



Welcome to Barley Mow Primary School

Pembroke Avenue, Barley Mow, Chester-le-Street, Co. Durham. DH3 2DJ

www.barleymowprimary.org Tel: (0191) 410 2758

Thank you for requesting information about our school. The purpose of this prospectus is to provide you with some useful and some essential information about us. We hope you will keep it throughout your child's stay with us as it describes much of our policy, some of which will only become relevant as your child moves up the school. You will be notified of any amendments through our regular monthly newsletters or via our website (see address above)

The staff and governors hope your child will have a happy and successful stay at Barley Mow. You can help to achieve that by regular communication with school.

Barley Mow is a family and community school, where we value the caring partnership between school and home, which helps to develop confident, happy and secure children, a fact recognised and praised in our most recent Ofsted inspection. Our hard-working committed staff aim to promote all aspects of your child's development. Physical, emotional, social and academic progress are interdependent. It is vital we keep one another informed of any change so we can work together to ensure your children reach their potential.

Class teachers are always willing to talk with you at a mutually convenient time. I hope you will also feel free to contact me if you have any concerns or if you would like to discuss any aspect of school policy. Parent Governors are also willing to meet with you, should you prefer it.

We look forward to getting to know both you and your child.

Yours faithfully,

Mr. D Hewitson
Headteacher
September 2011



Councillor Neil Weatherley
Chair of Governors
September 2011

ABOUT OUR SCHOOL

Chair of Governors
Type of School
Pupils in Main School
Nursery Unit
Roll at July 2011

Cllr. Neil Weatherley
Community Primary
Ages 4 - 11 yrs.
Ages 3 - 4 yrs.
178 pupils + 52 part-time Nursery children.

Our beautiful school grounds contain a single state-of-the-art flagship building. This brand new facility, custom designed and built to our specification, opened in September 2010, with the old buildings being cleared to provide school playing fields to Sport England standard. The centrepiece of the school is a landmark royal blue hall emblazoned with the school name, visible from all around the surrounding community we are at the heart of. School meals are prepared on site in a custom built kitchen. This is the only new-build school to be constructed in Gateshead under the provisions of the *Primary Capital Programme*. Visitor access to the site is via a single main entrance gate but there is a pathway within the grounds for internal use. For security reasons, daytime access **for all adults** is restricted to the main school entrance door, next to the main office. On-site security is maintained through a comprehensive system of 22 internal and external CCTV cameras. We have a large site to maintain and parents are requested to keep children off planted areas. Children must not be allowed to climb on fences, walls or trees. Our school site is also the base for the **Birtley Children's Centre @ Barley Mow**, opened during in the summer of 2008 in our former Key Stage 1 building, with a variety of Local Authority services provided from the site, including Speech & Language Therapy, wrap-around Childcare (from 0-3 yrs), family support services, chiropody & podiatry.

Entrances are on a busy road and car owners are reminded never to park on yellow zig-zag lines. For safety reasons, parents are not allowed to use the school car park for picking up and dropping off children. We also ask you to park considerately, to minimise disruption to our residential neighbours.

Parents are asked to support these measures to keep our children safe.

ADMISSIONS POLICIES

Our Admission Policy follows the Policy for Gateshead L.A., which is to be found in Gateshead's Information for Parents Booklet for the appropriate academic year. A copy of our policy is included in the Appendices of the printed version of this booklet.

POLICY OF THE GOVERNING BODY ON NURSERY ADMISSIONS

In addition to L.A. Guidelines, the Governing Body has determined that a maximum of 26 children are permitted in the Nursery at any one session.

Children are normally admitted into the Nursery in September of the School year in which they are 4 years old. (The School Year is from 1st September to 31st August of the following year)

TIMES OF OPENING

NURSERY CLASSES

| | |
|-------------------|--------------------|
| Morning Session | 9.00 am - 12.00 am |
| Afternoon Session | 12.30pm - 3.30pm |

KEY STAGE 1 CLASSES

| | |
|-------------------|---------------------|
| Morning Session | 9.00am - 12.00 noon |
| Break | 10.45am -11.00am |
| Afternoon Session | 1.15pm - 3.30 pm |
| Break | 2.25pm - 2.35pm |

KEY STAGE 2 CLASSES

| | |
|-------------------|---------------------|
| Morning Session | 9.00am - 12.00 noon |
| Break | 10.45am - 11.00am |
| Afternoon Session | 1.05pm - 3.30pm |
| Break | 2.25pm - 2.35pm |

TEACHING TIMES (excluding Registration, Assemblies, Breaks)

Key Stage 2 Department: 23 hr. 35 min.

