



Glebe Junior School



2024 - 2025



GROW



LEARN



ENJOY



BELIEVE



ENCOURAGE

Glebe Junior School

We aim for all to achieve high standards, learn new skills and widen their knowledge by adopting The Glebe Way:

- To Grow, Learn, Enjoy, Believe and Encourage
- providing a high quality education with inspiring teaching using a variety of styles.
- providing an interesting and creative curriculum, supported by extra-curricular opportunities.
- giving children the opportunity to learn through real-life experiences.
- supporting children to learn how to learn.
- stimulating the desire and motivation to learn.

We aim for all to feel valued and to develop a positive self image by:

- providing a caring and safe community.
- promoting self-knowledge, self-esteem and self-confidence for all.
- ensuring all children have a voice that is heard.
- praising acknowledging success, rewarding effort as well as achievement.
- recognising and celebrating individual interests, talents and abilities.
- ensuring equal opportunities for all to achieve fulfilment.

We aim to engender honesty, respect and considerate behaviour by:

- promoting children's spiritual, moral, social and cultural development.
- providing effective personal, social and emotional education.
- enabling children to understand right from wrong and to respect British law.
- providing discipline that is firm, fair and consistent and valuing good behaviour.

We aim for all to promote understanding, respect and tolerance of others by:

- developing an appreciation of and respect for their own and other cultures.
- developing understanding about differences and valuing diverse experiences.
- actively tackling discrimination or prejudiced behaviour.
- protect all children from radicalisation and extremism.

We aim for all to develop independence and to be prepared for their future by:

- increasing responsibilities and encouraging use of initiative.
- providing opportunities for participation in democratic process.
- developing the ability to make informed choices.
- encouraging collaborative work.
- preparing for life-long learning and promoting high aspirations.
- preparing children for life in modern Britain and the modern world.

We aim for all to develop healthy life style choices by:

- encouraging children to develop safe habits, including e safety.
- providing high quality physical education and enrichment activities.
- providing healthy meals and encouraging healthy eating.

We aim for strong partnerships working to benefit our children through:

- effective and mutually supportive links with home and the community.
- cooperative links with local schools and organisations.
- being actively engaged in community activities, locally and globally.

We aim to use funds effectively and efficiently to benefit the local and school community.

Glebe Junior School

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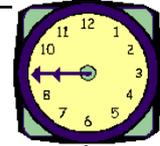
If you need help with translations, or if you would like a large print copy, please contact the office staff.

Disclaimer

In September 2024, when this booklet was prepared for publication, all details were correct. Changes in arrangements and other details may occur. We apologise for any discrepancies.

School Times

Lessons: 9:00 to 3:25 (Y5/6) 3:30 (Y3/4) Lunch: 12:00 to 13:00



School Terms 2024/2025

Term 1 Autumn	4 th September - 25 th October 2024
Term 2 Autumn	4 th November - 20 th December 2024
Term 3 Spring	6 th January - 14 th February 2025
Term 4 Spring	24 th February - 4 th April 2025
Term 5 Summer	22 nd April - 23 rd May 2025
Term 6 Summer	2 nd June - 24 th July 2025

May Day 5th May 2025

Training Days: 4th/5th September 2024
(school is closed to children) 6th January 2025
22nd April 2025
1 to be confirmed

! Please do not book holidays in term time.



The school gates will be opened at **8:45am**. Children should make their way straight to class on arrival and be ready to start their education at **9:00am**. Children leave parents at the gate and all children should make their way quietly, without running to avoid accidents, round the zigzag path. Teachers are available in class from 8.45am.

Names of children arriving after 9:00am will be taken to ensure registers are complete and so we can support parents of children who are missing a vital part of their education.

At the end of school, Years 5 and 6 will be brought to the gates at **3:25pm** and Years 3 and 4 at **3.30pm**. For safety reasons, scooters should not be brought onto the playground, they should be left in the scooter park.



At the start and end of the day, please use the 'zig-zag path' to the left of the school as the corridor inside is too narrow!



For the safety of all children, we are very careful about visitors to the school. All visitors to the site, including parents, should report to the office. Please ensure all doors and gates are kept closed at all times. This is to protect your child. Please help us with this.

Dear Parents

On behalf of Glebe Junior School Governors, I would like to extend a warm welcome to our new pupils and parents. I know that moving school, including from infant to junior, can at times be worrying for some children, not the least for parents!

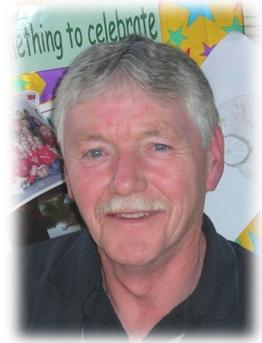
We at the Glebe pride ourselves on promoting a welcoming, friendly environment which we believe aids children's learning. Our aim is that every child reaches the pinnacle of their ability throughout the four years at this school.

We also pride ourselves on the provision of learning and additional provision such as Active Learning, MUGA, Forest School, two dedicated IT suites and the library to name a few.

We have a strong teaching and support staff; they not only give 100% during school time but also provide much of their own personal time to enable many varied extra curricular activities for the benefit of our pupils. We hope you find all the information you need in this brochure and on our website. I trust your child will enjoy their time at the Glebe and at the same time flourish.

Walter Greensmith

Chair of Governors



Dear Parent

Thank you for reading our brochure. I have worked across the schools in South Normanton for over 25 years and am proud and delighted to now be the headteacher at Glebe Junior School. I am committed to meeting the needs of the children and families in our community. I actively encourage all our children, parents and carers to take a full and positive role in school life. Our partnership with parents is at the heart of everything we do and supports every child to fulfil their true potential. We aim for children to receive a wide range of quality learning experiences both inside and outside the classroom that reflect the rapidly changing world we live in. This helps prepare them to become responsible and active citizens of modern Britain and the world.

We hope, by ensuring you have the dates and information in this brochure, you and your child will have a rewarding and enjoyable time with us. If you have any concerns at any time, call in to see me or talk to the staff. We welcome your ideas on how to improve and any help in moving forward. I want every child to have an inspiring enjoyable and successful time learning The Glebe Way. I look forward to working with you to put Glebe Junior School at the heart of our community.

