



# PROSPECTUS





# A WELCOME FROM SIR STEVE LANCASHIRE

C.E.O REAch2 Academy Trust

REAch2 was established in 2012 with the aim of providing exceptional opportunities for learning for a family of primary academies across the country.

Our passion is for primary education and we believe that children can achieve the highest academic standards at the same time as enjoying a rich, rewarding and challenging curriculum which focuses on themselves as individuals, developing their character and helping them realise the opportunities open to them in the wider world.

There are now around 60 academies in the REAch2 family. We are passionate about dispelling the myth that only certain children are able to achieve, and so we go that extra mile to ensure each and every one of our children gets the best possible start to their education.

For us, academic excellence is a given. But our schools are about so much more, offering a richness of experience that gives real colour throughout the time our children spend with us. This is best exemplified through our innovative commitment of 11 before 11, which includes a range of experiences that are designed to inspire and stretch REAch2 children, including: camping in a field or a forest; visiting a foreign country; climbing a mountain; learning to play a musical instrument; and performing in a major concert.

To offer this type of education, we invest heavily in the people who work in our academies. Great schools have great leaders and great staff. Our team has educationalists and leaders who have proven track records of taking under-performing schools to “outstanding” and once there, maintaining that level of excellence. We also believe in developing our staff, across every level of the organisation, and to do this we draw on the support and expertise of world class leaders for their development.

This is an exciting time to be part of the REAch2 family, and I am proud to work with such exceptional professionals to deliver on our promise of exceptional opportunities for learning to each and every child in our care.



## Contents

A Message from the Headteacher	4
Vision and Educational Experience	5
Educational Aims	6
Admissions and Applications	7
Organisation	8
Time of Sessions	9
Uniform	10
Early Years Curriculum	12
Key Stage One and Key Stage Two Curriculum	14
Safety and Security	16
Learning Beyond the Classroom	18
Behaviour for Learning	19
Core Values and House System	20
Attendance and Punctuality	22
Contact Details	23



# A message from the Headteacher

Green Ridge is brand-new, state of the art academy on Berryfields Estate which has been built with an initial capacity of 420 children.

At Green Ridge we aim to provide an exciting, broad and engaging curriculum, which encourages our children to become confident and resilient life-long learners. We want our children not just to achieve, but to exceed expectations and attain the very best results they can, academically, creatively and personally.

We offer a safe, nurturing and creative learning environment, which enables us to ensure our children are supported, challenged, inspired and motivated through a breadth of learning experiences and opportunities.

We aim to develop trusting, strong and sustaining partnerships with families and the wider local community. We want our families to be passionately supporting our school events such as productions, special curriculum days and teacher meetings.

Green Ridge is an academy where every child is respected and treated as an individual, with no limits placed on their learning – just opportunities to continually improve with a growth Mindset approach. We do not 'label' children or group them by perceived 'ability'; instead, we give all children equal opportunities to challenge themselves through the range of tasks and activities presented to them – empowering children to take ownership and responsibility for their own learning. The ethos and vision for the academy culminates in our mission statement: Limitless learning; infinite possibilities.

I look forward to meeting you, and showing you what a fantastic place of learning Green Ridge is.

**Aaron Wanford**



# Vision and Educational Experience

## MISSION

Green Ridge will be an inclusive setting, valuing all children's achievements and ensuring that each child is given every opportunity to meet their full potential within a secure and stimulating learning environment.

*"Limitless learning; infinite possibilities"*





# Educational Aims

Education is an essential ingredient for future success. By taking the time to build character in every child through our ethos, code of conduct, core life skills, curriculum and assemblies, we can teach all children to be successful.

The community has a new school to be proud of because we are not afraid to make our expectations clear and ensure they are followed. We do not compromise on a thorough grounding in English and mathematics; however, our curriculum is exciting, motivational and strongly reflects an engagement with 21st Century technologies.

At Green Ridge we aim:

- To value and recognise the uniqueness and achievement of every member of our academy family
- To raise the aspirations of everyone within our academy community so everyone strives for personal excellence in everything they do
- To promote British and Co-operative Values and attitudes of care, tolerance, trust and respect within the academy and wider communities.

- To nurture and support all abilities, helping every child to achieve his/her potential in all areas of learning – intellectual, emotional, physical, social, moral, spiritual and cultural.
- To provide outstanding learning and teaching which enables all students, regardless of gender, race, background or ability, to excel
- To equip children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To provide a rich, broad and balanced curriculum with emphasis on the basic skills of English, mathematics and science.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.

