

# Glendale Community Middle School



**Prospectus 2017 - 2018**



# Glendale Community Middle School



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# Glendale Community Middle School



Brewery Lane • Wooler • Northumberland • NE71 6QF

Tel: 01668 281470

email: [admin@glendale.northumberland.sch.uk](mailto:admin@glendale.northumberland.sch.uk)

[www.glendale.northumberland.sch.uk](http://www.glendale.northumberland.sch.uk)

Dear Parents

Welcome to our school. I hope that you will find this prospectus useful. In it we set out our aims and expectations, explain the structure of our school community and give you details of the organisation and facilities we offer.

The Governors and staff are committed to providing a caring, yet challenging, learning environment. Children between the ages of nine and thirteen experience great changes physically, mentally, socially and emotionally. Our Middle School has the staff, expertise and facilities to help your child become a confident learner throughout these years.

We are proud of the happy atmosphere that our school enjoys. Our pupils display a positive attitude to learning, helped, we believe, by the school's attractive site and excellent facilities. Our dedicated teachers offer incoming pupils new challenges and interests. We expect high standards both academically and socially.

We believe that as a Middle School we are able to build on the firm foundation made during the First School years, by providing a broadening curriculum with increasing depth and developing pupils' study skills. The last couple of years has seen an exciting change for our school as we have welcomed Wooler First School and Little Acorns Nursery onto our site. This has created a vibrant learning community for children from 2 years old to 13 years old serving the Glendale area.

We believe that close liaison between home and school is a vital ingredient of your child's education. We hope we will get to know you and by working together we can help your child make the most of their middle years.

This prospectus is designed to give you as much information as possible about the life and work of the school. You are welcome to visit at any time, however, please contact us first so that we can arrange for our pupil guides to show you around. I will also be available to answer any questions you may have.

M.Deane-Hall  
Executive Headteacher





# Glendale Community Middle School



## WHERE WE CHALLENGE TO LEARN AND INSPIRE TO SUCCEED

### Our Aims

- To create a happy caring community in which to promote the physical, moral and spiritual needs of all children.
- To create an exciting and challenging atmosphere, where children with enquiring, imaginative and creative minds become independent learners.
- To create a community that enables children to develop self-knowledge and self-esteem, so that they grow as confident, articulate and responsible individuals.
- To provide a welcoming and safe environment that enhances the learning experience.
- To provide opportunities for children to gain maximum personal achievement.
- To develop a respect for one another and a tolerance and understanding of other cultures, race and gender.
- To help children acquire a broad understanding and appreciation of the natural and made environment in which we live.
- To be a fully inclusive school, ensuring equal opportunity for all pupils.



Glendale Community Middle School has been designated as a Healthy School and through this initiative will create happier, healthier children who do better in learning and in life.

We have gained the Sportsmark and the Silver School Games Kitemark for the excellent work we do in Physical Education at our school. Both within the curriculum and in our extra curricular activities.



Glendale Community Middle School is also an Anti-Bullying School and has the Intermediate International School Award.



# Glendale Community Middle School



## THE SCHOOL AND ITS SETTING

Glendale Community Middle School is a spacious, two-storey building, originally designed as a Secondary Modern School in 1953. It is situated on the eastern edge of the small, rural town of Wooler, gathering its pupils from a catchment area of approximately 200 square miles.



The main building includes a large hall with a stage, which is used for a wide range of activities, including dining, as there is a fully equipped kitchen attached. There are four general classrooms, a computer suite with thirty one networked work stations, library, science laboratory, food and textiles room, art room and technology workshop, most of which have been fully updated in recent years. The school is fortunate to have excellent sporting facilities. There are generous playing fields, with pitches for soccer, rugby and hockey, plus an athletics track and jumping areas, a full sized, well equipped gymnasium, with changing rooms and showers and an indoor heated learner swimming pool which was fully refurbished in 2016.

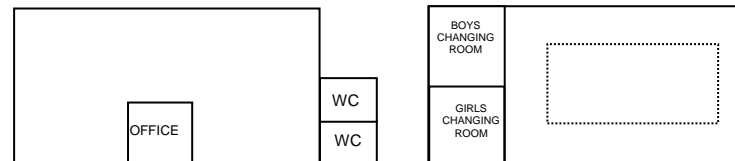
In 2014 an executive headteacher was appointed for Glendale Middle School and Wooler First School. In early 2015 the two governing bodies agreed to federate to create a single governing body for both schools. Following this decision the joint governing body decided to pursue the long-term aim to bring education in Glendale onto a single site (the existing Middle School site). This exciting development was achieved for the start of the 2015-2016 academic year and has also incorporated the creation of Little Acorns Nursery to provide childcare and preschool provision for 2 to 4 year olds in Wooler.

## THE SCHOOL CATCHMENT

Our pupils are drawn from a number of rural first schools. When our pupils reach the age of thirteen, they transfer to either the Duchess's High School in Alnwick or Berwick Academy, depending on where they live.