Steve Watson

Headteacher



Our Staff

Leadership and Management

Mr Steve Watson	Headteacher
Miss Sophie Titmus	Deputy Head, Y6, Assessment/Pupil Premium
Mrs Rachel Whelpton	Y3 AHT, SENCO
Mrs Sam Finlayson	Y4 AHT, Maths
Miss Jessica Stevenson	Y5 AHT, English

Classes

- Y3:** 3G with Miss Harriet Bull, 3L with Miss Paige Collins, 3E with Miss Alison Marriott and Mrs Rachel Whelpton (Y3 Lead) and 3B with Mr Andy Knight.
- Y4:** 4G with Mrs Sam Finlayson (Y4 Lead) and Mrs Lesley Turner, 4L with Mrs Liz Bird, 4E with Miss Beth Torrington and 4B with Miss Emma Smith.
- Y5:** 5G with Mr Joshua Green, 5L with Miss Kelley Ingram, 5E with Mrs Luan Cook and Miss Jessica Stevenson (Y5 Lead) and 5B with Mr Duncan Harrower.
- Y6:** 6G with Mr Luke Fisher, 6L with Mrs Aimee Simkin, 6E with Mrs Katie Watson and Miss Sophie Titmus (Y6 Lead) and 6B with Miss Zoe Deacon.

Teaching Assistants

Mr Lee Barson
Mrs Sharon Beardsmore
Mrs Lisa Bradley
Mrs Dawn Clipston
Miss Courtney Crowder
Miss Jane Cutler
Mrs Kirsty Eaton
Mrs Laura Greaves (Behaviour)

Mrs Kristie Page
Mrs Stacey Parker
Mrs Sally Redfearn
Mrs Helga Senior
Mrs Amanda Smith
Mrs Emma Spray
Mrs Rebecca Squires (SEN)
Ms Julie Whitehead



Business Manager

Mrs Liz James

Office Staff

Mrs Karen Hyde, Mrs Hannah West and Miss Kim Peplow.

Morning Club Staff

Mrs Jeanette Bestwick, Mrs Donna Greaves, Mrs Ellen Sherwood

Senior Midday Sup

Mrs Jeanette Bestwick

Midday Supervision

Mrs Alison Willetts, Mrs Debra Clarkson, Mrs Jane Ladyman, Mrs Donna Greaves, Mrs Bev Chapman, Mrs Zoe Crowder, Mrs Clare Butler, Mrs Melissa Lambert, Miss Stacey Brown, Mrs Tracey Riley, Miss Tara Williams (Relief).

Midday Play Leader

Mrs Ellen Sherwood

Site Manager

Mr Ian Buchanan

Cleaning

Mrs Donna Greaves, Mrs Stacey Brown, Mrs Zoe Crowder, Mrs Debra Clarkson and Mrs Bev Chapman

Communication

A **newsletter** is produced each week and is available on our website and SchoolApp as well as outside the office. This will show next week's events, latest news, events, sports reports and include next week's Star of the Week for each year group. There will also be information about future happenings including a diary of dates.

If you have any questions or concerns during your child's time at the Glebe, please contact us. We want to make sure you and your child enjoy their education. For any general queries, please contact the office. Either call in, telephone on 01773 811304 or email info@glebe.derbyshire.sch.uk with 'parent request' in the subject.

If you have a question about your child's learning, their teacher or teaching assistant may be able to help you. Please arrange to speak with them before or after school or ask to speak with Steve Watson, Headteacher.

More formal complaints may be dealt with through our Complaints Policy which is available on our website. All comments will be taken seriously and are considered carefully and treated with complete confidentiality.

Cars and School

Hamlet Lane can become very congested. Please consider dropping your child a short distance away and let them walk the final part of the journey. If you do drive or park on Hamlet Lane, please be considerate of our neighbours and do not block driveways or park on the zig-zag lines outside school. The Police and Highways Officers will enforce this on a regular basis. We operate an unofficial one-way system in order to ease the flow of traffic. We encourage everyone who can, to walk to school, to keep healthy, save the environment and reduce congestion outside school. Please help us in this.



Admissions

For a place at our junior school, parents must make their application through Derbyshire County Council. Full information is given in 'Parents Guide to Primary Admissions' which is available at www.derbyshire.gov.uk. If you would like your own copy, please contact the Authority's Admissions and Transport Team by e-mailing admissions.transport@derbyshire.gov.uk or call 01629 537479.

Applications for a junior place in September 2025 opens on 11th November 2024 and closes on 15th January 2025. The quickest and easiest way to access the information and make your application is online at www.derbyshire.gov.uk. Places are not guaranteed. If after reading all the information provided you need any further advice, please contact the Admissions and Transport Team on 01629 537479 or email admissions.transport@derbyshire.gov.uk. If you cannot apply online please contact the Admissions Team on 01629 537499

Uniform

Children dressing smartly for school is a sign of respect and caring for themselves and for their learning. Wearing our uniform helps build a sense of belonging and pride. Our burgundy sweatshirts and cardigans look very smart on our children and provide suitable, comfortable clothes to work in. All clothes should be clean and neat, children should be able to get themselves changed for PE. Long hair should be tied back at all times. Shoes worn should be black, comfortable and sensible. Black trainers may be worn, but should be plain black with no markings. We encourage children to play and run around at break, so no flip-flops, mules or unsuitable heels please.

Uniform

Black or dark grey tunic/skirt or trousers
Burgundy or white polo shirt
Burgundy sweatshirt or cardigan
Burgundy fleece
Summer dress – red / white



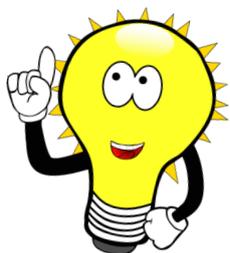
Essential PE kit

Indoor

House colour T-shirt
Black shorts
Plimsolls
Sports socks

Outdoor

Warm top
Sports Socks
Dark jogging bottoms
Outdoor Trainers



*Please name all
uniform and PE kit!*



Children should have their PE kits in school at all times, they should be brought at the start of each term and taken home at the end. No football shirts please!

Ordering Uniform

Also available with the Glebe logo are reversible coats, woolly hats, baseball caps, book bags, PE bags, despatch bags and backpacks for protecting children's belongings. Uniform may be ordered online from School Trends at www.schooltrends.co.uk. (see link on our website).

Equipment

Glebe will provide necessary equipment for all lessons, but some children like to bring their own. Each child may bring a HB pencil, eraser, and a pencil sharpener. Other equipment which is allowed are highlighters, some colouring pencils, felt-tips, ruler (preferably 30cm) and a glue stick. Please send in a named pencil case. For further details, please see our equipment list.



Children must accept full responsibility for any loss or damage to any equipment they bring in. Please do not send anything of value.