## INCLUSION

Green Ridge Primary Academy is committed to providing an appropriate and high quality education to all. We believe that every child is unique and all pupils have a common entitlement to a broad and balanced curriculum integrated in to all aspects of school life.

# Admissions and Applications

REAch2 Academy Trust determines Green Ridge Academy's admission arrangements in agreement with Buckinghamshire's Admission Authority (LA). Green Ridge is part of the Local Authority's coordinated admissions scheme. Details of how to apply for a place at the academy are available at: **<http://www.bucksc.gov.uk/services/education/school-admissions/>**

The LA encourages parents/carers to consider applying through its eAdmissions process which is available at: **<http://www.bucksc.gov.uk/apply-for-a-school-place/>** The application portal opens in November each year for children starting primary school in the following September, and closes in early January.

If you have any questions or queries on the admissions process, then please contact Buckinghamshire County Council. For any queries or questions regarding specifically to admission to Green Ridge, please contact the school via the contact details provided on pg. 23.

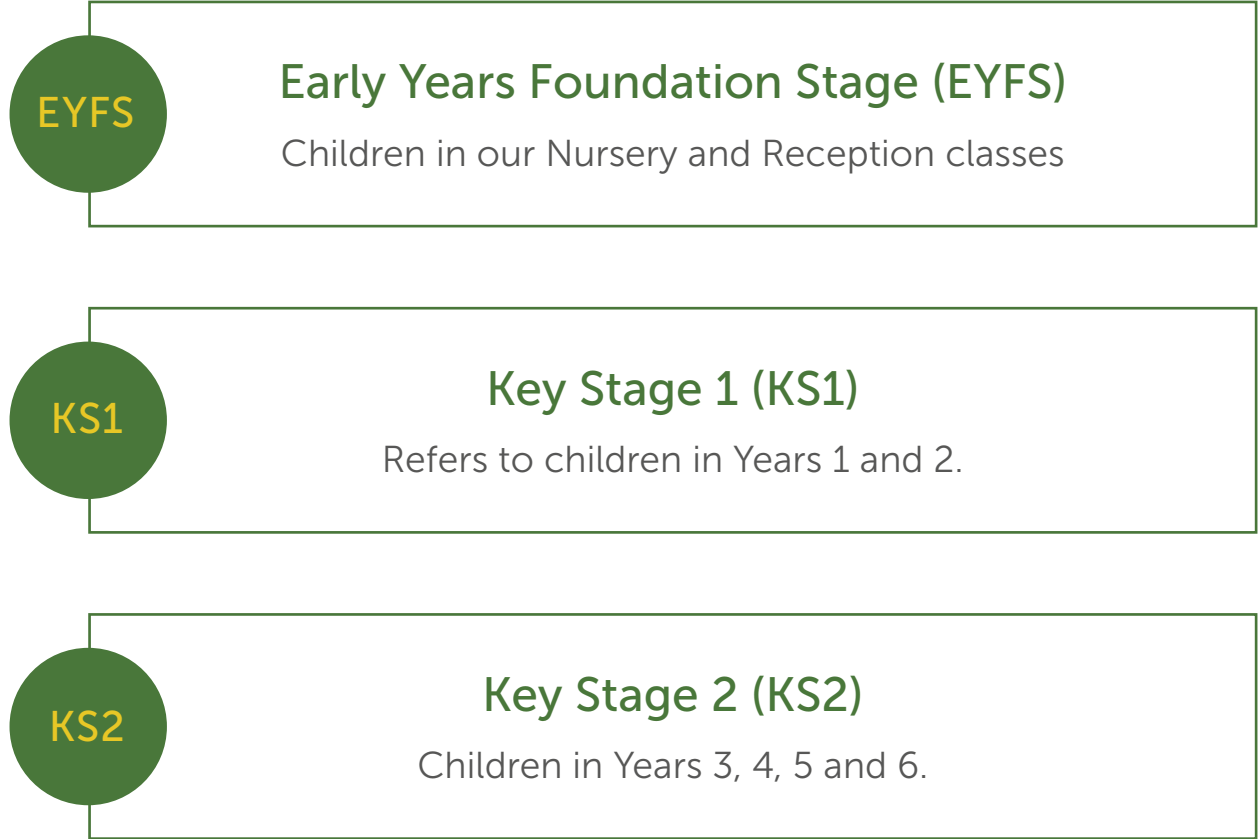
We hold a number of open events for prospective parents, carers and children to come and visit the school and meet Mr Wanford, the Headteacher, and the team of staff. For further details about these, please visit the school's website.