Key Stage 1 Department: 22 hr. 45 min.

Staff are on yard duty from 8.50 am - we provide no supervision before that time.

Arriving late can be very distressing for children and should be avoided. Lateness is recorded for monitoring and reporting purposes. However, we do prefer you to send your child late rather than miss a morning's work.



NURSERY ADMISSIONS PROCEDURE



Application forms are usually in School in the Autumn term and should be returned by the advertised date (**2nd December 2011**). A Gateshead Council booklet containing the form is available / given to parents.

When the Nursery application form is returned to school, a receipt is issued and we ask to see a birth certificate before the child is entered onto our Admissions List. The only advantage in early application is that it helps us plan ahead. Owing to a varying demand for places, and the fact that we have been over-subscribed in the past, children who can only benefit from one year in Nursery are given preference for available places.

Following the closing date for applications, Governors meet in the Spring Term to allocate places, adhering to L.A. criteria (see LA General Information and Appendix of this booklet).

As soon as possible, parents are informed, either that they have been awarded a place, or that they have been put on our Waiting List. Moving house or the need for full time Nursery provision often mean that some children on

our Waiting List are eventually offered a place. If a place becomes available, all names on the Waiting List are re-submitted and the selection procedure is applied again.

In order to maintain the quality of provision our parents have come to expect, with the appropriate staffing levels, the Nursery unit operates two sessions per day - however, this situation is regularly reviewed as needs and demand changes. In the past, it has sometimes been necessary to operate a single session per day, should numbers of pupils dictate this. Parents, who have an **educational** reason for preferring one session, are given an opportunity to state the reasons for their preference when they return their Acceptance Form. The Nursery Teacher and Headteacher, in consultation with the Chair of Governors, allocate Morning or Afternoon places, aiming to get a balance of sex and age for each session.

Towards the end of the Summer Term, parents are invited to an Open Evening to meet staff and to find out more about the Nursery. At the Evening Meeting, parents also receive details of our staggered entry system.

Nursery staff offer a home liaison visit before children begin Nursery. We welcome all children, including those with Special Educational Needs. Parents of all children are asked to give us as much information as possible about their child so we can be prepared to meet individual Special Needs from the very first day. Support Agencies need to be contacted quickly, before they allocate their staff for the next term.

We may modify attendance arrangements for children with Special Needs. This will follow a consultation process with parents. If you move house during the time your child is in Nursery, you keep your place, provided your child continues to attend regularly.



PRIMARY SCHOOL ADMISSION PROCEDURE

There is very close liaison between our Nursery and Reception Class teachers. Both our Nursery and Reception class are organised along similar lines so the transition for children is eased. This link was the subject of high praise in the Ofsted inspection carried out in July 2010.



Information packs containing application forms are available in School in the Autumn term. Parents are required to return a completed form directly to School Organisation & Admissions at Gateshead Council before the closing date (**15 January 2012**) and are later advised by Gateshead Council whether a place is available. Applications can also be made on-line at www.gateshead.gov.uk. The Local Authority (Gateshead Council) is the admissions authority and they will issue a receipt for the direct applications during January 2012. Notification of a place being allocated will be made on April 2nd 2012

Children who are already in our Nursery have opportunities to meet with their new Reception Class teacher and to visit their new classroom across the whole year.

Children who have not attended our Nursery are invited to make as many visits as is felt necessary, accompanied by parents.

All parents are welcome to visit classrooms on our termly Open Mornings so they can see sessions in progress before children come into the main school.



Parents of new starters are invited to an Open Evening where they will receive any amendments to this document and more information about the School, including details of our staggered entry system.

This system begins by following, if possible, the Nursery routine of a Morning or Afternoon session, building to a reduced School Day and finally to a complete day by October of the Autumn term.

School meals are immediately available for children attending morning sessions but parents are asked to consider this option carefully before ordering a school

meal from Week 1.

Our pupil data is held on computer and at this meeting, parents are asked to fill in an Admission Form (see Appendix), Local Outing Permission Form, Earring Responsibility Form (as appropriate) and our Home School Agreement.

Our School Nurse (currently Anne Rayner) and our Community Health Visitors are always willing to support individual families or to talk about Primary School health issues with individuals or groups.