Lost Property

Please label everything your child brings to school. Any school uniform items are the most difficult to return to the children. We try to return items that are named to the child's class. We operate a lost property box, please enquire at the school office if you have lost any items. At the end of each term, all property is put on display then if not collected, it is cleared out. Unnamed and unclaimed uniform will be washed and sold on the second hand stall at FROGs events.



Mobile Phones

Where absolutely necessary, children may bring a mobile phone, but this is discouraged. We recognise that in some cases children may need them on the way to and from school. Phones should be turned off (not on silent/vibrate) during school time (from 8:45 to 3:30) phones to be handed to class teacher on arrival. Phones are not allowed out on the playground or in school at lunch or break and should be turned on only outside the school gate.

Jewellery and make-up

For safety reasons, jewellery may **not** be worn in school except for a watch (no Smart Watches) and one pair of small studs for pierced ears. **Hooped** earrings are **not** allowed for safety reasons! Please see policy on website. **NO** jewellery including watches or wristbands, may be worn during PE lessons. Children must be able to remove their own earrings and they are responsible for any items removed. Please do not allow children to have any piercings during term time as this causes problems when they need to keep them in. Make-up is not allowed as the children look quite beautiful enough already! No nail varnish or false nails to be worn.

Money

If your child needs to bring money to school for any reason, please send it in a named **purse or a labelled envelope**. Loose change in a coat or trouser pocket can easily become lost. This also applies to money for personal use.



Attendance

Parents have a legal responsibility to ensure regular attendance and punctuality, which is essential for any child's education. We understand that children have to stay away for illness or other exceptional reasons, but they should only be absent when it is essential. Only school can authorise absence depending on the reason. It is the parents' **legal responsibility** to inform us by 9.00am stating a reason. We will message/ring parents if we have not been informed about an absence.

If it is necessary to collect your child from Glebe to attend a medical appointment, please write a note in their diary and remind your child to show it to their teacher. If the appointment means missing the start of school, please inform the office staff prior to the day of the appointment. Children should attend for as much of the day as possible. Appointment slips must be shown to the Office Staff or copies sent in with your child.



***For all absences* — Please phone the school on each day of absence before 9.15am. The office is open from 8.00am.**

Punctuality

All children should aim to be on site for 8:55am ready to start learning at 9:00am. We have a large site and some children entering at 9:00am do not get to class in time to be registered. Therefore all children entering the gates after 8:55am will have their name entered on the gate sheet by the staff member on duty. However, they will only be marked late if they do not reach their class before the register is completed.

Applying for Absences to be Authorised (including holidays)

Amendments to the Education Regulations in 2013 made it clear that headteachers may not grant any leave of absence during term time unless there are exceptional and extreme circumstances, which means leave is unlikely to be granted for the purposes of a family holiday. However, even in cases of extreme circumstances, the school must always consider each case individually before making a final decision. Please note that issues such as parents' annual leave during term time, financial costs (cheaper holidays), grandparents' decision, family birthday or a wedding will not be considered as an exceptional circumstance. Any parent wishing to apply for a leave of absence during term time, should make the application at least **4 weeks in advance** of the planned absence, by using the '**Request for Leave of Absence Form**' available on our website. The Headteacher can only authorise absences in line with the latest regulations. Authorisation should always be obtained before any bookings or arrangements are made. Where authorisation is not obtained before the absence, it will be recorded as unauthorised. For any unauthorised absence, including unauthorised holidays, and any such absence masquerading as illness, a Penalty Notice may be issued without further warning.



Unauthorised absences may result in Penalty Notices.

Attendance

Our target attendance for every child is 97%

Total attendance for school year 2023-2024 = 94.53%

Total percentage of authorised absences 2023 -2024 = 3.68%

Total percentage of unauthorised absences 2023-2024 = 1.8%

Parents have a legal responsibility to ensure their children attend school regularly and punctually. Action will always be taken when there are concerns, including referrals to an Education Welfare Service.

Caring, Illnesses and Accidents

When your child feels unwell or suffers an injury at school, we will care for them. Firstly, and most importantly, your child will be looked after with kindness and sympathy. Initial and minor symptoms will be treated with care by our qualified first-aiders or other appropriate staff. Cuts and grazes will be cleaned and plasters may be applied. If you do not wish plasters to be used on your child, please inform the office staff. Children are **not** allowed medicines or creams of any kind in school without a completed permission form.



If it is felt necessary, **we will contact you**, either for you to check your child or so they can be cared for in the comfort of their home. Where the injury or sickness is more severe, you may be advised to take your child to the doctors or hospital. We work closely with the Health Service and our staff are aware of indicators of infectious and contagious diseases.

If your child has a bump on the head or other injury which causes concern, we will send you an App message. In the case of minor injuries, we expect your child to tell you when they get home. If it is serious we will contact you immediately or where necessary phone for an ambulance.



! **For the sake of your child's health, we need to be able to contact you at all times.** Please ensure we always have up-to-date contact details!



It is important to inform us of any change in contact numbers and email addresses as we use these to set up our online payment systems and parent teacher discussions.

Inhalers

In line with latest regulations, if your child has asthma, please complete the form for medicines **and** the request for a child to carry his/her own medicines. The inhaler (not the box) **must** be labelled with your child's name, as they all look the same. Your child must take responsibility for keeping it safe and available when needed.

Children should not have inhalers with them unless a form has been completed.

Medicines

If your child requires any prescribed medication in school time, we will help when we can. When possible, the staff may give simple medication but this will depend on the types of drugs and when/how they are to be given. This is in line with Health and Safety guidelines and advice from the staff unions. There is no legal requirement for staff to administer medicines. Each case will be considered separately. If your child requires any regular or occasional medication, please discuss this with the office staff. A completed form showing the dosage and timings will be required. When necessary, for more serious concerns, a Health Plan will be drawn up to support the child.



Please do not send medicines with children into school without staff knowledge.

Healthy Eating

Research shows children learn and behave better if they have nutritional food, plenty of water to drink and healthy snacks (please do not send nuts). We aim to promote healthy eating habits.

Water Bottles

Children are asked to bring in a named water bottle with water or weak squash and are encouraged to drink regularly throughout the day. This not only helps to maintain a healthy body but also aids concentration and learning.



Milk for Morning Break

In line with the national food standards, all children have the opportunity to have milk at break time. Milk gives energy in a way that does not harm teeth, aiding concentration, memory and creativity in class. If you wish your child to have milk, please order and pay online at www.coolmilk.com Children who have free school meals may receive free milk, please contact the office to register your child.



Breakfast

We believe breakfast is the most important meal of the day. It gives children a boost to start the day and improves their learning and their behaviour.

