…working together the possibilities are endless.

School Brochure

GORSE HALL PRIMARY SCHOOL
Forester Drive

Stalybridge

SK15 2DP
Tel: 0161 338 4262
Email admin@gorsehall.tameside.sch.uk

Dear All

On behalf of the governors, staff and pupils of Gorse Hall Primary and Nursery School, I would like to welcome you. We hope this brochure will provide you with information, and give you an insight into our school.

At our school, every child, parent and carer matters. The ethos of the school is based on a partnership between pupils, parents and staff.

We are a highly successful school, always moving forward to build on our many strengths. We are committed to providing a broad and balanced curriculum where all pupils are given equal access to all aspects of the life of the school. We achieve this by providing quality teaching and learning in an environment which promotes emotional health and well-being.

Gorse Hall staff strive to enable all our children to achieve the highest standards in everything they do. We know that every child is unique and we value them as individuals. We provide equal opportunities for all regardless of learning needs, ability, gender or social background.

We are a happy and conscientious staff who have the welfare, development and happiness of the children at heart. We hope that you will enjoy reading this brochure and will find all of the information that you need about our school. You can also explore our website www.gorsehall.tameside.sch.uk. And, of course, you are very welcome to visit the school. Feel free to call our helpful office staff who will be pleased to arrange an appointment for you.

Yours truly

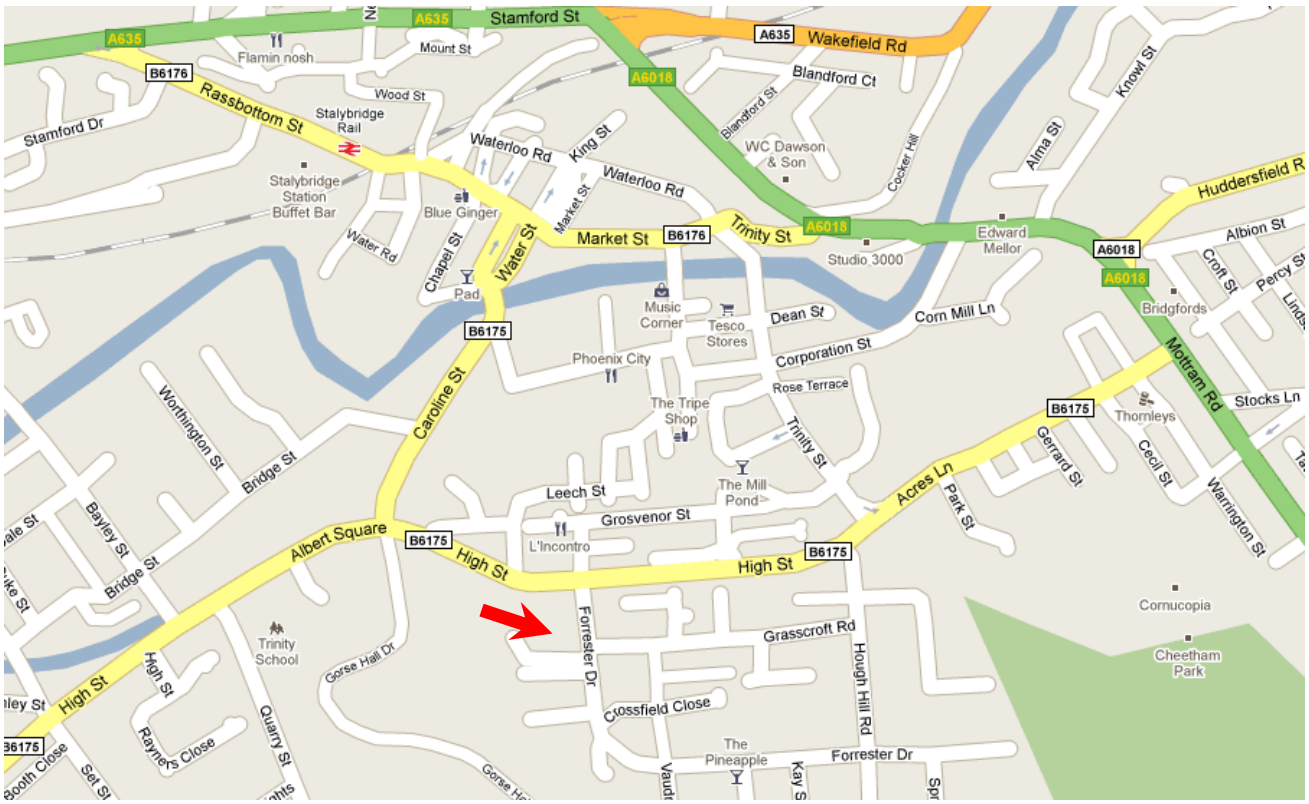
Miss A. Flood, BA Hons, PGCE, MA Education and NPQH
Headteacher