# Organisation

Our Academy is a Primary school, organised into three key stages:



# Times of Sessions

The school times as specified below are for the 2017/2018 academic year, and are subject to adjustment in 2018/2019 when in the permanent building and as pupil numbers increase.

Morning	
Reception	8.50am-12.00pm
KS1	8.50am-12.00pm
KS2	8.50am-12.15pm
Afternoon	
Reception	1.00-3.15pm
KS1	1.00-3.15pm
KS2	1.00-3.15pm

## Assemblies and Collective Worship

Assemblies are an integral part of our Academy life. Each day the children come together, either as a whole school or class to sing, celebrate good work and reflect. Parents do have a legal right to ask for their child to be withdrawn from religious activities, including collective worship.





# Uniform

Our uniform, worn by all the children, is a distinctive feature of Green Ridge Primary Academy.

We place an emphasis on maintaining high standards of dress and appearance because we believe it encourages the children to take pride in themselves and their Academy. We therefore ask parents to ensure that their children always wear the correct uniform and that it is clearly labelled. Children also need to wear the appropriate kit during PE lessons.

Our uniform is provided by Bucks School Wear Plus, 48 Kingsbury, Aylesbury HP20 2JE. Parents and carers are able to go into the store to purchase items of clothing and try them on as they wish. They can also be delivered to the academy, should a parent be unable to get to the shop.

Either Winter or Summer uniform is acceptable until October half term. Winter uniform is worn from October half-term until Easter and summer uniform is worn from Easter until half-term in the autumn term.

Winter Uniform	
White shirt with school tie	White Blouse
Grey trousers	Grey skirt or tunic/pinafore
Green V-neck jumper with logo	Green cardigan with logo
Grey, White or Black socks	Grey tights
Green academy fleece	
Outdoor coat	
Book bag	
Black sensible shoes (no raised heels, boots or trainers)	

Summer Uniform	
Grey trousers or Grey shorts	Green check dress (gingham)
White shirt with school tie or White Blouse	Grey skirt
Green V-neck jumper with logo	Green cardigan with logo
Green academy fleece (optional – not to replace jumper)	
Grey, White or Black socks	
Legionnaire/baseball hat	
Outdoor coat	
Book bag	
Black sensible shoes (no raised heels, boots or trainers)	





# Early Years Curriculum

## Teaching and Learning

The academy is committed to providing exceptional teaching and learning for all our pupils. We do this by encouraging collaborative working practices amongst our staff and providing support in order for all pupils to experience exceptional learning opportunities. Teachers plan together regularly to ensure a consistent focus on the pupil leaning outcomes.

We ensure that lessons are tailored to meet the needs of each individual pupil and assess progress in lessons and over time to ensure the achievement of each pupil is maximized. We foster and develop a love of learning within the pupils, and throughout the year we celebrate all achievements both in and out of the classroom.

## Early Years Foundation Stage (EYFS)

At Green Ridge we follow the Early Years Foundation Stage framework. This is a curriculum deeply rooted in the foundations of play in order to support our children to develop their social skills working harmoniously together, whilst gaining a strong

foundation in English, Mathematics and creative and physical skills. It is made up of four themes which are:

### A Unique Child:

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

### Positive Relationships:

Children learn to be strong and independent through positive relationships.

### Enabling environments:

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

### Learning and Development:

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

The themes of a unique child, positive relationships and enabling environments all feed into how we teach the learning and development theme.

## Learning and development theme

The Learning and development theme is split into 7 areas of learning:

1. Communication and Language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
2. Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
3. Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
4. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

5. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
6. Understanding of the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
7. Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In Early Years we follow children’s interests to offer them a stimulating and engaging curriculum. We use these interests to teach the seven areas of learning described above. Children are continually assessed through observations and focus groups and the provision supplied is a result of this assessment.

We have 60 Reception places available for next September.



# Key Stage One and Two Curriculum

## Key Stage 1 and 2

At Green Ridge, we have designed a curriculum that equips our children with the skills and personal qualities necessary to lead a fulfilling and rewarding life. We aim for our curriculum to enable our children to achieve the core life values we aspire to for them, and allow them to be active, responsible members of their community.

Our curriculum is very practical, engaging all ability levels and is easily accessed by children at different stages of English language acquisition. Children work in a variety of ways: as a class, in groups, pairs or individually. Our emphasis is always on active and meaningful involvement of children in their own learning. Through this, we aim to provide meaningful and exciting learning opportunities, which ensures raised levels of achievement.