To support families, we run a **Morning Club**, providing breakfast and childcare from **7:30am** for a minimal cost of £3.50 per session. There is a varied daily menu, including for example crumpets or pancakes, with toast and cereals, tea, juice or milk always available. Otherwise please ensure your child has a drink and something to eat before they leave in the morning. A drink of fresh juice or milk is very important for their health and concentration.



Snacks

Children may bring a healthy snack each day for break. For example, they may bring some fruit, carrot, raisins, healthy cereal bars, or cheese. Please do not send chocolate bars, fruit-flavoured sweets, crisps or fizzy drinks. Only one item per break please! Please do not send any items containing nuts.



Lunchtime

Children may bring a packed lunch or have a school lunch. Hot meals are available for all children with a choice of main course with bread and a pudding/fruit. If you are receiving Income Support, Income Based Jobseekers Allowance, Child Tax Credit or Working Tax Credit your child may be eligible for free school meals. Please see the Derbyshire County Council website for further information and to apply. Otherwise money should be paid using our online payment system in advance of taking any meals. Cost is **£3.25 per day or £16.25 per week**. If your child brings a packed lunch, please clearly label with your **child's name** and keep it healthy by including sandwiches, fruit and a drink, with something sweet for pudding. Please **do not** send fizzy drinks, sweets, hot drinks, glass containers or cans. Children are not allowed to throw food away at school and are asked to take home any food they do not eat. This is to ensure you are aware of their eating habits.



School Council

We have an active School Council who have helped to make significant improvements to school life over the past few years. A boy and a girl are elected from each class at the beginning of the year with three children from Y6 classes. The members elect a Chair and Vice-Chair and we have a special Minute Secretary. All pupil members have responsibility for communicating suggestions from their classes, debating decisions and feeding back to their peers. Each half term, we hold a non-uniform day which raises money for our own School Council budget. In the past year we have organised non uniform and charity days, assisted with the organisation of Enterprise week and made a decision to spend the money on things such as wet play equipment and world story day, managed our own budget and organised fund raising.



Glebe Junior Home to School Agreement



Staff

We will do our very best to:

- *Care for your child, ensuring they feel safe and happy.*
- *Raise aspirations and encourage your child to success in life.*
- *Support your child to develop good social skills and good habits for life.*
- *Provide a high quality education meeting the needs of every child.*
- *Celebrate your child's successes in and out of school.*
- *Ensure your child understands how to use ICT and technology safely and appropriately.*
- *Set relevant homework tasks and monitor them.*
- *Keep you informed about your child's development and progress.*
- *Listen to any concerns and respond as soon as possible to the best of our ability.*
- *Encourage all to be involved in the school community.*
- *Treat all parents and children with honesty, respect and good manners.*

Parents/Carers

I/We will do my/our best to:

Listen to my child read 4 times a week and sign the Homework Diary weekly.

- *Assist my child with their homework and other opportunities for learning at home.*
- *Attend events such as celebration assemblies, parents' discussions to support my child.*
- *Not use social networking sites to discuss Glebe Junior School.*
- *Support my child to have high aspirations.*
- *Encourage my child to show care and respect for others.*
- *Support my child to always try their best and celebrate their successes.*
- *Ensure my child uses ICT, including the internet, safely and appropriately.*
- *Be aware of and support Glebe policies and rules.*
- *Ensure my child attends school on time, appropriately dressed and equipped.*
- *Ensure the school is notified promptly of any absences.*
- *Avoid holidays in term time.*
- *Inform school of any issues that might affect my child.*
- *Treat all staff as professionals, respecting them as members of the community with expertise in education.*
- *Treat all staff and children with honesty, respect and good manners.*
- *When on Glebe site, behave at all times as a role model for all children.*
- *Accept Glebe's obligation to follow Derbyshire County Council procedures for safeguarding and child protection,*
Please respect our staff—abusive behaviour will not be tolerated.

Pupils

I shall try my best to:

- *Care and respect myself and others.*
- *Be polite, helpful and follow The Glebe Way..*
- *Always try my best and aim high.*
- *Use ICT including social networking sites, responsibly and appropriately.*
- *Attend school every day and on time.*
- *Take a pride in my appearance and dress to Glebe policy.*
- *Bring everything I need each day, including PE kit.*
- *Take responsibility for all my belongings.*
- *Complete homework to the best of my ability.*



Linking Home and School - Check out our website and School App



www.glebe.derbyshire.sch.uk

Parental support is important in many ways and education is most effective when it is a partnership between home and school. We ask all parents and pupils to sign our Home to School agreement as shown opposite which sets out our promise to you and your child, and our expectations from you. We hope this can help you understand how we can work together. During your child's time with us we will show you ways to help your child at home. It is important that your child's education should not end at 3:30pm each day. A Curriculum Booklet for each year group will be uploaded to the website each term which will give details of topics to be studied and trips/events planned.

Homework

Homework will increase your child's enjoyment of learning and understanding. It gives each child a chance to talk about what they have been doing, improve and extend their learning and build on and practise skills they have learnt. Also it informs and involves you, and links home and school, inviting and valuing your comments. We believe it is important children develop the habit of extended learning while we also recognise they have a life beyond school. All children should always attempt work that is sent home and if your child (or you!) experiences difficulties, please contact the teacher. Please note there will be on-line homework activities such as TT Rockstars, Numbots, Spelling Shed, Maths Shed, White Rose 1 Minute Maths App and MyOn (virtual reading library).

Homework Diary

All children will be provided with a **Homework Diary** at the beginning of each year. Children are responsible for recording their homework when it is set. There are also spaces for brief notes to be shared between home and school. If, at any time, you want further guidance please speak to your child's teacher. Children should have their homework diary and reading book with them at all times. Parents are asked to sign each week. If lost please report to the office.

Reading

We use **Accelerated Reader**, an online learning resource used to grade reading books and quiz pupils on their reading skills. This helps us assess children's understanding of the books they have read and is linked to our rewards to motivate children to read more. Children will complete a 'quiz' when they have finished their book which will help them select their next book. We encourage children and parents to read for pleasure and information and not to see it as a race or competition. Please write in their diary whenever you hear (or see!) your child read and include any comments. Please support your child to read at least 4 times a week.

Library

All children have a unique number which is shown as a barcode on their homework diary. Reading books are taken out of the library and scanned through the computer. Children must ensure when they return books, they are scanned back in. Failure to do so, means the child is still responsible for that book and this may cause issues as there are charges for unreturned books.