CONTENTS

- Contacting the School
- Aims of the School
- The School Day
- Attendance and Uniform
- Behaviour
- The Curriculum
- Organisation (The Foundation Stage)
- Organisation (Key Stages One and Two), RE, Assemblies
- Inclusion
- Child Protection/Safe Guarding, Progress and Assessment, Homework
- Extended School Activities ,Visits, Visitors
- School Council, ECO, Science Quality Mark, Road Safety, Lunch Time
- Sample Menu, Mid Morning Drinks/Snacks and Packed Lunches
- Leading Parent Partnership Association, Parking and Bicycles
- Additional Information
- School Holiday Dates
- School Governors
- Results of Curriculum Assessments

Contacting the School

Name of school	:	Gorse Hall Primary and Nursery
Address	:	Forester Drive Stalybridge Tameside SK15 2DP Tel: 0161 338 4262 E-mail: admin@gorsehall.tameside.sch.uk Web: www.gorsehall.tameside.sch.uk
Type of school	:	Nursery, Infant and Junior Community School
Age range of pupils	:	3 to 11
Gender of pupils	:	Mixed
Headteacher	:	Miss Alexandra Flood
Chair of Governors	:	Mr Micheal O'Dowd
Local Education Authority:		Tameside MBC



Aims of the School

We aim to support pupils in their personal and social development and through the curriculum. Our aims follow the Every Child Matters agenda which identifies the five outcomes that are most important to Children and Young People:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Our “Bee” expectations reflect the way we treat others and they way we expect to be treated

- **Be Safe**
- **Be Kind**
- **Be Respectful**
- **Be Proud**

Admissions

The standard admissions number is 60. Parents wishing to seek a place for their child must make an application to the LEA. Please call into school in the September before your child starts school and our Admin staff will be happy to explain the procedure to you.

The School Day

Foundation Stage		Key Stage 1		Key Stage 2
School bell- 8.45		School bell- 8.45		School bell- 8.45
Registration- 8:45		Registration- 8:45		Registration- 8:45
Morning Session		Session 1		Session 1
Nursery 8:45 -11:45		8:45 -10.30		8:45-10.50 LKS2
				8.45-11.10 UPKS2
Rec 8:45 -11.45		Break Time 10:30-10.45		Break Time 10.50-11.05 LKS2
				11.10-11.25 UKS2
		Session 2		Session 2
		10.45-11.45		11.10-12.30 LKS2
				11.25-12.30 LKS2
Lunch R 11.45– 1.00		Lunch 12.00-1.00		Lunch 12.30 – 13.30
Afternoon Session		Sessions 3 & 4		Sessions 3 & 4
Nursery pick up 3:15				
Rec 1.00 - 15.15		Break Time 2.15-2.30 Year 1		13.30 - 15.15
		Break Time 2.30-2.45 Year 2		
School Finishes 3.15		School Finishes 3.15		School Finishes 3.15

Arrival at school in the morning

The school is not legally responsible for children who arrive at school before 8.45 am. Entry to the school yard is round the back of the Nursery building or through the front side gates, never through the car park. Doors open at 8.45 am, children should line up with their class outside their classroom. 3LG, 3NW and 5CH will line up outside the hall doors in the playground. To ensure safety, parents must stand in the designated areas away from the children's lines. Any parent with a message for the class teacher should communicate through the school. Children arriving after 8.50 am should enter through the main entrance and be signed in by the adult escorting them to school and will be marked late in the register. Persistent latecomers are always referred to the Education Welfare Officer.