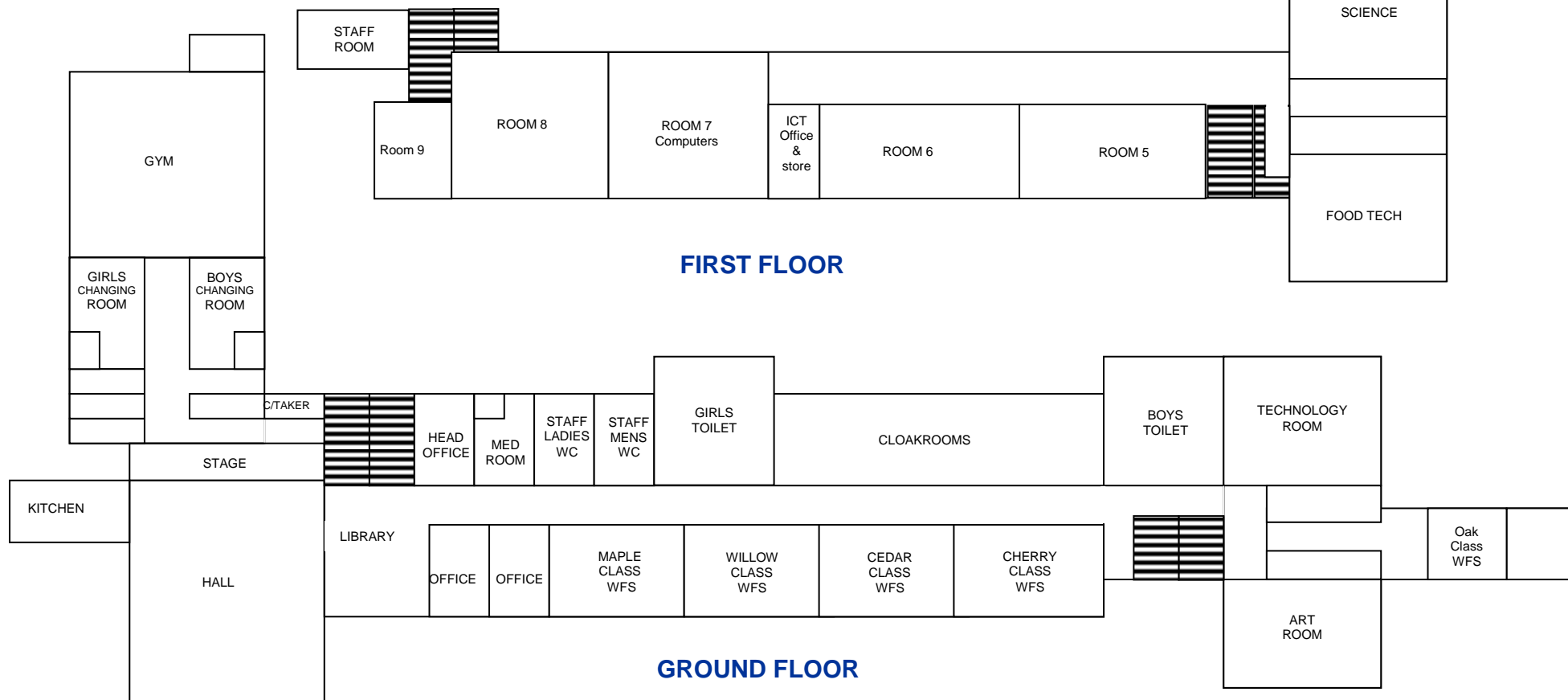


# Glendale Community Middle School



## LITTLE ACORNS NURSERY

## SWIMMING POOL





# Glendale Community Middle School



## OFSTED



**We were absolutely delighted with the outcome of our OFSTED inspection in February 2015.**

Inspectors said that:

The vast majority of pupils make good progress and achieve well. All pupils are eager to learn and work hard in lessons because they are keen to do well. Standards in mathematics are above the national average in Year 6 and above the level expected for pupils in Year 8. A good proportion of pupils make outstanding progress in the subject.

Teaching is good. Teachers know their pupils well and plan activities that engage their interest and are well matched to their needs. This helps pupils become successful learners and motivates them to work hard.

Pupils' excellent behaviour makes this a very happy, welcoming school where everyone feels valued. Pupils show high levels of respect for themselves and their teachers. Older pupils are excellent role models for younger ones in the way they take responsibility for helping the school run smoothly, as well as in their caring and friendly conduct around the school.

Excellent pastoral care from staff creates a safe, secure environment where pupils are able to flourish. Pupils say they feel safe and know that any member of staff would help them if they had a problem.

The rich curriculum gives pupils many exciting and memorable learning experiences in and out of school. This provides excellent support for their spiritual, moral, social and cultural development.

The headteacher has moved quickly to establish productive links with the local First School. His aim, to share good practice between the schools, is being realised. He and senior leaders have an accurate view of the school's strengths and what needs to improve to build on the school's already outstanding features.

Governors are well informed about teaching, learning and how well pupils achieve. They are passionate about making the school the best it can be so that it fully serves the local community.

As a result of the inspection there were two areas we have been asked to improve:

- Make sure the impact of the work of middle leaders is further improved to ensure they are highly effective.
- To improve the outcomes for the small number of pupils in each year group who do not make enough progress in their reading and writing skills.

These areas have been high on our priorities and we have been working to address these areas effectively since the inspection.



## CURRICULUM

The aim of the school curriculum is to stimulate each child's intellectual and physical development so they reach the highest level of attainment which they are capable of achieving.

The curriculum has been organised so that all topics required by the National Curriculum are covered during the four years each child is in our school, providing continuity and progression in all subjects. The school works hard to ensure that the values of democracy, individual liberty, the rule of law and respect for others are embedded across the curriculum.

Each lesson has learning objectives to suit each child's needs.

Our expectations challenge the children realistically, according to their capabilities and potential. We attach great importance to high standards of work, according to the capability of the individual. We plan work which will stimulate the child to be a thinker and to give the necessary skills so that he/she can raise, pose and answer questions, devise investigations, record and interpret results critically. We want to ensure our children are confident and independent learners.

We want our children to be useful members of the local community and take what they have learned with them, for the benefit of all. Likewise we welcome input from members of the community and invited guests to complement the work being undertaken in school.

**Key Stage 2 / Primary: Years 3, 4, 5 & 6** Our Key Stage 2 courses have been planned and developed in collaboration with our first school partners. Our schemes of work are established on the foundation of the National Curriculum. We are fortunate to have specialist teachers for each subject.

**Key Stage 3 / Secondary: Years 7, 8 & 9** Our Key Stage 3 courses have been planned and developed with our high school partners and our schemes of work are established on the foundation of the National Curriculum. Specialist teaching continues at this Key Stage.

### Timetable

8.50am	Bell for line-up
8.55am	Registration
9.05am	Assembly
9.20am	Lesson 1
10.20am	Break
10.35am	Lesson 2
11.35am	Lesson 3
12.35pm	Lunch
13.25pm	Registration
13.35pm	Lesson 4
14.35pm	Lesson 5
15.35pm	End of day

### Distribution of Lessons

	Yr 5	Yr 6	Yr 7	Yr 8
English	6	6	5	5
Mathematics	6	6	5	5
Science	2	2	3	3
Computing	1	1	1	1
Art	1	1	1	1
French	1	1	1	2
Geography	1	1	1	1
History	1	1	1	1
Music	1	1	1	1
PE	3	3	3	2
Social Studies which includes RE/PSHE	1	1	1	1
Technology	1	1	2	2





## SUBJECT INFORMATION

### ENGLISH

English is taught in accordance with National Curriculum requirements at KS2/Primary (Years 5 and 6) and KS3/Secondary (Years 7 and 8). Where possible pupils are taught in ability sets allowing them to enjoy challenging work at their level and make suitable progress in Speaking and Listening (including Drama), Reading and Writing. We have introduced one dedicated core skills lesson per week for all pupils to specifically focus on technical elements of English language. Clear presentation is expected in both oral and written work, and exploration of texts is at the heart of lessons, with the study of Shakespeare's plays and Media at both Key Stages. Reading is encouraged by the use of library facilities and Book Fairs. Reading record books are issued to children and we expect all children to read daily at home. Parental comments help maintain a dialogue with school. English is taught by all subject staff, in all lessons throughout School, thus improving access to the curriculum and individual potential in all subjects.