Open Evening is the time to meet informally with the Reception Class staff, to discuss procedures and to see the classroom.

We welcome all types of parental involvement, both in and out of the classroom. We emphasise the need to talk with staff, particularly during the first few weeks, when we all need to ensure that each child is receiving the best possible start in their new class.



If any problem arises, please tell us - **if it is a concern to you or your child, we do not consider it trivial!**

SCHOOL UNIFORM



Children are expected to wear School Uniform, which may include:

Skirt / Tunic / Trousers - Grey or Black

Blouse / Shirt - White

Cardigan / Jumper / Sweatshirt / Polo Shirt - Royal Blue

Sweatshirts, Cardigans, and Polo Shirts badged with our school logo can be bought or ordered from the main School Office.

We also provide P.E. bags, homework folders and, more recently, royal blue, badged fleeces and waterproof jackets, which are very popular for winter wear.

All uniform items are sold at a minimal profit to raise funds for our School Fund.

Parents need to provide adequate P.E. kit. **Safe footwear is essential.**

Some classes, *but not all*, keep a supply of spare clothing for those who occasionally forget P.E. kit. However, parents will be contacted if children persistently fail to bring adequate P.E. kit.



PLEASE MAKE SURE ALL ITEMS OF CLOTHING ARE CLEARLY NAMED.

JEWELLERY AND PERSONAL EFFECTS

On the grounds of Health & Safety, we do not allow the wearing of any jewellery in School, particularly rings, bracelets, chains and earrings. Parents must sign a form accepting liability for loss, damage or injury caused by wearing earrings. Body piercings are discouraged and **must** be removed for all PE and swimming activities in any case. **Children are not allowed to bring mobile phones into school.**

For health reasons staff are unable to insert or remove earrings.

SCHOOL WILL NOT ACCEPT LIABILITY FOR LOSS OR DAMAGE TO PERSONAL PROPERTY

ATTENDANCE & REGISTRATION

Parents are asked to contact School on the child's first day of absence – if contact is not made, it is school practice to contact home to ascertain the reason for the child's absence. For prolonged absence, we will supply you with work your child can complete at home.

Absence without satisfactory explanation is recorded as "**UNAUTHORISED**". The Headteacher decides whether or not to authorise absence. **Minding the house, looking after other children or shopping trips will not be authorised.** However, family crises will be acknowledged and absence *may* be authorised.

A maximum of two weeks holiday per year may be authorised if prior permission has been sought – although **this is strongly discouraged because of the disturbance to children's education.** Further holiday absence will be **unauthorised** and referred to the Education Welfare Service.

Lateness is recorded - we will contact you if children are habitually late and may refer on to the Education Welfare Service.

Absence Statistics 2010 / 2011 (percentages may not total 100% due to rounding)

| | |
|---|-------|
| Percentage school attendance for year | 94.3% |
| Percentage of unauthorised absence pupil sessions | 0.9% |
| Percentage of authorised absence pupil sessions | 4.9% |

ATTENDANCE REWARDS

We also encourage regular and consistent attendance of children by rewarding those children who are able to attend school without any absences over weekly periods and also over a whole school year. In the past, we have been fortunate that some of these rewards have been sponsored by local businesses. The Governors have given their full support to this scheme, which is viewed nationally as good practice. Each class also 'competes' for a weekly attendance trophy. A new scheme of graduated rewards has also been introduced recently.

PASTORAL CARE

Class teachers and Teaching Assistants see to the pastoral care of children, under the supervision of the Headteacher. Other staff usually refer concerns / problems to Class Teachers. If we feel a child may require medical attention, through illness or accident, which is beyond our remit, we use your emergency contact list. We have now introduced a system of Text-Contacting for parents – using mobile telephone numbers supplied by parents.

It is vital that you keep us informed of changes of contact telephone numbers and addresses.

If we were unable to contact you in an emergency situation, we would contact your G.P. for advice then take appropriate action. A trained First Aider is on duty at all times, including times when children are on visits.

CHILD PROTECTION

Staff are required to report any suspicion of child abuse to the Headteacher, who, as our Child Protection Officer, is legally obliged to determine what action to take. Statements are taken from staff and the Local Authority Child Protection Team may be contacted. Parents are encouraged to advise staff when accidents out of school have occurred.

The Headteacher will work with children and parents when pastoral problems arise. Other agencies can be consulted if parents so wish. Our aim is always to nurture and protect your children.