Leaving school during the day

Occasionally, children have to leave the school during the day to attend medical appointments. Parents taking their child out of school during the school day must sign their child out at the school office.

Collection of children at 3.15 p.m.

In order to ensure a safe exit from the school, parents are asked to wait for children to come out through the external door of each classroom. 3LG, 3NW and 5CH will leave through the hall doors. However, if parents have something to discuss with their child's teacher, please make an appointment or wait until other pupils have been collected.

Attendance

Here at Gorse Hall Primary School, we believe that punctuality and good attendance are an essential part of pupil's progress and attainment. Children who have 100% attendance are awarded every term.

If your child is going to be absent for whatever reason, we ask that you ring school by 9am or contact the school via the MyEd app on the first day of absence. If you do not inform us of your child's absence, a telephone call/My Ed message will be made to establish contact. A home visit may be needed if no contact is made. Any child who is frequently absent or late will be monitored and a referral made to the Education Welfare Officer.

School Uniform

Every child is expected to wear school uniform to school every day. To have all pupils in uniform gives the school a greater standing in the community and communicates a sense of pride and loyalty to the school they attend and represent.

The school uniform is:

- a maroon sweatshirt, pullover or cardigan
- fleece jacket (order from school office)
- grey trousers, pinafore dress or skirt
- yellow polo shirt
- black practical shoes

Summer uniform:

- grey shorts
- yellow or red check dresses

PE Kit:

- a pair of black shorts
- a plain white 'T' shirt
- black pumps

For outside sessions

- black tracksuit bottoms are very useful
- trainers for outdoor games and the Daily Mile

Uniform and book bags are available from the school office

Please remember to put your child's name on all clothing and property brought into school.

'Pupils feel safe in school because they understand and appreciate the vigilance of staff.'
OFSTED 2017

Parents were very positive in their praise of how the school supports both their child and themselves stating 'staff go above and beyond to help children' and 'it is a very nurturing school.'
LPPA Award 2022

Behaviour

In our school, we insist on high standards of behaviour at all times. We have a clear set of "Bee" expectations which we have developed with the children through the school council.
We believe very strongly in developing the whole person, encouraging every child to find their strengths, celebrate their achievements and make the right choices about how they behave.

- **Be Safe**
- **Be Kind**
- **Be Respectful**
- **Be Proud**

These expectations are displayed in all the classrooms and everyone in school wears a "Bee" badge with pride. In the event of a child making the wrong choice, parents will be informed.
We celebrate the children's achievements through our "Star of the Week" certificates which are presented in our assembly each Friday. Children earn Dojo points and earn rewards when a specified number of points has been earnt.

The school will **not tolerate** incidents of racial abuse, bullying or child-on-child abuse and will deal firmly with any child or adult who abuses the rights of others. This means the school will consider exclusion in these cases.

Just as you have high expectations of Gorse Hall School and its Staff and Governors, we too have high expectations of you as parents. In choosing to send your child here, we expect to work in a partnership with you in providing an all- round education for your child.

Such a partnership requires you to:

- support the school's aims and objectives
- encourage your child to make the right choices by reinforcing the school's "Bee" expectations
- ensure your child attends school regularly and on time
- keep us informed of anything that happens at home which might cause changes in the behaviour/attitude of your child.

The Curriculum

We believe that pupils should be prepared to live in a multicultural society and should recognise and take advantage of the valuable contribution different cultural backgrounds can make to their education.

We aim to:

- prepare all pupils for life in a world where they will meet, live and work with fellow citizens of diverse religions, language and ethnic origins and ensure good literacy and language development
- enhance the school's curriculum by drawing on the experience of all its children and the wider community around
- develop the self esteem and identity of the members of all groups
- foster respect for other people's religions and moral beliefs and enable pupils to recognise and oppose racism

The school "…rightly celebrates the numerous awards that you have achieved to celebrate curriculum developments…" OFSTED 2017

All children regardless of ability, ethnicity, race or gender are given equal opportunity to all areas of the school curriculum.

The Foundation Stage Curriculum:

The Early Year Foundation Stage EYFS is made up of seven areas of learning.