### MATHEMATICS

The aim of the Mathematics Department is to encourage children to enjoy mathematics, and to develop their skills so that each child achieves his/her full potential. The course follows the National Curriculum and teaching is in sets according to ability where possible.

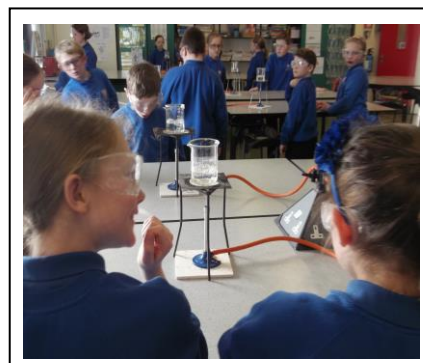
### SCIENCE

Pupils learn about the importance of science in our society, and some of the fundamental principles within biology, chemistry & physics.

Lessons include:-

1. Laboratory safety and practice in the use of apparatus.
2. An appreciation of our local and global environment.
3. Opportunities to carry out experiments, and evaluate their work.
4. The importance of keeping healthy.

Classes are set according to ability where possible.



### COMPUTING



Computer Suite

We have an excellent Computer suite where desk top computers contain all the software necessary to follow the Key Stage 2 & 3 curriculum. Our Broadband speed enables good access to the World Wide Web, and WiFi enabled laptops and tablets are available for use, either in or out of the classroom. Pupils have one hour of dedicated Computing lessons per week in all years; where they are encouraged to develop their digital literacy programming and IT skills. They also use the facilities in other subject areas developing skills in subject specific software. One of the fundamental objectives is to help pupils to become comfortable, confident and safe in the use of today's technology.

## MODERN FOREIGN LANGUAGE

Pupils study French throughout their 4 years at this school. Most will have started French in first school and the year 5 & 6 course is designed to follow on from this. We use a recognised Key Stage 2 scheme of work and spend a lot of time on activities such as singing, playing games and speaking & listening. In years 7 & 8 we follow a scheme of work designed to prepare the children for G.C.S.E. studies at High School. All the children are encouraged to use their spoken and written language in real situations, for example writing to places in France and running a café for the rest of the school in the summer term.

## GEOGRAPHY

Geography is taught with the belief that an awareness of this subject is indispensable to understanding the modern world. The programmes of study and attainment targets represent a framework through which knowledge and understanding in Geography will be taught. There is flexibility about the material to be taught, according to the age and aptitude of the pupils. The process of geographical enquiry, and the acquisition of necessary skills to carry out that enquiry, will be an essential element of the programmes of study. These programmes will explore the relationship between the Earth and its people, through the study of place, space and environment, at local, regional, national, continental and global levels.

## HISTORY

In History, we encourage children to see themselves as part of the process of human development on this planet and to realise that their lives today have been shaped by people in the past. Gone are the days of boring notes, dictated and learned! Pupils are involved in exploring topics from the National Curriculum at Key Stages 2 and 3, by building a picture of the past and understanding what life at that time was like. This is done in many enjoyable ways - examining sources at first-hand, whether World War II ration books, or Hadrian's Wall, using computer software which demands decisions; drama and role play; group research and presentation; learning through television, radio and tapes; discussion and debate. Wherever possible, other subjects are involved in providing a complete experience.



**Iron Age Warriors**

## ART AND DESIGN



Through the study of Art in this school, we wish to continue the development of the children's lively interest in the world around them, by encouraging them to look and respond by observing and sketching. We examine the visual elements of shape, pattern, colour, form, space, texture, tone, line and mark. We offer the opportunity to experiment in the use and handling of a wide range of artistic materials, thus developing an inventive, imaginative and thoughtful approach, which offers the chance of personal expression. There will be a balance between work in two and three dimensions. Pupils will be introduced to examples of art, craft and design work from our culture, with other cultures, the past and present and visit galleries.

## TECHNOLOGY



Designing and making are the activities, which form the basis of work in Technology. Pupils have the opportunity to work with a variety of materials - wood, plastic, textiles, food. Basic skills are taught with regard to safe use of tools and equipment in all areas and good food hygiene and healthy eating are priorities in practical cookery sessions. Pupils are encouraged to be able to solve design problems, develop their practical skills, to produce a quality product and to be able to evaluate their work.



**Year 5 design and make Kites**



**Year 7 make Birdboxes**

## RELIGIOUS EDUCATION

Religious Education aims to make children aware of the range of religions practiced in our increasingly diverse society. For people all over the world religion is a way of life as well as a key to understanding life itself. The children will explore life issues from religious standpoints and begin to understand the lifestyles of other people. They will gain knowledge of the contribution religion and religious communities have made to society, culture, art, history and other areas of human experience.

## PSHE & CITIZENSHIP

P.S.H.E. is about helping the children to develop confidence and responsibility and to make the most of their abilities; to develop a healthy, safer lifestyle; to develop good relationships and respect for the differences between people. Elements of citizenship are also covered, where we encourage them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. We urge them to play a helpful part in the life of school, the community and the wider world. We expect the children to have respect for different national, religious and ethnic identities and develop their ability to reflect on issues and take part in discussions.

## DRAMA

Experience in this field is developed within various subject areas. Drama is a means of education, which encourages action and participation, readily, in a natural play-like way, where children may gain and realise information of varying kinds. It is clearly a medium through which skills of communication, i.e. mime and movement, gesture and speech, may be learned and presented. It provides, also, a solid springboard for children of all abilities to create, organise and express ideas that are shared with others, stimulating power of appreciation and understanding.



## MUSIC

Music education in school is aimed at promoting a high level of music consciousness in the individual. This aim is achieved by giving the individual as much "hands on" experience as possible, both in and out of the classroom, as well as studying the rudiments of the subject.

The school is fortunate to have the services of peripatetic staff where pupils can take classes such as: percussion (drums), piano/keyboard, brass, woodwind, guitar, strings and voice. There will be a cost for these lessons. When available, musical instruments may also be hired from the Local Authority.

