are used:

- Stickers in recognition of good behaviour and achievement
- Weekly celebration Assembly and Roll of Honour
- Golden Time (weekly)
- Team Points
- Rewarding high attendance
- Golden Tickets (lunchtime)
- Star of the Week
- Core Values Reward stickers

Occasionally children may forget the school rules and be inconsiderate towards others. The school has an agreed set of sanctions should this occur (available on-line in the Behaviour Policy).



## **Safeguarding of Children (Child Protection)**

As part of our legal requirements regarding the Children's Act 1986, we are required to use the statutory procedure following allegations of abuse.

We do not have the authority to decide how to deal with any problems of abuse which arise. However, it is our legal responsibility to pass on information to the appropriate departments.

The school's named Safeguarding Officer is Mr Alex Wirth, the Deputy Officer is Mrs Kate Roberts (Deputy Head), and the Safeguarding Governor is Mrs Jane Walker.

## **Equality Policy**

The school is committed to ensuring equal treatment of all its employees, children and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents.

The school has produced an Equality Policy which provides a framework for eliminating discrimination in all aspects of school life. As a school we actively encourage contributions to the development of the policy from all members of the community. This policy is available on the school website.

## **Charging and Remissions Policy**

Please note that the school's policy is not to make a charge for any activity which falls within the school day. To ensure the continuation of our policy of taking children out on educational visits, we rely on parental contributions that are strictly voluntary. However it must be stressed that if parents do not make such contributions, our visits policy cannot operate.

Please note that board and lodging for residential visits will be charged. The school also reserves the right to charge for non-accidental damage to school, property and premises. We are able to offer some remissions for any child who qualifies for Free School Meals. In such cases an approach should be made in strict confidence to the Headteacher.

## LA Admission Arrangements

### Procedure for entering a child to school for the first time – County and Controlled Schools

The LA allocates places at county controlled schools following receipt of parental preference forms. To gain a place at such a school it will, therefore, be necessary for parents to complete the relevant form. This procedure applies whether you wish your child to attend the catchment area school or any other school. The closing date for receipt of the parental preference form will be clearly indicated in the accompanying correspondence received from the Local Authority. Any form received after the stipulated date will have lower priority. A copy of the form can be obtained from the Department of Education Services (Telephone: - 01709 382121).

\*\* Secondary Education – A place at a particular primary school does not guarantee a place in a particular secondary school. \*\*

### Criteria for the consideration of parental preferences – County and Controlled Schools

Places in the Reception Year will be allocated following receipt of parental preferences according to the following criteria, which are in priority order:

- i) Relevant looked after children;
- ii) Children who have a specific medical reason confirmed by a medical practitioner which the Authority is satisfied makes attendance at that particular school essential;
- iii) Children with a compelling social reason which the Authority is satisfied makes attendance at that particular school essential. The kinds of overriding social reasons which could be accepted are where there is evidence that the pupil's education would be seriously impaired if he or she did not attend the preferred school;
- iv) Children living in the catchment area of the school as defined by the Authority who will also have an older brother or sister on the roll of the preferred school or its associated Junior school at the time of their admission;
- v) Children living in the catchment area of the school as defined by the Authority;
- vi) Children living outside the catchment area of the school as defined by the Authority whose older brother or sister will be on the roll of the preferred school at the time of their admission;
- vii) Children who live nearest to the school measured by a straight line on a horizontal plane (commonly known as measurement, "as the crow flies").

\* "Live" means that a child is habitually and normally resident at an address for a settled purpose, which is not solely to receive education.

## Waiting List

The waiting list for Primary Schools will operate until the end of the Autumn Term.



*"Parents are children's most enduring educator." (DfEE 2000 Curriculum Guidance for the Foundation Stage)*

At Anston Greenlands we recognise and value the huge impact that parental support has on providing a quality education for children. We actively seek to develop an effective partnership with parents in order to work together to support children's learning and development, and we have a completely open door policy. The school considers that achieving and sustaining a successful partnership relies upon:

- a two way flow of information, knowledge and expertise;
- mutual respect and an understanding of the roles of parents and staff within the partnership.

A number of parent workshops are organised throughout the year to support parents.

## Home/School Agreement

As part of the shared commitment to our children the school has a home/school agreement, which provides a clear framework for co-operation and relates to the values upheld by all members of the school community.