- Communication& Language
- Literacy
- Maths
- Expressive art and Design
- Understanding the world
- Physical Development
- Personal, Social and Emotional Development

All seven areas form the basis of the planning in our Nursery and Reception classes through a lively, creative and engaging curriculum, both indoors and out.

The National Curriculum comprises:

- English
- Mathematics
- Science
- Computing
- History
- Geography
- Music
- Art and Design
- Physical Education including swimming
- Design and Technology
- Modern Foreign Language in KS2
- Relationships and Sex Education
- Health Education
- Religious Education

Organisation

The school is larger than average, with two classes in each year group. Through a variety of teaching styles, children are supported by our Teaching assistants. We have full time support in our FS and KS1 classes and part time support in our KS2 classes. Children with additional needs receive support from our SSA staff.

The Foundation Stage

This covers Nursery and Reception classes and provides the foundation on which children will build during their school life. It is a very important time in a child's life and they experience a wide range of activities during these two years. During their Nursery year, children attend for morning only sessions or can pay for a full day).When they enter the Reception class, children attend school all day.

The Foundation Curriculum prepares children for key stage one of the National Curriculum, by providing learning opportunities towards the "Early Learning Goals", which most children are expected to achieve by the end of their Reception year.

Gorse Hall has implemented the new EYFS framework which is organised into seven areas of learning and these allow children to develop skills such as listening, speaking, concentration, persistence, learning to work together and co-operate with other children. They also learn their early reading, writing and maths skills.

During the Foundation stage, emphasis is placed on the outdoor classroom and most days (weather permitting) children will spend some of their lesson time outside learning about their environment and developing physical, personal and communication skills.

Parents say, "This is a happy school and the teachers here are 'SUPERB'."

OFSTED 2017

Key Stages One and Two

In key stages one and two, children learn, practise, combine, develop and refine a wide range of skills in their work across the National Curriculum.

At Gorse Hall, the children learn, practice, develop and refine these skills throughout their key stage years through the teaching of English, Maths, Computing and our thematic curriculum. These skills are taught through encouraging children to reflect on what they learn, how they learn and how these skills can be applied to different situations in everyday life.

By the time that children at Gorse Hall reach the end of key stage two, they will have achieved levels of knowledge as well as personal growth and skill strategies that can be applied once they start their time at secondary school.

Throughout the key stages, children are also provided with opportunities to develop their spiritual, moral, social and cultural understanding. Ofsted (2017) commented that staff promote this development very well. The excellent displays around school celebrate and inform all pupils about different cultures.

Religious Education

The school follows the guidelines set out in the Agreed Syllabus for Religious Education in Tameside. Much of the teaching is drawn from Christianity, but the school population includes many children whose parents hold faiths and beliefs other than Christian. Tameside adopts a multi-faith approach to religious teaching. Through RE, children are introduced to moral ideas, such as right and wrong, obligations and duties. These ideas will be present throughout the life and work of the school and use will be made of everyday happenings to help children to appreciate and understand these ideas.

Our assemblies relate the worship in the school to the curriculum of the school. Worship is seen to be relevant to the children's interests and lives and as such is an essential part of the total religious education of the pupil. At the start of every half term, the pupils take part in a 'Jigsaw' assembly that compliments the PSHE/RSE work taught and celebrated throughout school.

On Fridays, assemblies celebrate the individual achievements of children. Parents are invited to their child's special class assembly during the year.

Inclusion

.

We are proud of our Inclusion provision at Gorse Hall and constantly strive to improve this. The School Provision Map enables the Inclusion Manager to monitor progress of all children with identified needs and work with outside agencies when required. Our aim is to achieve early identification and prompt, appropriate support where needed.

"It is evident that the school is well versed in what is required of an ECO-School and have a lot of experience that they can share with other local schools."
ECO GREEN FLAG AWARD 2018

Children with learning difficulties are quickly identified in line with LEA procedures and national guidelines. Children are assigned to stages of assessment, according to their particular needs. Our assessments also allow us to signpost parents who may need help in supporting their child's talents. We hold SEND coffee mornings three times a year to help support and guidance for parents of SEND pupils.

"The school has worked hard to consult with pupils who have special needs and their parents"
SEND inclusion Award 2022.