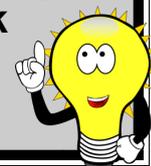
Spellings

Where appropriate, children will receive spellings to learn usually linked to high frequency words, spelling patterns or related to topics. Other spellings they should know are in their homework diary. Please support your child.

Targets

Children will be set curricular targets linked to their next steps for learning in reading, writing and mathematics. These will be assessed as appropriate for each child.

**Please help your
child by checking
that homework
is completed
and returned**



Special Educational Needs (SEN)

If your child has special needs, work will be planned and differentiated by the class teacher with support from our SENCo. SEN provision is co-ordinated by Mrs Whelpton our Special Educational Needs Co-ordinator.



We aim to support all children with a wide variety of needs and at many different levels. We work to the SEN Code of Practice (2014) which identifies the SEN support needed. We involve parents and carers from an early stage and throughout their child's education.

Children have special needs for many reasons. These could be a medical concern, an emotional concern, a social concern or a learning difficulty. Some children have additional needs which are met under an Educational Health Care Plan (EHCP) or Inclusion Panel Funding.

Medical Concerns

It is important that all children with specific medical concerns are known to us and identified clearly to ensure all staff are aware of their needs at all times. Outside agencies such as doctors, other medical staff or the Sensory or Physical Impaired Service may be involved and a Health Plan will be written where necessary. Sensory or physical needs may lead to an Educational Health Care Plan which will be led by the Health team at NHS.



Learning or Emotional Health

Parents and/or staff may identify a child has some difficulty with their communication, interaction, cognition or learning or a child may have social, mental and emotional concerns. Further support will be provided and specialist advice will be sought, including referrals where necessary.

Being Identified as SEN

Parents will be informed of concerns through Parent Teacher Discussion evenings and meetings, formal and informal. Class planning and intervention records will show differentiated activities and additional support provided. Targets will be shared in the child's Homework Diary and parents are asked to support their child at home in reaching their targets. Each term, the targets and support provided will be reviewed and where necessary adjusted to meet a child's needs.



Children who continue to struggle with their learning or show significant delay will need further support. Our Special Educational Needs Co-ordinator (SENCo) will be further involved. There may be hearing and sight tests and further assessment including from the Educational Psychologist, or Inclusion Support Service. Parents views and opinions are encouraged to help support their children's progress. All agencies will support the child working towards agreed targets and parents are asked to support their child further.

Educational Health Care Plans

Some children need greater help than the school can provide alone and in this case agencies such as the Educational Psychologist, will be asked to assess the child and give their opinion. Reports will also be sought from other agencies involved especially parents and this may lead to an Educational Health Care Plan. This is a legal commitment from all areas of the LA to show the support the child will receive to continue with their education and reach their potential. Parents views and opinions are again encouraged to help support their children's progress.

Accessibility Plan and Disability Equality Scheme

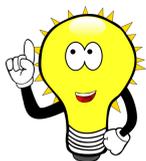
This plan sets out our proposals to increase access to education for disabled pupils and members of the community as required by the Disability Discrimination Act 1995 (DDA) and is available on request from the office staff. Although there are some limitations due to the age and the structure of the school buildings and grounds, we aim to be inclusive for all. Progress is reviewed yearly by the governors.

The Governing Body and staff are committed to providing appropriate education for all and will always work to meet the individual needs of any child or adult.



More Able Children

We identify our very able children, recognising abilities and talents in a wide range of areas, not only academic. We understand that a sensitive approach is necessary to help children to uncover their strengths as well as providing for those that are already obvious. We treat all children as individuals and work to ensure that all their learning needs are met. We aim to do this by providing a wide range of high quality learning opportunities to develop the specific skills and talents of each child, enabling them to reveal, display and extend their abilities, including actively involving them in their learning. Children will be challenged to extend their abilities and encouraged to aim high.



Help Available: If you are a parent of a child with SEN or a disability you may receive independent advice and support from the DIAS SEND (Parent Partnership) who may be contacted on **01246 533668** or email ias.service@derbyshire.gov.uk.



Glebe Curriculum (please see overview on page 20)

We have updated our overview for September in line with the new curriculum. For further information, please see our website or download a full copy of the National Curriculum at <https://www.gov.uk/government/collections/national-curriculum>

We aim to provide an interesting and creative curriculum, reinforced by ICT and technologies with a significant emphasis on the 'basics' of English and maths.

Mathematics

Maths is taught in class groups and adopts the Maths Mastery approach, with a strong focus on fluency of calculations and Reasoning and Problem-Solving challenges. All children have a daily mathematics lesson of approximately one hour, which we aim to make enjoyable, relevant and memorable. We actively promote the learning of multiplication and division facts (times tables) and a thorough knowledge of number bonds (both addition and subtraction) because they provide a strong foundation in Maths.



English

English is taught daily by your child's class teacher and will often have links to a topic focus. There are three areas; Speaking and Listening, Reading and Writing. Grammar, punctuation and spelling are also taught through explicit lessons and applied to all writing tasks. Some lessons take the form of discussions to improve speaking skills of all. Each year group studies at least 3 books in detail throughout the year, using VIPERS to improve their comprehension skills. Children participate in phonics groups to help them become more confident readers by learning their sounds and how to decode. To reinforce their learning, children are encouraged to take home a levelled reading book and a book to read for pleasure. For writing, lessons during the week teach skills which children are then encouraged to use during their extended writing, which is an independent task in their.

Science

A key focus of our science curriculum is to develop children's scientific enquiry skills whilst gaining knowledge in the different topic areas. Children are encouraged to ask questions, explore different ideas and carry out different types of investigations.

Computing

Children develop their computing skills through the teaching of discreet Computing lessons. In addition, we incorporate technology into lessons where it will enhance learning. Each year group has an iPad trolley and class set of laptops for mobile computing.



P.E.

Children develop their gymnastics, dance and games skills in their physical education lessons and in year 4, they will have swimming lessons. Our PE specialist, Mrs Watson, takes lessons and supports teachers to provide high quality activities. She also leads on lunchtime and after school clubs, which may be run by other staff or coaches. We encourage all children to engage in physical activity at lunch and break times and at home. This aims to develop children's fitness, positive attitudes to exercise and to stimulate the flow of oxygen to the brain enabling smart learners!



History and Geography

Children will develop geographical and historical knowledge through extended learning of a topic. Critical thinking is encouraged to make learning enquiry-based. This often has English, Art, ICT and other curriculum links to make learning cross curricular.

School trips also provide enrichment and extension to topic learning eg Carsington Water in year 3. Please ensure your child attends all trips to enable them to gain the best from the topic.