## PHYSICAL EDUCATION

The principal aim is to involve children in a variety of games and sports, in which individuals will develop their physical competence. We have several objectives:

- enjoyment and appreciation of exercise and recreation
- an understanding and knowledge of games
- opportunity for personal, social and creative development

Work in year 5 is geared to individual acquisition of simple skills, with awareness of co-ordinated body management through the teaching of gymnastics, swimming, minor games and relays. During year 6, progression is made to more directly related skills: - Soccer, Rugby, Netball, Hockey, Cricket, Rounders, Tennis and Athletics. With the emphasis still on small team games, individual achievement is fundamental.

In year 7 & 8, skill practice is developed, while team-play, with its aspects of attack and defence, are considered as well as rules and tactics. Class and extra-curricular activities will allow youngsters to develop interests and abilities that they may continue at High School, with some confidence and understanding.

Glendale holds the Sportsmark award and also the Silver School Games Kitemark, which recognises the contribution the school makes to the fitness of our pupils.



Sports Day



Swimming Gala

## HEALTH AND SEX EDUCATION

Topics involving personal hygiene, nutrition and diet are covered as they arise in Food Technology, Science, Physical Education and PSHE lessons. Simple reproductive processes are covered in Science lessons. Pupils are given the opportunity to obtain information and advice from the School Nurse and single gender Sex and Relationships sessions are programmed to cover more in depth work. Information is shared with parents before these sessions to ensure that they are fully informed of the information covered. Arrangements are made for the school nurse to visit if there is a particular need. The School Governors have an agreed policy statement on "Sex and Relationships", please ask for a copy if you would like to see it.



## OUTDOOR EDUCATION

Full use is made of our interesting, local environment, whenever this is relevant to courses of study. This includes our Forest School, which is in the wood on our school site, and also the garden. We encourage children to appreciate our local area by organising activities such as sponsored walks (our children walk 7.5 miles in year 5 and 6, 9.5 miles in year 7 and 11.5 miles in year 8) and the Summer Hill Challenge with pupils climbing a number of local hills and year 8 climbing Cheviot. We have a planned programme of residential experiences for our pupils, which are arranged with the goodwill of the staff. Such experiences have a wider social significance for the children in addition to their educational benefits.

Recent residential visits have included visits to Hawkhurst and York (Year 5 & 6), London, France and Condoover Hall (Year 7 & 8).



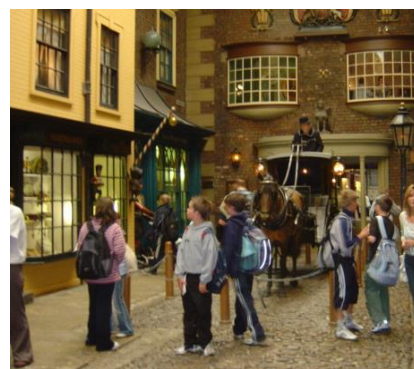
School Garden



Forest School



Year 5 visit Hawkhurst



Year 6 visit the Castle Museum in York



Year 7 & 8 visit a boulangerie in France



## CURRICULUM ENRICHMENT

We are very engaged with the wider curriculum here at Glendale seeking out and providing learning activities for the children which go beyond the requirements of the National curriculum. Curriculum enrichment activities take place throughout the school year both during the school day and through after-school clubs and activities.

These activities allow pupils to develop interests and skills in areas not necessarily found in the usual curriculum, or allow them to extend their skills in areas where time may be short in the normal daily lessons.

Opportunities have included:

- Singing Workshop
- Country Dancing
- Creative History
- Cycling
- Drama
- Forest School
- Gardening
- Grammar Show
- Gymnastics
- Map Skills
- Russian
- Science Great Inventors
- Sports Leader training
- Tag Rugby
- Theatre Visit



Year 5 Cyclists



Safety Day with the Emergency Services

We also have at least one dedicated Activity Week where pupils can choose from a variety of exciting opportunities.

In the Summer Activity Week these have included:

- Ancient Egyptian Mummies
- Archery
- Arts and Crafts
- Basket Making
- Cookery
- Camp Fire Cooking
- Silk & Glass Painting
- Jewellery Making
- Photography
- Pottery
- Sports such as Archery, Badminton, Bowling, Canoeing, Coasteering, Cycling, Fishing, Golf, Horse Riding, Ice Skating, Kayaking, Raft Building, Rock Climbing, Swimming, Tennis, Volleyball
- Theatre Visit
- Woodwork



Raft Building



Rock Climbing



Camp Fire Cooking



Fly Fishing





## SAFEGUARDING OF PUPILS

Glendale Community Middle School fully recognises its responsibilities for safeguarding our pupils.

Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

For more information ask for a copy of our Safeguarding policy.

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Our SEND policy is in keeping with the school's aims, its teaching and learning policies, and its policy on single equalities and diversity. Our guiding principle is one of inclusion: one in which the teaching and learning achievements, attitudes and well-being of all pupils matter - including those identified as having special educational needs and disabilities. We want to identify and break down possible barriers to learning. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

The Governing Body believes that all pupils, regardless of ability and behaviour, are valued equally at Wooler First School & Glendale Community Middle School. SEND pupils are not viewed as a separate entity but are part of the whole school approach where different pupil's needs are recognised and met through varied and flexible provision throughout the curriculum.

Objectives and Guiding Principles of the SEND and Inclusion Policy

- To ensure that all pupils, whether or not they have SEND, have access to a broad, balanced and relevant curriculum; differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any pupil who may have special educational needs.
- To integrate students with special educational needs and disabilities as fully as possible within the framework of the school.
- To support vulnerable groups of pupils e.g. Looked After Children and Young Carers.
- To help every child realise his or her full potential and optimise their self-esteem.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing the needs of each individual.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at both home and at school.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views sought and taken into account.
- To follow the SEND Code of Practice 0-25 (2014) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.

For more information ask for a copy of our SEND & Inclusion Policy



## SCHOOL ACCESSIBILITY PLAN

Glendale Community Middle School is committed to ensuring equal opportunity for all pupils and is an inclusive school.

- All pupils have a right not to be discriminated against.
- Pupils with a disability will have the same access to services and opportunities as non-disabled pupils.
- Their skills, experience and contribution will be valued and given equal recognition and respect.
- Services and opportunities for all pupils will promote and support building independence.
- There will be child centred working towards the individuals own targets.

Glendale Community Middle School will:

- Provide equal access to the school curriculum for all pupils.
- Liaise with NCC, SEND and Health colleagues to secure the correct equipment for disabled pupils.
- Ensure pupils receive the necessary support to enable them to participate fully.
- Ensure staff have access to training to enable them to support pupils successfully.