Teachers monitor progress carefully and may note that some pupils are not making the progress they should or that there are concerns with behaviour, physical and emotional development. Despite the work having been differentiated very carefully, the child has not made the expected progress. The teacher contacts the Special Needs Co-ordinator, and extra support, or resources are provided, usually within a small group situation. A One Page Profile is drawn up, usually with the parents, and the child's progress is carefully monitored during termly Four Plus One meetings.

"Pupils' achievement has improved and those pupils who have special educational needs and/or disabilities are taught in an effective manner alongside their peers.
OFSTED 2017

Despite additional support, the child may continue to not make anticipated progress. Involvement of outside agencies shall be enlisted – for assessment purposes, to give advice or specialist support to the child on a one to one basis. This may be an educational psychologist, speech therapist, occupational therapist etc.

Pupil reviews with the school SENCO and class teachers and the development of personal plans for these pupils ensure parent and pupil voice is a high priority.

LPPA Award 2019

The final stage is where school and the parents request a formal assessment by the LEA SEND Team and an Educational Health and Care Plan will be drawn up.

Currently, approximately 15% of children are on the SEND register in school receiving different levels of support.

During the year, children often move on and off the SEND Register, as they may experience difficulties for a short period of time only. Our aim is to achieve early identification and prompt, appropriate support.

Our school policy has just been updated in line with the New Code of Practice issued by the DfE and DoH. Miss Suleman (SENCO and Inclusion Manager) would be only too pleased to answer any queries about additional needs and inclusive provision. Please see our 'SEND' policy.

"Pupils are exceptionally proud of their school. The school is a safe place to learn."

OFSTED 2017

Child Protection/ Safeguarding

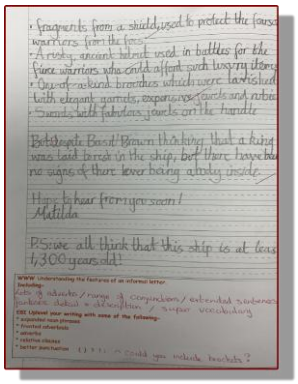
It should be noted that schools have an important part to play in the detection and prevention of child abuse. Where a member of the school staff suspects that a child may have been abused, the school is **required** to report the matter to Children's Social Care.

We have a professional duty of care to all children in our school. The school's named Child Protection Officer is Miss Alexandra Flood, secondary named officers are Miss Jane Evans and Ms Nazia Suleman and third named Safeguarding and Welfare officer is Mrs Jane Troy. This requirement now forms part of the Local Authority's procedures for dealing with child abuse. All adults volunteering in school have DBS clearance in line with Safe guarding procedures

Additional personalized support for parents has been provided to support the individual needs of children and their families.

LPPA 2019

Progress and Assessment



All assessments are used to inform future planning and provision for children throughout the school. They are carried out on a daily, weekly, termly and yearly basis. These can be both formal, informal and through external assessment procedures. However, Teacher Assessment is the main form of assessment used and detailed records of all aspects of children's progress are kept by the class teacher and centrally. Assessments are used to set challenging targets and monitor the progress of each child.

Formal meetings between parents and teachers are held each term. At the first meeting in the autumn term, parents are invited to meet teachers to discuss how well children are settling down to their work in their new class. At the main meeting in the spring term, parents can meet teachers to discuss targets and evaluate progress made throughout the year by their child. In the summer term, each child receives a detailed report summarising their progress during the year and this is followed by an Open Evening when parents may visit the school to discuss any issues the report may raise.

"Good Teaching promotes good progress..... excellent marking helps pupils understand how they can improve and they are adept at checking and improving their work....It is a strength across school"

OFSTED 2017

Of course, teachers are willing to discuss with parents any problems or queries at any time during the year. Whenever possible, consultation should be by appointment. The staff will always strive to make themselves available at the close of the school day but it is not possible, except in an emergency, to talk to them at short notice before school or during the school day.

Homework

Homework is set on a regular basis. Our homework policy outlines what is expected from children at different stages throughout the school. Teachers will inform you of what homework needs to be done, and when, through class news letters. Homework is important in that it supports and develops learning that has taken place in school. It also affords parents the opportunity to take an active interest in their child's learning and development. We are hoping to trial ,in Autumn 2024, an online version that allows pupils to practice core skills on a regular basis .