## Parents/Carers in School

We are always on the lookout for parents and carers to help out in school. We currently have volunteers who read with children, help with display and support on visits etc. We also have an active parent forum and PTA. If you'd like to get involved, please contact us in school.

## Working together and celebrating

There is a strong tradition at Anston Greenlands Primary School of involving the whole school community in our learning. As part of our termly projects, we hold a number of events for parents and carers, so that we can celebrate children's achievements together and give a clear purpose for their learning.



## PTA

Central to our fundraising is the hard work done by our Parent Teacher Association. We have a group of very committed and enthusiastic parents who organise regular events for children and parents throughout the year.

Any parent/carer is welcome to join and all are actively encouraged to come along to meetings and help/attend events.

## Reporting to parents/carers about children's attainment and progress

There are a range of formal and informal opportunities for parents to find out about their child's attainment and progress. These include:

- Annual records of achievement;
- Formal parents evenings in the Autumn and Spring Terms;
- Curriculum open days and demonstration lessons/workshops;
- Access to school policies and action plans.

Should parents have any concerns about their child at any time the school has an open door policy.

**PLEASE DO NOT HESITATE TO COME AND SEE US!**



## What to do if you are not happy

The Local Authority has established a 'Code of Practice' for consideration of complaints about the School Curriculum and related matters. Information on this can be obtained from the Headteacher or from the Local Authority, Tel: 01709 382121.

## Children with Additional Needs

The school follows the statutory code of practice for children with Special Educational Needs.

One of the school's fundamental aims is to ensure that all children, irrespective of race, gender or ability, have equal opportunities to access learning across the whole curriculum in order to fulfil their potential. The school is very well supported in providing quality provision for children with SEN by colleagues from the LA Learning Support Service, the Educational Psychology Service, as well as from the Physiotherapy, Hearing Impaired, Visually Impaired and Speech and Language Services. Specialist help enables us to identify and/or support children with Special Educational Needs.

There are different levels of need within SEN. Children may move up, down, on or off the Register that is maintained by the Special Educational Needs Coordinator (SENCO). The level of SEN determines the level of support provided for each child. Support Plans are written by the staff working with individual children, with input, if required from the services listed above. Progress with the targets set in plans is reviewed in termly meetings. Parents/carers are fully involved at all stages.

## Extra-Curricular Activities

A wide range of clubs and activities are available at different times of the year. These include:

- 'Let's Get Cooking' Club
- Football (KS2)
- Choir (KSI & KS2)
- Dance
- Gardening Club (FS2 & Y1)
- Drama
- Cricket
- Rounders
- Matball Club
- Maths Revision Club (KS2)
- Book Club (KSI & KS2)
- Multi Sports
- Running
- Rock Band
- Chess
- Boot Camp



## Bicycles/Scooters in School

Anston Greenlands Primary School is part of the Sustrans 'Bike It' programme and as such welcomes and encourages parents/carers and children to travel to school using bikes and scooters. A bike shed and scooter pod is available for their safe storage.

The school encourages Year 5 children to participate in the nationally recognised 'Bikeability' training annually.

Events are held regularly to support this sustainable method of transport.



## Transfer to Secondary School

Most children from Anston Greenlands Primary go on to complete their education at Dinnington High School or Wales High School. We have strong links with the schools and pass on detailed information about the children in order to ensure continuity and progression.

There is a full education programme which involves:

- parents/carers meetings at the High Schools;
- teaching staff from the High Schools teaching children in Y6;
- Visits are organised for children with additional needs when required.

## Modern Foreign Languages

In our school, we teach French to all children from Year 1 to Year 6. We believe that learning another language is important in developing our children's oracy and literacy but also in developing an understanding of their own culture and that of others. Language learning in our school is active and enjoyable and we believe that the earlier our children are exposed to a foreign language, the faster the language in question is acquired.



## ICT

In school, children are taught about how ICT can be used to communicate and handle information, control and monitor events and model real and imaginary situations. Opportunities are provided for children to develop and use their ICT skills across the curriculum.

The school has a range of PC's located in a purpose built computer suite.

## Physical Education

In Foundation Stage 2 children are gradually introduced to PE when they are settled in school. All children have at least 2 hours of PE a week. They are taught skills in dance, gymnastics and games. In Key Stage 2 children are taught additional skills in athletics and have access to outdoor and adventurous activities e.g. orienteering and abseiling through residential trips.