Glendale Community Middle School has a flat accessible site with no steps between play areas, field, etc. and over a period of time has introduced many adaptations to the physical environment to enable access by disabled pupils. These include:

- Ramps and rails to all main doors and fire exits.
- Disabled access doors on all major entrances and exits.
- Lift on one staircase.
- Evac Chair facilities on both staircases and staff trained to use them.
- Disabled access to the medical room (which includes a disabled shower, disabled toilet and specialised bed)
- Disabled toilet in the main building.
- Hoist in the swimming pool.
- Chairs with arms - in Library, Computer Suite.
- Second wheelchair stored upstairs to avoid chairs having to be lifted.
- Disabled parking in main building car park and outside the community building.

As a school we research each individual pupil's needs and adapt as necessary.

Future transition pupils are highlighted at transfer reviews and then adaptations made in advance.

Glendale Community Middle School adopts a number of different strategies to ensure pupils have access to all information. These include:

- Use of appropriate coloured pens on whiteboards
- Large print versions
- Use of different coloured paper
- Use of readers
- Use of fm radio for hearing impaired pupils

Glendale Community Middle School will monitor all pupils carefully through the SENCO and senior staff, together with NCC, SEND and Health agencies. Pupils, parents and carers will be consulted on a regular basis and suggested improvements considered and implemented.

For more information ask for a copy of our School Accessibility Plan.





## MORE ABLE PUPILS

At Glendale Community Middle School we aim to:

- to raise the level of aspirations and achievements for all pupils
- to nurture the gifts and talents of all pupils
- to foster the emotional intelligence of all pupils so that they learn to value and share their gifts and talents
- to use expertise to inspire individuals to develop their potential gifts and talents

In order to achieve our aims we intend

- to assist pupils in identifying and developing their own specific gifts and talents
- to ensure that they have a rich, challenging and varied learning experience which provides pupils with opportunities to use and share their gifts and talents
- to help pupils attain the highest levels of achievement of which they are currently capable
- to support those who demonstrate the potential to develop an expertise

For more information ask for a copy of our Gifted and Talented Policy.

## COLLECTIVE WORSHIP

Assemblies are held daily either as a whole school, Key Stage or individual class basis. They include an act of worship of a broadly Christian character (this is in line with the 1988 Educational Reform Act). Assemblies provide us with the opportunity to gather together to reflect upon issues of central worth, as well as being the forum to celebrate the achievements of our children.

### **Provision for withdrawal from collective worship and religious education:**

We hope all pupils feel happy to take part in collective worship and Religious Education. We respect the right of parents to withdraw their children and parents wishing to do so are advised to discuss the matter with the Headteacher.



# Glendale Community Middle School



## DAY TO DAY LIFE AT GLENDALE

### ABSENCE

When a child is absent from school for any reason, it is important that we receive a phone call on the first day of absence and a note immediately upon their return, giving reasons for their absence. (If we have not had any notification of the absence then you will receive a telephone call from the school office on the first day of absence.) If your child needs to leave school for medical/dental appointments they should report to the school office to be signed out. Pupils arriving late must sign in at the office. Unless the reason for lateness was due to the late arrival of a school bus, you will need to send a note to explain the lateness. Recent changes to the rules mean that Holidays in Term Time will not be authorised unless in exceptional circumstances.

### APPOINTMENTS

All staff are pleased to discuss the progress of pupils. However, teachers are in the classroom for the majority of the time and so it is important to make an appointment to see a member of staff. Appointments should be made via the school office.

### BULLYING

The Staff and Governors of Glendale Middle School are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively.

The school has a team of trained pupils, known as Young Leaders, who support pupils and provide them with a friend, especially when they first start at the school.

For more information ask for a copy of our Anti-Bullying Policy.

### CANTEEN

Glendale Community Middle School operates the school canteen directly which means that we can choose our own menus (which change weekly) and also the suppliers of all the ingredients required (we try and support local suppliers wherever possible). We follow the Government nutrient-based standards for schools. We promote healthy eating.

Each day there is a choice of main course (usually two choices plus jacket potatoes or sandwiches) served with vegetables and potatoes/rice/pasta. In addition there is a salad trolley where the children can take what they would like. Children choose the main course they would like during morning registration and the canteen staff then cook according to these orders - this means that there is sufficient food prepared and choices do not run out. There is a choice of desserts, both hot and cold, together with a selection of fresh fruit. Meals are paid for in advance weekly/monthly/termly by cash/cheque. The set price for the two-course meal with a drink of fruit juice/milk is £2.30p per pupil (Sept. 2017).

Children wishing to bring a packed lunch may do so and eat it in the school dining area.

For hygiene reasons, we ask pupils to hand in their packed lunch in the morning so that it can be kept in cooler conditions rather than in the cloakrooms. We expect that parents will provide packed lunches

which also follow healthy eating guidelines. Children should not bring sweets to school or glass bottles of drink, for safety reasons, and staff cannot be responsible for the safety of thermos flasks.

Please give at least a week's notice for any change in dinner arrangements. If you wish your child to go home for dinner, please notify us in writing. It is very important to know the whereabouts of children during lunch break. Normally, no child will be allowed to leave the school premises unsupervised, without a written request from parents.

Chilled water dispensers are available for the children to access in the cloakroom areas and they are encouraged to have water in lessons if they wish (although this is not possible in Science, Computer room and Technology specialist rooms due to health and safety restrictions). They will need a named water bottle to use this facility (available to purchase from the school).

### **CHARGING & REMISSION**

The Governing Body of Glendale Community Middle School has adopted the Charging and Remission for Educational Activities recommended by the Local Authority. In essence, parents may be asked for a voluntary contribution towards the cost of an educational visit. No children can be excluded from a visit if their parents cannot contribute, except where the visit is residential (then the Authority requires parents to contribute board and lodging expenses). It is possible to plan an activity on a provisional basis and to seek voluntary contributions from parents, obviously if insufficient contributions were forthcoming then it would be necessary to cancel the activity or attempt to raise funds from another source.

It is the School's practice to provide most materials for many practical lessons, such as Art, Science and Technology, if parents wish to keep a finished item, made by their child in school, they may be asked to meet the basic costs of the materials used in producing it. Such costs are at the discretion of the staff involved, in consultation with the Headteacher. Parents are expected to provide ingredients in Food Technology, due to families liking different types of food (e.g. organic products) or due to allergies.

For more information ask for a copy of our Charging Policy.

### **COMPLAINTS**

We do hope there will be no cause for complaint but if there is we follow the statutory complaints procedure, the details of which are available at the school.