Extended School Activities

The school offers a wide range of after school clubs including multi –skills/sports from Active Tameside, orienteering, football, netball, choir, art and craft and many more throughout the year.
Activities during the school day can include Chess and Guitar.

School Visits

Each year group offers a range of school trips throughout the year. Pupils visit the local area e.g. Cheetham's Park, Stalybridge Country Park, Portland Basin as well as further afield e.g. Chester Zoo, Blue Planet, Lytham St. Annes to enrich and deepen learning in our exciting curriculum.
Our Y6 pupils develop independence, perseverance and skills for life during their residential stay.

School Visitors

We provide the pupils with further learning opportunities through our numerous and varied visitors. These experiences have included Fire Services, mountain rescue, pilots, nurses, police dogs and local MPs.
Children also experience culture through visits from a pantomine and theatre.

Road/Rail/Water Safety

Our Year 6 children visit Safe Squad and have Bike-ability in the Autumn Term. We also take an active part in "Walk to School Week" each term. We have visitors from British Rail and other companies who promote keeping safe outside of school.

Community

We are proud of our participation and involvement in the annual Stalybridge Carnival. It is a fantastic way of celebrating our community. Our school choir participates in Young Voices and our pupils regularly perform at different venues around the North West.

"Pupils…greatly enjoy the many roles on the school councils that have been provided for them. They said that they behave well because they want to represent their school on these councils…" OFSTED 2017

School Council

Gorse Hall has a School Council made up of representatives from Year 2 to Year 6. The Year 6 reps ensure the younger classes are represented at council meetings. The Council meets on a regular basis to discuss issues from the perspective of the children. This allows all children, through their class representative, to express their views and opinions about school life and to make a positive contribution to the life of the school. The Council has led a number of initiatives which have resulted in positive changes in school life, including our "Bee" behavioural expectations and improvements in lunchtime provision.

Head Pupils

Two Head/Deputy Head Pupils are appointed in every September. Year 6 pupils can apply for the prestigious posts by letter. Pupils in Year can apply for monitor roles such as Playleaders, nursery lunchtime helpers, corridor monitors among other prestigious roles.

ECO Awards

We are proud to be recognised as an ECO school and proudly fly the green flag. This means that we are concerned with safeguarding our environment, recycling whenever possible and conserving the world's resources. We have an ECO Code which reminds the children of their responsibilities. Our ECO Committee is made up of representatives from each class and meets at regular intervals. The Code was written by our children from years 1-6 and is revised each year.

As part of our drive to conserve resources, we encourage parents and children to walk to school whenever possible. Our school takes part in the national 'The Walk to School Challenge' in which pupils accumulate badges for walking/cycling to school on a regular basis. This also helps to alleviate the severe parking problems in the immediate vicinity at the start and end of each day.

Primary Science Quality Mark (PSQM)

"Gaining a Primary Science Quality mark is a significant achievement for a school.

"The profile and quality of science teaching and learning in each awarded school is very high.'

National director of PSQM

We are proud to be recognised for the high quality science curriculum our school delivers. Gorse Hall has hosted Science Fairs delivered by pupils to enable parents and carers to experience learning together.

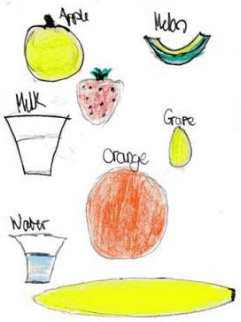
"*The science fair was amazing – well organized and the children presented their learning. It was so interactive."*
Parent
2024

SEND Inclusion Award (SENDIA)

We were delighted this year (2025) to receive this award for the second. This is indicative of our ongoing support and provision for SEND pupils and families.

Lunch Time

Lunch time is an important part of the school day. Each class is assigned a supervisor to ensure a smooth transition between the morning and afternoon sessions. Staff have received training in positive play and our Team of Year 6 Play Leaders all work to ensure that it is an enjoyable experience for all the children. School dinners should be paid for through Parent Pay. Children in Reception, Yr1 and Yr2 can access a Universal Free School Meal. Please inform the school if your child has any food allergies or dietary needs.