An opportunity to learn how to swim at a local pool is offered for children within Key Stage 2 in Year 4. A variety of extra-curricular activities are available after school.

There are many opportunities for children to represent the school in sporting festivals and inter-school matches within the local area. The school has achieved The Sports Active-Mark and work closely with Dinnington High School with a number of sporting initiatives.

## Enterprise Education

All children in school are involved in Enterprise Education. The school has been awarded Enterprise Champion School Status. It is not seen as a 'bolt on' subject but as an approach to learning and teaching and a way of giving new purpose and meaning to the curriculum and the 6 enterprise skills in FS2 and Key Stage 1. Children learn about the 13 enterprise skills which have been recognised by business leaders as key requirements to ensure the future economy of Rotherham. These skills are embedded into school life and the curriculum so that teachers and pupils are excited about embracing the language and concepts of enterprise. School has been involved in a number of enterprise projects including 'Make £5 blossom', designing and selling recipe books for healthy food, making and selling bath bombs, compilation of a CD for War Child and fund raising activities for charities. The school has also achieved the Warwick Platinum Award for Enterprise Education.

## Religious Education

Religious Education (RE) promotes the spiritual, moral and cultural development of our children and tries to help them not only to make sense of their own lives but also to become responsible members of our multi-cultural and multi-faith world.

The Foundation Stage teaches RE through topics and themes based very much on direct experience. Key Stage 1 builds on these foundations by learning about, and learning from, some of the major faith communities in Great Britain.

Key Stage 2 extends this knowledge and understanding. A sense of awe and wonder is developed throughout all school life.

The main aims reflect the Agreed Syllabus for RE provided by Rotherham MBC and our teaching staff maintain an open approach as educators, not instructors.

## Music

Music is seen as being fundamental to the development of all children and all children are seen as possessing musical abilities. With this in mind, music is an integral part of the school curriculum and is developed through music lessons, assemblies and in after school activities. All the building blocks of music, for example rhythm and pitch, are developed within music lessons, as is how music has changed over time, along with an overview of world music. Children are given the opportunity to express themselves and develop an understanding and enjoyment of music through the practical activities of listening to and appreciating music, performing and composing.

## Sex Education

We believe the aim of Relationships Education is to put in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends.

As a school we follow the Christopher Winters Project – a sex education programme which is tailored to the age and the physical and emotional maturity of the children. The Channel 4 ‘Living and Growing’ DVD is used alongside the scheme with Y5 and Y6 children.

Parents/carers are invited to view the DVD and discuss matters with these adults prior to the unit being presented and discussed with the children. There is a policy discussed and agreed by our Governing Body. A copy is available on request. Parents/carers should be aware that they can withdraw their children from all or part of the Sex Education provided beyond the content covered in the national curriculum for science. We acknowledge the unique role of the parent/carer in this respect and will always take account of their wishes and consult them prior to any new initiatives.

### **Personal, Social and Health Education (PSHE) and Citizenship**

PSHE and Citizenship help to provide our children with opportunities to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It also enables them to recognise and develop their roles and responsibilities as effective members of the community.

Much of the teaching and learning in this curriculum area goes on in the day to day life of our school and within other subject areas such as science, PE and RE. However, there are also timetabled sessions to deliver the explicit PSHE curriculum. Areas such as self-esteem, friendship, sameness and difference, healthy lifestyles, keeping safe, growing and changing and caring for the environment are addressed through a combination of ‘Philosophy for Children’, discussion, writing and drawing activities and drama and role play.

Within the Foundation Stage PSHE is also covered in the Early Learning Goals



Parents are allowed access to the following documents, which are kept in school or in some instances available online:

- Curriculum Plans
- The procedure for complaints about the School Curriculum
- The LEA's agreed RE Syllabus
- Charges and Remissions Policy
- Any published OFSTED Report, which relates to this school
- Details of any special curricular and other arrangements made for particular categories of pupils, including those with Education Health and Care Plans.
- Privacy notices. All organisations that collect, process and share personal data are required to comply with the General Data Protection Regulations. One of the requirements is to issue 'Privacy Notices' so that individuals are fully informed of what happens to their personal data once it is collected.