Art

Children experience a variety of artistic media in their four years at Glebe. They will also learn about the works of famous artists and art from different cultures.

Design and Technology

Design and Technology is usually linked to the topic learning and aims to develop their planning, creative designing, making and evaluative skills.

Music

In music lessons children participate in a different range of activities from singing to composing to performing. Children are invited to learn a range of musical instruments which are taught by the Derbyshire Music Partnership or in lessons.



French

Children begin learning French in Year 3 and have a weekly French lesson practising vocabulary and speech using Language Angels.

PSHE

Promotes three main areas: The Wider World, Mental Health and Well-being and Relationship, Sex and Health and Education. While looking at Fundamental British Values.

Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens. PSHE enables students to understand and respect our common humanity: it's diversity and it's differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. It helps pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Through RSHE children will learn about the similarities and differences between people and peers, use the correct vocabulary for body parts and explore how their bodies and emotions develop through puberty and what is a healthy relationship. The children will be encouraged to discuss the relating issues, ask questions, which will be answered factually and in an age appropriate manner.

Religious Education and Assembly

Our aim is for children to respect, understand and be tolerant of others' beliefs and cultures. Children study the culture of the locality and the culture of others. The school works to the Derbyshire Agreed Syllabus for Religious Education 2020. This includes studying Christianity and other religious faiths. Our Collective Worship Policy is available on request and shows the details of our assemblies. They are multi-faith though non-denominational, and have a moral emphasis. Occasionally, local religious leaders are invited to lead our assemblies. It is your right to choose to withdraw your child or children from all or part of the Collective Worship provided. Alternative provision will be made for any children withdrawn. Please contact the Headteacher.



Glebe Curriculum - Overview

		Science	Computing	History/ Geography	Art/DT	Music	PE	RE	French	PSHE
YEAR 3	Autumn 1	Forces	Logging on/E Safety/ Connecting Computers	Stone Age	Art—Prehistoric Art	Ukulele - Wider Opportunities (2 classes) Writing Music Down	Stone Age Dance Fundamental Skills	Why Are Festivals Important To Religious Communities?	Phonics and I am learning French	Learning for Life skills for: -Mental Health and Wellbeing -Relationships -The Wider World
	Autumn 2	Rocks	Desktop Publishing	Bronze Age	DT - Structures	Writing Music Down	Gymnastics Fundemental Skills Tennis rounders		Animals	
	Spring 3	Plants	Animation	Iron Age	DT - cross stitch and applique	Ukulele - Wider Opportunities (2 classes) Writing Music Down	Hockey/Netball/ Rugby	What Do Different People Believe About God?	I am able	
	Spring 4	Plants	Sequence in music	Local environment	Art—Growing Artists	Composing using your imagination	Hockey/Netball/ Rugby	Why Is The Bible So Important To Christians Today?	Seasons	
	Summer 5	Animals and Humans	Databases	Earthquakes	DT - food (pizza/ muffins) Seasonal	More Musical Styles	Teambuilding/ Games	Why Do People Pray?	Fruit	
	Summer 6	Light	Events and Action	World of Water	Art - sculpture and 3D abstract shapes	Enjoying Improvisation	Sportshall Athletics	What Does It Mean To Be A Christian in Britain Today?	Food	
		Science	Computing	History/ Geography	Art/DT	Music	PE	RE	French	PSHE
YEAR 4	Autumn 1	States of Matter	Computing Systems and Networks - The Internet	Romans	Formal elements of Art	Musical structures	Swimming/Football	Why do some people think that life is like a journey? Why is Jesus inspiring to some people?	Phonetics/ Presenting Myself	Learning for Life skills for: -Mental Health and Wellbeing -Relationships -The Wider World
	Autumn 2	Electricity	Creating Media - Audio Editing	Megacities	Torches	Exploring feeling when you play	Swimming/Basketball			
	Spring 3	Sound	Creating Media - Photo Editing	Sustainability	Fastenings	Handbells	Swimming/Rugby	Why is Jesus inspiring to some people? Why are festivals important to religious communities (Easter)	Classroom	
	Spring 4	Living Things	Data Logging	Jungles & Deserts	Sculptures	Compose with your friends	Swimming/Netball	What can we learn from different religions about deciding what is right/wrong?	Family	
	Summer 5	Teeth and Digestion	Programming - Repetition in Shapes	Anglo Saxons	Every picture tells a story	Expression and improvisation	Swimming/Tennis/ Cricket			
	Summer 6	Teeth and Digestion	Programming - Repetition in Games	Vikings	Slingshot cars	The Show must go on	Swimming/Athletics	What does it mean to be Hindu in Britain today?		
		Science	Computing	History/ Geography	Art/DT	Music	PE	RE	French	PSHE
YEAR 5	Autumn 1	Properties and changes of materials	Online Safety Creating Media - Vectors	History - Trojan Horse, Geography - Fair Trade	Art - Design for a Purpose	Melody and Harmony in Music	Dance - Greek Olympics. Invasion Games	What does it mean to be a Muslim in Britain today?	French Phonics 3 Do you have a Pet?	Learning for Life skills for: -Mental Health and Wellbeing -Relationships -The Wider World -Fundamental British Values - Mini Policing
	Autumn 2	Forces	Computer System Sharing Information		DT - Mechanism - Pop Up Books	Sing and Play different styles	Gym - balances, travelling. Invasion Games			
	Spring 3	Space	Physical Computing Crumble	History - Battle of Britain, Geography - Mountains	Art - Every Picture Tells a Story	Composing and chords	Gym - sequences and evaluation. Invasion Games	If God is everywhere, why go to a place of worship?	What is the date?	
	Spring 4	Space	Data Information Databases		DT - What could be healthier?	Freedom to improvise	Dance/outdoor Invasion Games	Why do some people think God exists?		
	Summer 5	Life Cycles and Reproduction	Creating Media - Video Editing	History - Local Study - Bakewell, Geography - Flooding	DT - Stuffed Toys	Battle of the Bands	Outdoor Skills Cricket/Tennis	What would Jesus do?	Clothes	
	Summer 6	Animals including Humans	Programming B		Art - Architecture	Handbells	Outdoor Skills. Athletics			
		Science	Computing	History/ Geography	Art/DT	Music	PE	RE	French	PSHE
YEAR 6	Autumn 1	Living things and habitats	Computer Systems and Network: Communication	Egypt/Rivers	Macro Photography (A)	Music and Technology	Invasion Games Dance	What do religions say to us when life gets hard?	French Phonics 1-4	Big Dreams
	Autumn 2	Animals including humans, heart and exercise	Programming - Variables in games	Egypt/Rivers	Cooking (DT)	Developing Ensemble Skills	Invasion Games Gymnastics		At School	Mental Health Healthy Lifestyles
	Spring 3	Evolution and inheritance	Creating Media: Web Page Creation	Climate Change	Still Life (A)	Creative Composition	Invasion Games Games Dance	Is it better for us to express our religions in art?	Regular Verbs	Life Skills (External through DaRT project)
	Spring 4	Evolution and inheritance	Creating Media 3D modelling	National Parks	Structures (DT)	Musical Styles Connect Us	Striking and Fielding Gymnastics		Irregular Verbs	Support and Care
	Summer 5	Electricity	Data & Information: Spreadsheets	British Empire	Electrical Systems (DT)	Improvising with Confidence	Athletic Skills/ Cricket	What matters to Christians and Humanists?	Me In The World	Mental Health Healthy Lifestyles
	Summer 6	Light	Programming: Sensing	Maya	Impressionism (A)	Farwell Tour/End of Year Production	Over The Net/ Outdoor Adventurous	What difference does it make to believe in Ahimsa, Grace and Ummah?	The Weekend	Financially Aware/ Transition Work