Mid Morning Drinks and Snacks

As part of the school's healthy eating policy, infant children are provided with a daily piece of fruit. Key Stage 2 children may bring from home a practical healthy snack to eat at mid morning break.

Children have access to sterilized drinking water from the water fountain and can refill their own water bottles here each day.

Packed Lunches

As an alternative to a cooked school meal, please provide your child with a healthy balanced lunch. We ask that you **do not** include fizzy drinks or cans / breakable containers / sweets or chocolate. Please ensure that foods contain no nuts and that grapes are sliced in half long ways.

Please ensure the lunch is in a suitable container, clearly marked with name and class, and provide a spoon if necessary as there may not be one available.

Sample Menu

Week 2 - commencing: 26th April, 17th May, 21st June, 12th July, 6th Sept, 27th Sept, 18th Oct.

Monday	Tuesday	Wednesday	Thursday	Friday
Home Made Chilli Con Carne Vegetarian Sausage Roll **(v)** Tuna Barmcake	Pork Loin Steak & Gravy Fish Fingers Home Made Spicy Cheese Tortilla **(v)**	Home Made Shepherds Pie Home Made Herby Pasta **(v)** Filled Jacket Potato	Roast Chicken Fillet Home Made Scone Base Pizza**(v)** Salmon & Cucumber Domino Sandwich	Ravioli Home Made Cheese Whirl **(v)** Turkey Barmcake
Served with Boiled Rice or Jacket Wedges, Peas & Sweetcorn or Cauliflower	Served with Jacket or Creamed Potato, Baked Beans or Green Beans	All-in Meal, Served with Sweetcorn or Broccoli Florets	Served with Roast or New Potatoes, Cabbage or Mixed Vegetables	Served with Chips or Creamed Potatoes, Marrowfat Peas or Carrots
Home Made Chocolate Sponge & Peppermint Sauce or Home Made Fruity or Plain Flapjack	Home Made Bakewell Tart & Custard or Arctic Roll	Home Made Apple Sponge & Custard or Home Made Assorted Fruit Muffin	Home Made Paris Sandwich & Custard or Ice Cream, Wafer & Melba Sauce	Home Made Rice Pudding & Sultanas or Home Made Giant Ginger Biscuit
Help yourself to Salad and Bread each day. Selection of Fresh Fruit, Yoghurt, Milk, Fruit Juice, Water available daily. Key: **(v)** vegetarian				

"…the school has a very inclusive positive ethos which promotes parent engagement as a key priority across the school."
LPPA Award, 2022

"Excellent Mental Health and Wellbeing section on school website, providing extensive and high quality information and signposting."

"Good use of external agencies to provide additional teaching and support for children's mental health and wellbeing."

AcSEED 2022

Leading Parent Partnership Association

The LPPA is a committed team dedicated to parent and school communication and raising funds for much-needed equipment for the children to use. Such items typically include musical instruments, large apparatus for physical education, playground markings, books - both for the library and to enhance the reading scheme, computer equipment, additional science and maths equipment and refurbishment of home play areas in EYFS classrooms.

Fundraising is one of the main objectives of the work of the LPPA. It also gives parents and carers the opportunity to become more involved with the life of the school. The school encourages parents and teachers to work together for the benefit of the children and the school.

New members are welcome. LPPA run a toast club and are keen to recruit more members.The LPPA meets regularly to organise events. Look out for the coffee invitations!

Our school was awarded the LPPA award again in 2019.

AcSEED Award

In 2022, we were recognised for our high quality mental health provision for pupils, parents and staff. Miss Evans is Mental Health Lead supported by the Wellbeing staff team and Wellbeing Ambassadors in Key Stage 2. We have been awarded again in 2025 with this award for the continuation of the work we do around mental health and wellbeing.

AcSEED™
Emotional Wellbeing in Schools and Colleges

Smoke Free Gates Policy

We are proud to be part of Tameside's free from smoke initiate. Please observe the signs and keep our school grounds free from second hand smoke.

Car parking outside school

We appeal to parents to exercise great care when driving past the school and when parking outside the school. It is preferable for cars to be parked well away from the areas where children cross the road i.e. directly outside the gates on both sides of the road. Use of the car park by children/parents is forbidden. Please **do not** park on the zig zag lines as this presents a great danger to your children. We care about air pollution too so please turn off your engine whilst you wait in a designated parking.