POLICY ON MEDICATION IN SCHOOL

The responsibility for administering drugs in school lies with parents. Children on regular medication should self-administer drugs. (Routines to be agreed for each child)

'Over the counter' medications *e.g. Calpol, Locketts etc* are **not allowed in school**. Prescribed drugs, which may be administered **by designated staff, must** be clearly marked with name, dosage and date. **Parents must complete the appropriate form before leaving medication.** Children are responsible for reporting to designated staff to receive their medication.

The School is sympathetic to individual needs and may, following appropriate consultation, devise protocols for individual children. In such circumstances, individual contracts must be signed by all involved adults.



All permanent staff are qualified First Aiders

SCHOOL MEALS

School Meals, currently costing **£1.90** per day, are cooked on our premises and are provided by Gateshead Council's School Meals Service. The Governing Body sets the price of meals, based on the cost of the Service. We do not subsidise pupil meal costs from our main budget.

Please send Dinner Money for the week on Mondays, in an envelope bearing your child's Name / Class.

Credits are, of course, issued if children are absent and do not get their meal.

Menus for the week are usually displayed in the Entrance Hall / Noticeboards or classrooms.

Classes take it in turns to be "first served". This may mean children do not get their first choice of meal on some days.

Children are all encouraged, but never forced, to eat their meal. We will inform you if children are not, in our opinion, eating a reasonable amount of their lunch.

We can cater for special diets if required and parents of children with eating problems may contact the Headteacher to make special arrangements.

School Meals are available for all main school children, once new arrivals have settled in. The lunch break for the Key Stage 1 children involves almost one hour's play with friends, supervised by

Lunchtime Supervisory Assistants. This is a long time for young children and whilst most enjoy their lunch break, some do not. Parents may be asked to take children home for lunch if problems develop and persist.

A small proportion of children opt to bring a packed lunch. Lunch boxes must be clearly named and must not contain glass bottles or sweets.

Children may only transfer between packed lunch and school meal after 1 weeks written notice has been given. This is to avoid kitchen waste, as food is ordered well in advance. If a 'mixed' week is requested – days must be specified in advance, not on a daily basis.

SCHOOL DISCIPLINE

We have a system of behaviour management for pupils known as **Assertive Discipline**. This recognises positive behaviour and rewards it, as opposed to concentrating solely on negative behaviours. The system also develops children's independence and requires them to accept full responsibility for their actions. The children are involved in writing and reviewing a series of rules for 3 distinct areas of the school – Inside the building, Outside the building and in the Dining area:

School Rules

1. Follow instructions first time.
2. Walk at all times when moving around school.
3. Keep hands, feet, objects and personal comments to yourself.
4. Use a quiet voice when in school.
5. Be polite and well mannered.
6. Take care of everyone and everything.

Outdoor Rules

1. Follow instructions first time.
2. Keep hands, feet, objects and personal comments to yourself.
3. Walk at all times to and from the playground.
4. Be polite and well mannered.
5. Take care of everyone and everything.

Dining Room Rules

1. Follow instructions first time.
2. Wash your hands before you line up.
3. Line up quietly and walk in quietly.
4. Use your knife, fork and spoon to eat your food.
5. Clean your tray or packets away properly.
6. Walk out quietly.

Children who consistently follow these rules collect stamps on their own stamp card. They are presented with certificates, special pens and pencils and ultimately gift vouchers, at special Friday whole-school assemblies where parents are invited to join us for key awards in the system:

| | |
|-------------|---|
| 10 stamps | Letter home from class teacher |
| 25 stamps | Bronze certificate |
| 40 stamps* | Specially printed pencil & letter home from Headteacher |
| 50 stamps | Silver certificate |
| 75 stamps* | Specially printed pen |
| 100 stamps* | Gold certificate & gift voucher |

* Parents invited to school to join in Friday presentation assembly

Of course, so that children understand that all their actions carry consequences, a daily record is made on a weekly tracking sheet of any occurrences of negative behaviour. Each day begins with a 'clean sheet' for each child to encourage children to take responsibility for, and learn from, their mistakes. Children are given *consequences* after a verbal warning:

1. First consequence
2. Working away from group for 5 minutes

3. Working away from group for 10 minutes
4. Removed to another class for a 15 minute period
5. Letter home to parents from class teacher/miss a playtime
6. Send to Headteacher for action and letter home

NB Severe behaviour clause – straight to No. 6 (Further action likely)

In addition, staff have the option of removing children to work in other classes. Where appropriate the Headteacher will contact parents by letter or telephone about any child whose behaviour is causing concern in school. An appointment will be made to discuss this behaviour with the teacher. This may happen if a child is consistently receiving a high number of consequences.