Green Ridge's curriculum is organised in two parts – the first is a core offer in English and mathematics, and then the remaining subjects are taught in a thematic approach, which include both RE and ICT. Wherever possible, year-groups work in a cross-

curricular fashion, and many aspects of English and mathematics will be linked to the current theme/topic that the children are learning about.

Green Ridge has its own policy and implementation documents for each of the subjects. A yearly curriculum map is available on the academy's website under each year-group which is designed to show how topics are organised to give continuity and ensure progression.

Children's learning is carefully monitored as they progress through the curriculum. Recording of achievement is through individual children's work, group work, whole class work, shared books, displays, teacher's records and the child's individual portfolio.

## Physical Education

Physical Education promotes children's knowledge, skills and understanding of how their body moves so that they can perform with increasing competence and confidence in a range of physical activities.

Physical Development is taught both as independent weekly lessons with a PE teacher and through appropriate links in the creative curriculum. This gives children a chance to continue using their physical development throughout all aspects of the curriculum, putting into action specific skills learnt with the PE teacher.

Over the course of a year children cover a wide range of activities to give an understanding of their bodies in action. These include dance, indoor and outdoor games, gymnastics, athletics and striking and fielding game

Through taking part in regular exercise, we promote the importance of making healthy decisions and encourage children to continue to make these positive choices for the rest of their lives.





# Safety and Security

## Child Protection

At Green Ridge, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our safer recruitment policy includes all checks on staff and regular volunteers' suitability, including Disclosure and Barring Service (DBS) checks, in accordance with current legislation, and in addition to this teaching staff are monitored through the recently introduced national prohibition check service.

All entrances and exits to the school are secured during school hours, and the only access to the school is through the main school entrance which has a constantly monitored entry system.

In accordance with our responsibilities under section 175/157 of the Education Act 2002 and "Keeping Children Safe in Education" September 2018, we have a Designated Safeguarding Lead

for Child Protection, Mr Aaron Wanford (Headteacher) who is a member of the senior management team, and has received appropriate training for this role. It is their responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

Occasions do arise when our concern about a child mean we have to consult other agencies. Whilst we would always aim to work in partnership with parents there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under s47 of the Children Act 1989, may want to speak to a child without a parents' knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the academy has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, Mr Aaron Wanford or your child's class teacher: the Policy can be found on our academy website.

## Medicine in School

We always seek to support children and parents. There are times where we will administer medicine to a child, for example if a child has a long-term illness or if we have put a 'Health Care Plan' in place with parents.

If you feel your child will require medicine during the school day, please inform the Academy at the earliest opportunity and we will be more than happy to discuss how we might help you. We would kindly ask you not send your child to school with medicines, without agreement from the academy. We are only able to administer medication that has been issued following a prescription, or that is accompanied by medical authorisation.

If your child is unwell and requires antibiotics they should have some time at home to recover and be certain that there will be no side effects to taking the medication. If your child has asthma please provide us with a labelled asthma pump and complete an information card from the school office. All children will be expected to become responsible for this, as soon as we feel they are ready to do so.





# Learning beyond the classroom

## Home Learning

We have a policy of providing home learning projects – opportunities that are enjoyable, manageable, interesting and extend and enrich and support the learning that has taken place in school.

Home Learning includes:

- Reading for at least 20 minutes each day
- Mathematics: rehearsing and practising skills for fluency and building confidence.
- Thematic/topic learning: projects to support interests and engagement and to share with parents/carers.
- Spellings/Key Words: issued on a more personalised basis, comprising key words and topic-related vocabulary.

## Extra-Curricular Activities

We aim to provide our children with a breadth and depth of extra-curricular provision after school that allows them to experience activities they may not otherwise have access to. This provision is dependent upon the availability and specialism of our staff team and external providers we employ, and activities will occur before and after school, and on some occasions during lunch times.

## Educational Visits

Educational visits enrich our curriculum topics and bring them to life for our children, therefore we encourage teachers, where appropriate, to organise trips for the children that will enhance their learning experiences and ensure they are learning beyond the classroom.

In addition to these visits there will also be residential opportunities for all children over time.

# Behaviour for Learning

## Behaviour

At Green Ridge we have the very highest expectations of behaviour. We work towards a House Team system, where children have a consistent set of core principles and rules across the school working towards achieving the highest standard each day both individually and as part of a team. We expect our children to show courtesy, respect and responsibility at all times.