End Of KS2 School Results

These tables show the percentage of eligible pupils at the end of key stage 2 achieving each outcome and the school's attainment and progress in 2024.

The number of eligible pupils is: **93**

Figure may not total 100% due to rounding.

Teacher Assessment Results																
Percentage with each outcome																
	EM	PK1	PK2	PK3	PK4	PK5	PK6	HNM	WTS	EXS	GDS	A	L	F	P	Q
Writing	0	0	0	0	0	2	25		5	58	9	0	0	0	0	0
Science								23		76		0	0	0	0	0

Test Results												
Percentage with each outcome												
	B	NS	AS	A	L	M	U	J	F	P	Q	
Reading	2	20	75	0	1	0	0	0	0	0	0	
Grammar, Punctuation & Spelling	2	17	78	0	1	0	0	0	0	0	0	
Mathematics	2	16	80	0	1	0	0	0	0	0	0	

Attainment	
Percentage of pupils achieving the expected standard in English reading, English writing and mathematics	59%
Percentage of pupils achieving a higher standard in English reading, English writing and mathematics	5%
Pupils' average scaled score in English reading	105
Pupils' average scaled score in mathematics	104

Teacher assessment results - Key	
EM	Pupil assessed against the Engagement model
PK1	Pre Key Stage Standard 1
PK2	Pre Key Stage Standard 2
PK3	Pre Key Stage Standard 3
PK4	Pre Key Stage Standard 4
PK5	Pre Key Stage Standard 5
PK6	Pre Key Stage Standard 6
HNM	Has not met the required standard for most 11 year olds
WTS	Working towards the expected standard
EXS	Working at the expected standard
GDS	Working at greater depth at the expected standard
A	Absent
L	Left
F	Pupil will take test in the future
P	Pupil has taken test in the past
Q	Maladministration

Test results	
B	Working below the level of the test
NS	Not achieved Standard
AS	Achieved Standard
A	Absent
L	Left
M	Missing
U	Unable to access test
J	Just arrived in the school
F	Pupil will take test in the future
P	Pupil has taken test in the past
H	Pupil cheating
Q	Maladministration

Celebrating Success and Rewards

We are proud of our children's behaviour in and around our school demonstrating 'The Glebe Way'. We wish to reward the good and excellent behaviour of the majority whilst working to eliminate a small number of concerns.

Staff have determined clear guidelines on behaviours that are expected from all children at all times. These guidelines will help all understand our expectations and rules. They will also be shared with parents/carers.

The Glebe Reward System



- Children will receive **prize points** for behaving better than these expectations.
- Children collect **prize points** to reach each level and their progress will be recorded in their diaries, so parents can support and celebrate with them.

Prize Points Levels

Bronze level - 50 points

Children receive a bronze sticker from the Headteacher and a Glebe Junior Bronze Award pencil.

Silver level - 50 points

Children receive a silver sticker from the Headteacher and a choice of a sporting prize, (such as a skipping rope, small ball or koosh)

Gold level - 70 points

Children receive a gold badge and attend the Headteacher's afternoon tea party (for a drink and cakes).

Ruby level - 70 points

Children receive a special ruby badge in Star of the Week assembly and a choice of an academic prize (such as a notebook, pen or highlighter).

Sapphire level - 100 points

Children receive a special sapphire badge in Star of the Week assembly and a voucher (sports centre or other).

Emerald level - 100 points

Children receive a special emerald badge in Star of the Week assembly and a trip out in summer.

Please celebrate with your child at home when they achieve each level.

Unacceptable Behaviour

Unfortunately we do have some instances of unacceptable behaviour, which we wish to eradicate. Our aims are that:

- All children will be able to learn without others disrupting their lessons.
- No child will be upset by others, physically or verbally, in class, around school or in the community.

Please encourage your child to talk to staff if they are upset by other children. We wish to work in partnership with parents at an early stage of any concerns .

Staff have determined behaviours that are unacceptable and shared these clearly with all children. Children will receive sanctions for behaviour defined as unacceptable.

- Each class will have a coded display to the colours as shown below. Each child will have a label for the display.
- All children will start each day on green level and any child who is on green level at the end of the day will receive 1 prize point.
- When a child's behaviour is unacceptable as shown by our guidelines, staff will clearly state this and their name will be moved down the chart. This provides a visual and verbal reminder to the child. The child will be asked to choose the correct behaviour.
- For serious incidents, children may be moved more than one level. In particular, for bullying, physical violence, swearing, racism, and stealing, children will move directly to red level.
- All incidents above blue level will be recorded and may be shared with parents/carers.

Sanction Levels

Green level – Good behaviour, prize point at end of day

Amber level - Verbal and visual warning. Staff will remind the child of the positive behaviour expected.

Pink level – Second verbal and visual warning. Staff will remind the child to think, using positive language and language of choice. *What will happen if I keep up this behaviour?*

Blue level – Time out within the classroom. The child will be reminded of the consequences and positive behaviour explained. Incident is recorded on blue behaviour form and entered on system.

Yellow level – 10 mins time out in partner class. The child will be away from own class to think about expected behaviour and choices. Incident is recorded on behaviour form and entered on the system. Parents are contacted.

Red level – Child sent to Behaviour Support Assistant and misses 15 mins of breaks. Behaviour Support Assistant contacts parents/carers, by meeting or phone. Incident is recorded on behaviour form

If 5 red levels in one term, parents/carers are called in and a Behaviour Contract is discussed and is drawn up if required.