### **CONTACTS**

The class tutor is your most important link and usually the best person to contact. Each tutor is responsible for a group of between 15 - 35 pupils and looks after their welfare and progress. She/he will know your son or daughter well and will usually be able to deal with day-to-day matters.

### **DATA PROTECTION**

Glendale Community Middle School is the data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. Once you are aged 13 or over, we are required by law to pass on certain information to providers of youth support services in your area. This is the local authority support

service for young people aged 13 to 19 in England. We must provide both your and your parent's/s' name(s) and address, and any further information relevant to the support services' role.

***We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.***

We are required by law to pass some information about you to the Local Authority and the Department for Education (DfE)

If you want to see a copy of the information about you that we hold and/or share, please contact the school office.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

[www.northumberland.gov.uk](http://www.northumberland.gov.uk)

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

- **Data and User Liaison Officer**

Children's Services Group  
Northumberland County Council  
County Hall  
Morpeth  
Northumberland NE61 2EF

- **Public Communications Unit**

Department for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT  
Website: [www.education.gov.uk](http://www.education.gov.uk)  
email: <http://www.education.gov.uk/help/contactus>  
Telephone: 0370 000 2288

## **DISCIPLINE**

Reinforcement of positive attitudes is emphasised. Raffle tickets, house points and merit certificates are awarded for positive effort and achievement. The standard of behaviour of our pupils is outstanding. Any misbehaviour in the school is usually dealt with by a reprimand, extra work, the temporary withdrawal of privileges, or a period of lunch-time detention. Red Cards can be issued in lessons if pupils are warned more than twice to correct their behaviour, any such instances will then be referred to the Deputy Headteacher and Headteacher.

In the rare case of serious misbehaviour, where the pupil presents a danger to themselves, or others, the school reserves the right to exclude that pupil for a specified period.

## **EXTRA-CURRICULAR ACTIVITIES**

At Glendale Community Middle School we are proud of our range of extra-curricular activities offered to all pupils, during the lunchtime break and after school. We lay great emphasis on the important part that these activities play in enriching pupils' experience and developing character.

The activities on offer may include:

**Sport: Athletics**

Basketball  
Cross Country  
Football  
Hockey  
Netball  
Rounders  
Rugby  
Tennis

**Music: Ukulele Band**

**Other: Art**  
Gardening  
Dance  
Gymnastics

Reading  
Library  
School Show Rehearsals  
Swimming

We also offer the opportunity for your child to learn a musical instrument – see music section.



## HOME/SCHOOL AGREEMENT

We ask all parents and children to sign our Home School Agreement. This explains the aims and values of our school. It spells out the responsibilities of the school and your responsibilities, and what the school expects of its pupils. The purpose of the agreement is the belief that children will achieve more when the school and parents work together. We will ask you to sign the Agreement to show you understand and accept it. We also ask your child to sign to show they understand it. The Headteacher will sign it on behalf of the school.

## HOMEWORK

Homework is set on a regular basis to help pupils make progress in learning. We set a variety of tasks to challenge pupils and reinforce knowledge. At the beginning of each school year pupils will receive a timetable showing the homework set each week, and a copy is available on our website. Homework can be the completion of work begun in the classroom, a set task to assess the pupil's ability to work alone, revision, or a piece of research for a subsequent lesson. The Planner is used to record details of homework given. We are grateful for your support in encouraging children to complete these tasks. However, no pupil should have too much to do. If you find your child being overburdened, please let us know. Support with homework is available at school - a supervised Homework Club takes place daily at lunchtime. All children should read and learn their times tables daily.

## LIBRARY

The Library is a focal point in the school and, by offering opportunities for pupils to research into various topics, it complements and extends curricular work in classrooms. It also encourages children to become readers by offering a variety of books that children will enjoy reading. All pupils may borrow books from the library. A librarian provides help and support at lunchtimes.

## MEDICAL MATTERS

Children are usually miserable if they are sent to school before they are really better or when they are unwell. If they are on a course of medicine, you should consider keeping them at home until it is finished. However, if they need to bring their medicine to school please note the following:

Current regulations state that staff should not administer medicines to pupils. In exceptional circumstances approved oral medication that is prescribed for 4 times a day (or if the medication dictates a dosage at a set time) may be administered by staff. All medication must be handed in to the school office in its original container as prescribed by the pharmacist and include your child's name and prescriber's instructions. A parental authorisation form must be signed by the parents/carers. Parents may come into school to administer medicine if they wish to do so. We will only administer oral medicines. We do not administer calpol, eye drops, etc. The office staff will supervise your child when they need to take their medicine which your child should collect at 3.35pm to take home.

Please inform the school of any medical conditions, including allergies, from which your child may suffer. Children are responsible for their inhalers and administering doses as necessary. Please advise us of any changes in their condition.

## PLANNER

Each pupil is provided with a Planner. This allows pupils to organise themselves. They can record homework and other important information. It provides space for parents to write notes to teaching staff and vice versa. We hope you will find time to read and sign this planner regularly and to check homework is being completed.

## SCHOOL COUNCIL

We do invite children to be fully involved in the running of the school and actively seek their views. Each year group elects four pupils (two boys and two girls) to represent the views of their class at our School Council meetings.

## SCHOOL RESPONSIBILITY POSTS

Pupils are encouraged to volunteer for other positions of responsibility within the school.

Junior Sports Leaders are trained to assist in supervising activities. Young Leaders are trained in supporting children when they feel vulnerable. Other roles include running the school shop, wet weather supervision in classrooms, bus monitors, pupil guides who show visitors round the school, office helpers, register monitors, etc.

## SCHOOL RULES

1. Have correct equipment.  
(Planner, reading book, 2 handwriting pens, 2 pencils, 30cm ruler, colour pencils, eraser.)  
**NO CORRECTOR PENS OR CORRECTION FLUID**
2. Line up outside classrooms quietly, enter quietly & be ready to start lesson.
3. Listen to the teacher or whoever is addressing the class.
4. Follow instructions.
5. Don't say or do anything thing that would hurt or upset others.

## TRANSPORT

NCC has a statutory duty to provide free transport for those children living within the school catchment area but outside a three mile radius of the school.