Everyone at Green Ridge has a part to play in the promotion of high standards of behaviour. It is important that there is a clear code of conduct reinforced by a balanced combination of rewards and consequences within a secure and positive environment, whilst at the same time promoting an understanding that appropriate behaviour is the responsibility of individuals.

The academy firmly believes in the power of intrinsic motivation in children, and uses this as the main approach to pupil reward. Rather than extrinsically rewarding children, children are taught from the youngest age that adopting the correct learning behaviour is paramount for themselves.

We will, always, challenge any form of discrimination including racist or sexist behaviour, and all forms of bullying. The whole school community, children, staff, governors, parents and volunteers should be aware of and actively involved in implementing our Behaviour Policy.

## Behaviour Charter

At Green Ridge, we have established our behaviour charter. These are key beliefs and fundamental expectations to how children behave which apply to all children, and have been created in a way that can be understand and recognized by all children, even from the youngest age.

At Green Ridge, we will:

1. Use kind words and actions
2. Listen to one another
3. Try out best



# Core Values and House System

## Core Values

Green Ridge has six core value which underpin all aspects of academy life. Through assemblies and throughout the curriculum these values make explicit the values for life which children will need to recognise and show:

- Honesty
- Friendship
- Forgiveness
- Responsibility
- Gratitude
- Respect

These values go hand-in-hand with a range of other values which children will encounter and learn about at Green Ridge during their time within the academy. For example, gratitude will link closely with humility, and honesty will link closely with trust. Children will explore a range of values, although particular attention will be given to the six-core value listed above. Children will be articulate in discussing these values and their meaning not only in the academy, but for their lives in general and implications

For further information, please see our Behaviour policy.

## House System

Children are grouped into four House Teams. Every child and member of staff is given one of these four Houses to support. Each child is placed in a House on entry to school in Reception and remains a member of this team throughout their time at the school. Siblings are placed in the same House team.

Houses are named after significant individuals from the Buckinghamshire area:

- **Redgrave** – named after Sir Steve Redgrave, from Marlow, who is an Olympic rower
- **Pratchett** – named after Terry Pratchett, from Beaconsfield, who was a children's author
- **Disraeli** – named after Benjamin Disraeli, from High Wycombe, who was a Prime Minister
- **Austin** – named after Herbert Austin, from Little Missenden, who invented the Austin make of car

Each half-term there will be a minimum of one House activity or competition, so that children get the opportunity to work collaboratively and build relationships with members of their house across the school. For example, there may be House Music competitions, sports days or art and design presentations.

Children can be given House points which count towards their House Cup. Points that are awarded for recognition of (but not limited to):

- Demonstrating a caring attitude towards peers
- Good attendance
- Well-presented work and learning
- Sporting achievement
- Taking part in competitions and events
- Helpful approaches to different situations

Every week, the house points are counted by our House Captains and a weekly winner announced during our Celebration Assembly every Friday and added to the house points chart. House points are then tallied over the course of a year. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on

the House Cup. This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.





# Attendance and Punctuality

We are committed to ensuring our children achieve to their absolute full potential at Green Ridge, and excellent attendance and punctuality are one vital aspect of ensuring this occurs. Parents/carers who ensure their children attend school regularly and on time demonstrate the importance of school to their children, ensuring that they then develop a healthy attitude towards their learning.

We therefore expect that children are ready for school, in the playground from 8.35am, ready to enter and begin learning at 8.40am. The academy school day officially begins at 8.50am, and children arriving later than this are marked as late.

If a child is unwell and unable to attend, a reason must be given in the form of a phone call or letter. Apart from very exceptional circumstances, parents should not take children out of school during term time. In such cases, permission must be obtained from the Academy.

For further information, please see our Attendance and Punctuality policy.



# Contact Details

**HEADTEACHER:**  
Aaron Wanford

**WEBSITE:**  
[www.greenridgeacademy.co.uk](http://www.greenridgeacademy.co.uk)

**EMAIL:**  
[admin@greenridgeacademy.co.uk](mailto:admin@greenridgeacademy.co.uk)

**TEL:**  
01296 326320

**POSTAL ADDRESS:**  
Green Ridge Primary Academy  
President Road  
Aylesbury  
Buckinghamshire  
HP18 0YA

**TWITTER:**  
[@GreenRidgeR2](https://twitter.com/GreenRidgeR2)

**FACEBOOK:**  
Green Ridge Primary Academy







*"Limitless learning; infinite possibilities"*



[WWW.GREENRIDGEACADEMY.CO.UK](http://WWW.GREENRIDGEACADEMY.CO.UK)