Bicycles

Children are not allowed to come to school on bicycles because of the dangers involved in travelling along the busiest

Additional Information

Mobile Phones

The use of mobile phones during the school day is prohibited. The phone in the main office can be used if necessary. The school is not liable for lost or damaged phones if they are needed for an after school activity. For safety, they should be handed in at the main office for collection at the end of the day. They should only be brought in by older children who travel by themselves and must not be used on school grounds without school permission.

Medicine

Parents are responsible for the administration of medicines to their children. If a child requires medicine during the school day, parents should come to the school to administer the medicine. Pupils who are unwell should not be sent to school. If a pupil becomes unwell at school, parents will be contacted and asked to collect their child as soon as possible. It is therefore vital that the child's home telephone number, parent's work numbers and other emergency numbers such as relatives or child minders are up to date. The school will act in loco parentis whenever we are unable to contact the parent. Members of staff will not take seriously unwell or injured pupils to hospital. An ambulance will be called immediately and parents will be informed. For children with asthma, a medical form must be completed and inhalers brought into school and kept up to date.

Toys, valuables and money

Toys, valuables or money should not be brought into school. Money for school activities should be paid via Parent Pay. The school cannot be held responsible for any valuables – such as money, phones and watches that go missing.

Photographs

In the Autumn Term, individual photographs of the children are taken and in the Summer Term, class and team photographs are taken. They are in colour, and are normally of a very high standard.

Over the year, there will be occasions when the children are photographed. These photographs may be used in school documents such as the prospectus or web site, or they may be printed in the local newspaper. A Privacy Notice is sent out at the beginning of the year for you to give permission or for you to object.

School Term Dates

Autumn Term 2025

School reopens INSET Monday, 1 September 2025

School reopens Tuesday, 2 September 2025

School closes Friday, 24 October 2025

School reopens Monday, 3 November 2025

School closes Friday, 19 December 2025

Spring Term 2026

School reopens Monday, 5 January 2026

School closes Friday, 13 February 2026

School reopens Monday, 23 February 2026

School closes Friday, 27 March 2026

Summer Term 2026

School reopens Monday, 13 April 2026

School closed May Day - Bank Holiday - Monday, 4 May 2026

School closes Thursday, 21 May 2026

School closed INSET Friday, 22 May 2026

School reopens Monday, 8 June 2026

School closes Thursday, 23nd July 2026

School closed INSET Friday, 24th July 2026

SCHOOL GOVERNORS

PARENT GOVERNORS

Mr C Schofield
Mrs K Heavey

CO-OPTED GOVERNORS

Mrs P Ashton (Vice Chair)
Mr Glyn Goodchild
Mr J McCabe (Vice Chair)
Mr G Goodchild

LOCAL AUTHORITY GOVERNORS

Mr M O'Dowd (Chair)
Mr S Wood

Associate Governor

Mr G Goodchild

HEADTEACHER

Miss A Flood

STAFF GOVERNORS

James Chambers
Miss N Welsh

How to make a complaint

In accordance with the Education Reform Act of 1988, the school follows the Tameside procedures for the consideration of complaints about the school curriculum and related matters.

Initially, all concerns or complaints should be referred to the class teacher or Headteacher for discussion and resolution. This will include those that relate to the everyday conduct of the school as well as those that are the subject of formal procedures under the Education Reform Act 1988. If your complaint is not resolved to your satisfaction, please put your complaint in writing to:

The Chair of Governors
Gorse Hall Primary School
Forester Drive
Stalybridge
SK15 2DP

End of Key Stage 2 Statutory Assessment

Percentage of children achieving age related standard (2025)

Reading	**74%**
Writing	**74%**
SPAG	**74%**
Mathematics	**72%**
RWM Combined	**60%**

This booklet is published in accordance with the requirement of the Education Act 1980 and the Education (School Information) Regulations 1981.The information contained in the booklet was correct on July 2024. It should not be assumed that there will be no changes in part or whole of any of the information given in the booklet either before September 2024 or during the school year 2024-25.