**INCLEMENT WEATHER:** Inside accommodation is provided on arrival and for breaks and lunch times, when necessary. If a serious snow storm threatens, immediate steps will be taken to transport the outlying children home as soon as possible, you will be contacted if this is necessary. It is helpful if parents do NOT telephone us as the telephone is often needed urgently for contact between us and the bus operators. However, latest information will be sent by text to the contact phone numbers you have provided. We have never had a child stranded at Glendale yet! If school is closed, for whatever reason, listen to Radio Newcastle, FM 96, between 7.30 a.m. - 8.30 a.m., for information about continued closure/re-opening of school, or watch out for text messages. Parents of pupils who travel by bus should contact the relevant bus contractor for information about the running of their vehicles.

## **SAFETY ON SCHOOL TRANSPORT**

In a large rural County such as Northumberland, a considerable number of pupils rely on school transport to take them to and from school. Our pupils travel considerable distances and their safety is our priority.

### **CHILDREN:**

- Have your bus pass with you for every journey. The bus driver can refuse you entry to the bus if you do not have it with you. Look after this pass, it will cost £10.00 to replace it.
- Get on and off buses in an orderly fashion and avoid pushing and shoving.
- Use the seatbelt.
- Sit one person to a seat.
- Do not move around the bus or change seats during the journey.
- Do not shout or disturb the driver.
- Do not use bad language.
- Do not throw things.
- Behave in an orderly manner and be polite to other passengers.
- Respect the bus, do not leave litter or damage any part of the bus.
- Do as the driver/escort tells you.
- If the bus stops at the roadside and you wish to cross the road, wait until your bus has gone, so that you can see the traffic clearly in both directions.
- Avoid crossing in front of the bus. If you are close the driver cannot see you.

## PARENTS,

- Remember that you are responsible for the behaviour of your child in public places, which includes waiting at bus stops and whilst travelling in school transport.
- Take young children to the bus stop and wait until the bus arrives.
- Meet young children when the bus returns.
- Teach young children the bus and road safety rules.
- Impress on older children the need to behave sensibly and responsibly in the use of public transport.

THANK YOU

## REMEMBER

**Misbehaviour on the bus could result in bus passes being taken away and pupils being excluded from the bus.**

If for any reason your child is not going to travel on their usual school transport, it is essential that a written note is given to their class tutor on the day (please do not use email as we cannot guarantee to receive this information in a timely manner during the school day). This will then alert staff on duty not to expect them to report to the bus lines.

## PHOTO GALLERY



French Café



Harvest Festival Celebrations



Year 5 make the Solar System in Snow



Para-Olympic Athlete visits Glendale



Pupils plant bulbs for Marie Curie  
Field of Hope on Wooler Common



Year 6 visit a Hindu Temple



## ASSESSMENT & REPORTING

### ASSESSMENT

We regularly assess children because we believe that it is important to identify their current level of attainment to inform their next learning step. It is also important that we celebrate pupils' achievements. We use a large range of assessments including standardised tests and national tests. Each term children will complete assignments and short tests in many subjects. In Year 6 your child will complete the Key Stage 2 Standard Assessments Tests (SATs) in English and Mathematics. Teacher Assessments (TA) are also completed in order to provide you with your child's attainment information related to National Curriculum age expectations.

### REPORTING

We complete one full written report during the school year when you will receive information about your child's academic and social progress.

### PARENTS' EVENINGS

We believe it is essential for us to work in partnership with parents in order to provide maximum opportunities for each child. We invite parents to meet with class tutors and subject staff to discuss your child's progress, both in the effort your child has shown and the attainment they have achieved. This will be an opportunity to celebrate successes and to plan for improvement in the future. There will be other occasions when you are invited in to school to celebrate achievements and see the school at work.

### CELEBRATING SUCCESS

The school is eager to recognise and celebrate hard work, effort, perseverance, co-operation, helpfulness and being caring towards others. There are many ways in which adults praise pupils. These include the following:

**Raffle Tickets** are awarded for any positive actions, whether it be inside or outside of the classroom. Each week a raffle is drawn in the KS2 assembly and another in the KS3 assembly and the winning pupils can choose a prize from the prize display cupboard in the Hall.

**House Points** are awarded for hard work and effort. They count towards the pupil's house. Each week the totals for each house are collated. At the end of each term, the house with most points is awarded the House Point shield. House points also count towards individual pupil House Point certificates. These are awarded for 25, 50, 100, 150 house points, etc. during each school year and are presented to the pupils in our Friday Celebration assemblies. There is an additional award at the end of the year to the pupil who has gained the most House Points.

**Certificates of Merit** are awarded for an outstanding piece of work or effort in any subject area. These are presented in our Friday Celebration assemblies.

**Attendance Certificates** are awarded each term for pupils who have recorded full attendance in the term.

**End of Year Awards** Academic awards are presented, for effort and achievement to pupils in each year group and subject awards are presented to Year 8 pupils, at our Presentation Assembly held at the end of the Summer Term.

**Citizenship Awards** The Till and Glendale Rotary Club present annual awards for "Citizenship" to one boy and one girl.





# Glendale Community Middle School



## SCHOOL UNIFORM & EQUIPMENT

The school uniform is chosen to enable pupils to wear modest, inexpensive clothing, suitable for everyday routine. The items of uniform with the school logo (sweatshirts and polo shirts) are available through the school by completing the relevant order form and online. We also offer fleece jackets with the school logo and reversible fleece/water-proof coats with school logo although these are not compulsory. Basic uniform items (e.g. trousers, skirts, etc.) are available from high street stockists.

***All items should be fully named (name tags can be ordered on the order form)***

### Girls' Uniform

Plain black knee length skirt (not straight skirt) or plain black tailored trousers/knee length shorts (not cord, denim, cargo, jeans, jegging types or any items masquerading as school trousers)

Royal blue polo-shirt with school badge. \*

Royal-blue sweatshirt with a school badge. \*

Black ankle/long socks. Plain black tights may be worn in winter.

Black shoes with flat heels (not ballerina type pumps or canvas types).

### **GIRLS' PHYSICAL EDUCATION:**

Suitable trainers.

Navy shorts \*\*

Navy/White track pants \*\*

Navy/Sky polo shirt with school badge \*\*

Navy/White Training top with school badge \*\*

Navy/Sky socks \*\*

Shin pads are required for hockey and football

One-piece swimming costume (not high leg).

Towel.

**Optional** blue fleece top with school badge \*\*

Mouth guard required for hockey (children will not be permitted to participate without a mouth guard).

### Boys' Uniform

Plain tailored black trousers/knee length shorts (not cord, denim, cargo, jeans, jegging types or any items masquerading as school trousers)

Royal-blue blue polo-shirt with School badge \*

Royal-blue sweatshirt with a School badge. \*

Plain dark grey/black ankle/long socks, not white or bright colours.