Purple level – Child sent to Behaviour Support Assistant for 15 mins and misses 30 mins of breaks. Behaviour Support Assistant or teacher contacts parents/carers, by meeting or phone. Incident is recorded on behaviour form and recorded on system.

Grey Levels – beyond class

Grey 1 – Inclusion Time, due to serious incident or continual unacceptable behaviour. Child is sent to Behaviour Support Assistant and Headteacher. Child completes 1hr and misses next lunchbreak. Parents/carers informed. **Inclusion Day**, On occasion, if incident is very serious or a repeated incident and child is refusing to obey instructions from staff, child will complete an inclusion day with the Behaviour Support Assistant. They will not socialise with other children and will learn in isolation. Parents will be expected to bring child to Inclusion Room and collect from the Behaviour Support Assistant at the end of the day.

Grey 2 – Fixed term Exclusion, due to extreme serious incident or continual unacceptable behaviour where it is felt essential for the safety of the child and of other children and staff. One or more days out of school. School to provide work.

Grey 3 - Permanent Exclusion, Child removed from school roll. Negative long term effect on child's education and chances in life.

The Governing Body

Governors are elected and appointed by particular groups to ensure that different stakeholders have a voice. The Governors meet regularly, act as a team and tackle issues together. An important part of their role is to ensure that the school is providing quality education for all children and to keep under review the way the school is developing.

The Governing Body is made up of 5 Parent Governors, 1 Staff Governor, 5 Co-opted Governors, 1 appointed by the Authority and the Headteacher. Other members of staff may be invited to attend meetings of the Governing Body to give reports or as observers.



Mr W Greensmith	Authority (Chair)
Mrs J Earnshaw	Co-opted (Vice Chair)
Mr J Bunker	Parent
Mr M Smith	Parent
Mrs Z Presland	Parent
Vacancy	Parent
Vacancy	Parent
Mrs S Glover	Co-opted
Mrs J March	Co-opted
Mrs A Potts	Co-opted
Mr F Earnshaw	Co-opted
Miss Z Deacon	Co-opted
Mr L Fisher	Staff
Mr S Watson	Headteacher
Mrs K Hyde	Clerk to Governors

Child Protection

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or any other forms of abuse, staff will have no alternative but to follow Derby and Derbyshire Safeguarding Children Procedures which may involve Social Care.

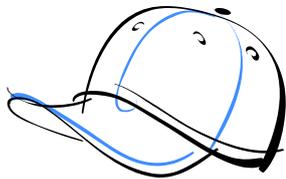
Charging and Remissions Policy

Our policy is based around the regulations and law as defined by the Education Act 1996, and states that voluntary contributions may be sought for activities during the school day which entail additional costs or to contribute to perishables used in the National Curriculum or to enhance resources for pupils' use. No pupil will be prevented from participating in any activity because his/her parents cannot or will not make a contribution. If insufficient funds are available, it will be necessary to curtail or cancel activities. Our policy is reviewed annually and is available on our website.

We would ask all parents to make every effort to contribute when requested to ensure we do not have to cancel any of our exciting curriculum enhancement opportunities.

Sun Safety

We have special sun shade areas on the playground and playing fields to protect children during the summer months. We also advise parents to apply a high factor sun screen before children come to school and for children to wear a hat and appropriate clothing. Shoulders should always be covered and caps are available from the office. Children may reapply their own sun cream throughout the day but staff are not able to do this for them. Children should have their water bottle with them during hot weather. Please remind your child to take their water bottle home regularly to have it cleaned.



Extended Services

Glebe Junior School works in partnership with local agencies including voluntary and community organisations, to provide extended services on our school site or locally, signposting existing services where appropriate. Our Business Manager, Mrs James, oversees our extended services.

- **Childcare** - we are pleased to provide a Morning Club every day from 7:30am for **£3.50** per session. An after-school club is on site run by an outside agency, JPAC who can be contacted on 07722 014760.
- For our range of extra curricular enhancement activities, please see letters home, the Newsletter and the SchoolApp. Music tuition is available for a charge, though some funding is available, and there are many sports and other activities in and after school time.
- Glebe work closely with Frederick Gents Family Support Worker, to provide a range of support through the Team around the Child process. This is aimed to be supportive and seeks extra funding or support through multi-agency meetings based on parents' views.
- We are increasing our information sessions for parents this year including additional leaflets. Parenting programmes and information about parenting support organisations are signposted through leaflets and our weekly newsletter.



Buildings and Grounds

Glebe Junior School was designed by the architect George H. Widdows (1871-1946) who is nationally acknowledged as a leading designer of schools in the early 20th century and an exponent of advanced ideas on school planning and hygiene. It was completed in 1911 as one of a large number of schools built to Widdows' designs by Derbyshire County Council.



Glebe is a Grade II listed building and can be found on www.britishlistedbuildings.co.uk. It is designated as a notable example of the work of George Widdows and is considered to be the earliest school designed by him. It is an early example of his butterfly plan-type and the original plan form still remains clearly legible.



The main building retains most of the notable elements of its original design and is relatively unaltered and has an exterior of distinctive architectural quality which displays the well-crafted use of materials. All outer buildings follow the same distinctive design as the main building.



We have a computing suite, 4 sets of ipads and a set of laptops. We now have 16 classrooms, with all rooms having the latest integrated technology.



We have our own kitchen and library. The playground now has markings, designed by the School Council to support play.



The small hall is compensated for by the wonderful outdoor spaces, where there is a quiet area, two adventure play areas, hard play areas, acres of playing fields and a nature/ECO area, where children get the opportunity to take part in exciting and enriching Forest School sessions.

We have also invested in two all weather courts to allow many sports to be played in all year round.



Brochure of Information for Parents 2024 - 2025

Glebe Junior School

Community Junior
7 - 11yrs

Headteacher: Mr Steve Watson

Hamlet Lane
South Normanton
Alfreton
Derbyshire
DE55 2JB
01773 811304
info@glebe.derbyshire.sch.uk
www.glebe.derbyshire.sch.uk

Chair of the Governing Body:

Walter Greensmith
chairofgovernors@glebe.derbyshire.sch.uk

Clerk to the Governing Body:

Mrs K Hyde - Please contact through school office.

**Derbyshire Local Authority
Executive Director of Children's Services**

Carol Cammiss
County Offices
Matlock
Derbyshire
DE4 3AG

Call Derbyshire 01629 533190

**If you wish to look around the school or
if you have any questions, please make
an appointment with the headteacher.**