Black shoes (not trainers or canvas types).

### **BOYS' PHYSICAL EDUCATION**

Navy shorts \*\*

Navy/White track pants \*\*

Navy/Sky polo shirt with school badge \*\*

Navy/White Training top with school badge \*\*

Navy/Sky socks \*\*

Football boots & shin pads

Trainers.

Swimming shorts/trunks, not long shorts (Bermuda style), which are unsafe.

Towel.

**Optional** blue fleece top with school badge \*\*

Mouth guard required for Rugby (children will not be permitted to participate without a mouth guard).

***All items marked \*  
are available online  
at [Tesco.com/ues](https://www.tesco.com/ues)  
and  
[beschoolwear.co.uk](https://www.beschoolwear.co.uk)***

***All items marked  
\*\* are available  
through  
[beschoolwear.co.uk](https://www.beschoolwear.co.uk)***

### Protective clothing

- Food and Textiles - A full-length apron is essential.  
Art - An old shirt should be worn for the prevention of paint splashes on clothes  
Science - An old shirt may be useful here, also.

***No jewellery should be worn, apart from a watch.***

If parents wish children to have ears pierced, **please arrange for this to be done at the beginning of the Summer holiday** and not during the school year.

If parents wish to have their child's hair dyed, they should ensure that the end product looks natural, i.e. no reds, yellows, greens, pinks, stripes, etc.

**Hair styles should exclude severe cuts, differences in lengths and/or designs and patterns cut into the hair.**

### GENERAL EQUIPMENT

2 Handwriting pens (not biros)

2 Pencils and pen

Ruler (30 cms.)

Coloured pencils

Eraser

A pocket calculator

A small, rough book can be very useful, and is strongly recommended.

All pupils should have a bag for transport of books and equipment.

Clear water bottle

**No metallic paint or permanent marker pens allowed.**

**No correction fluid**

### POSSESSIONS

**All possessions must be clearly named** by either sewn on name tags or permanent marker - we cannot guarantee to recover lost property.

### MOBILE PHONES

These should only be needed in emergencies and written permission must be obtained from parents. In this case, pupils should leave them at the front office and collect them at the end of the day. Mobile phones should not be in bags and must not be used in school hours without permission from the Headteacher.

### MONEY

Any request for money for school activities will be sent home by letter; with a tear off slip for acknowledgement. Please return the slip and money in an envelope; noting the child's name, what the money is for and how much in in the envelope. Large amounts of money or valuables should NOT be brought to school unless it is unavoidable. In this case they should be given to the school office. Money should NEVER be left in bags or coat pockets.



# Glendale Community Middle School



## FRIENDS OF GLENDALE

This is a group of parents, teachers, school support staff and any other people who are interested in supporting the work of the school. Recently this group have extended their brief and take a more active role in evaluating the school, organising events (ranging from discos to evenings for families on specific topics) as well as fund raising.

The annual general meeting of the F.O.G.s will be held during the autumn term each year. Committee members and officers will be arranged at this A.G.M. although there is no pressure to take on a role. The annual statement of the accounts is available, from school, during the autumn term.

## YOUTH AND COMMUNITY

As a Community School we want to provide activities for all age groups and use the facilities we have to the benefit of all.

Within that framework, we provide opportunities for *everyone* to expand their horizons and take on new challenges.

The Community uses our facilities for a wide variety of activities e.g. Indoor Bowls Club, Stick Dressing, Keep Fit, Glendale Junior Football League, Blood Donor Sessions, Dog Shows, Mother and Baby swimming, Adult Swimming, Amateur Boxing and Fitness Club, Badminton and Wooler Community Pantomime.



# Glendale Community Middle School



## Who's Who At Glendale

**Executive Headteacher:**

**Mr Michael Deane-Hall**

**Deputy Headteacher:**

**Mr Geoff Tong**

Maths & Geography Leader/teacher

**Year 8**

Mr Craig Pickup

Key Stage 3 Leader PE Leader  
& Maths/French teacher

**Year 7**

Miss Liz Breckons

Music, RE & PSHE Leader  
English teacher

**Year 6**

Miss Jennie Dunn

Key Stage 2 Leader English Leader

**Year 5**

Miss Catherine Johnston

Science Leader Maths/English/P.E.  
teacher

**Part-time Teachers**

Mrs Sarian Creigh

Technology Leader/teacher & Art  
teacher

Ms Julie Parkin

French Leader & Computing teacher

Miss Jenny Hall

Art & History Leader & English teacher

**Special Educational Needs**

Special Educational Needs and Disabilities Coordinator (**SENDCo**):

Miss Rachel Bullen

**Teaching Assistants:**

Mrs Justine Brown

Mrs Adrienne Harrison

Mrs Ann Simpson

**Non-Teaching Staff**

School Office Manager  
Office Administrator

Mrs Lis Dronsfield  
Mrs Maureen Beveridge

Librarian

Mrs Adrienne Harrison

Caretaker

Mr John Pearse

Assistant Caretaker

Mr Richard Lowrey



## GOVERNORS 2017 / 2018

Expiry date for office  
of Governorship

### Community Governors (5)

- |                          |            |
|--------------------------|------------|
| ▪ Cllr Anthony Murray    | 30.04.2019 |
| ▪ Mrs Jayne Dean (Chair) | 30.04.2019 |
| ▪ Mrs Karen Bishop       | 30.04.2019 |
| ▪ VACANCY                |            |
| ▪ VACANCY                |            |

### Local Authority Governors (2)

- |                   |            |
|-------------------|------------|
| ▪ Mrs Mary Temple | 19.07.2018 |
| ▪ VACANCY         |            |

### Parent Governors (6)

- |                        |            |
|------------------------|------------|
| ▪ Mr Ted Brindley      | 30.11.2020 |
| ▪ Mrs Gillian Brown    | 30.04.2019 |
| ▪ Mrs Fiona Martin     | 30.11.2020 |
| ▪ Mrs Jacqueline Kurio | 30.11.2020 |
| ▪ Mrs Sarah Tannock    | 30.11.2020 |

### Staff Governors (2)

- |                   |            |
|-------------------|------------|
| ▪ Mrs Ann Simpson | 31.10.2017 |
| ▪ Mr John Pearse  | 30.04.2019 |

### Teacher Governors (3)

- |                         |            |
|-------------------------|------------|
| ▪ Mr Michael Deane-Hall | on going   |
| ▪ Miss Victoria Symons  | 30.04.2019 |
| ▪ VACANCY               |            |