PLAYGROUND BUDDIES

Under our Citizenship program, we have established a scheme where our Year 6 children are offered the opportunity to become Playground Buddies – acting as extra helpers for adult staff at playtimes and lunchtimes. The children are briefed on the role and those that choose to apply in writing, are interviewed and receive training for the role. The appointed children are usually on duty one day per week, although this can change as circumstances dictate, and wear a Playground Buddy baseball cap and enamel badge so that they are easily identified. Those children that take part in the scheme receive additional rewards for their commitment and efforts, and they take the role seriously and perform it professionally!

INCENTIVE SCHEME

Individual effort in school is rewarded by staff in class. However, we also have a weekly whole school **Celebration Assembly** where children are nominated by classroom staff, or their classmates, for making special efforts over the previous week and they are presented with certificates and stickers to recognise their efforts as **Pupil of the Week** for their class.

LIAISING WITH PARENTS

Together
Everyone
Achieves
More

School days are full days and it would be impossible to report to parents every piece of behaviour - either positive or negative! Staff will, of course, report serious isolated incidents to parents. What we are also keen to report is a pattern of behaviour, which is giving us concern. Once we have identified a concern, we will ask for your advice and support. We encourage parents to do likewise and contact us if they have concerns about their child.

Teamwork can make the difference, as we often find when teachers and parents share a *Behaviour Book* for a while. Linked to our reward system, behaviour can often change very quickly. When children bring reading work home from school, they also bring a notebook. Very often this book contains comments about home reading. It can, however become a dialogue between staff and parents about any number of issues.

PARENTS' NEWSLETTERS

School issues a monthly newsletter to parents, containing important information, announcements and diary dates for future events. These newsletters are also posted in the "Newsletters" section of the school website. To try and be 'greener', parents are asked to supply an email address for these newsletters (and occasionally other letters) to be sent to. Printed copies of the newsletter are only sent to parents who cannot supply an email address.



THE SCHOOL DAY FOR KEY STAGE 1 CLASSES 2 - 3 (Year 1& Year 2)

| | |
|--------------|--|
| 08.50 | A member of staff is outside to supervise entry to school. (Reception Class children should preferably stay with parents until staff are on duty) |
| 09.00 | Bell is rung and children walk to classrooms. |
| 10.45-11.00 | Break supervised by staff. (Reception Class sometimes has separate breaks). |
| 12.00-1.15pm | Lunchtime. Children supervised by 3 supervisory assistants. |
| 1.15pm | Bell rings and children are escorted to classes by staff. Lunchtime problems reported to teaching staff or recorded in Incidents Book. |
| 2.25-2.35pm | Afternoon Break (as morning break) |
| 3.30pm | Home time bell. Staff bring children to doors to meet parents. |

Please come to the classroom external doors to collect your child so we can avoid congestion around the school gate – but leave room for the children to get out!

ASSEMBLIES

Daily from 10.30am.

Whole school 'special' assemblies on Wednesday and Friday from 10.15am.

FOOD IN SCHOOL

All children receive a piece of fruit to eat during breaks. In line with our **Healthy School Status** and Policy, all children are encouraged to drink water to rehydrate themselves throughout the day – "little and often" rather than filling up in one go! Drinking fountains are available, with extra chilled water bottle filling stations in the breakout areas. We encourage children to bring a clear plastic water bottle to school with them (which they are responsible for) so that they can get regular drinks in class through the day. The only kind of drink allowed is plain, clear water.

No sweets, fruit juices or soft drinks.

CLASSROOM MANAGEMENT

Nursery and Reception Classes (Foundation Stage)

A bespoke Foundation Stage provision has been provided within our new school building, with these rooms next door to each other. The rooms are organised into small learning areas, covering different aspects of the curriculum, as described in the guidance for these Foundation Stage Years. These areas are resourced to encourage children towards independence. Materials are logically organised and labeled so children can choose, use and return it before moving to the next activity. Tasks may develop through the child's own investigation or be guided by an adult. Opportunities are provided so children can develop skills, concepts and knowledge within the framework of a secure, stimulating and structured environment.

From time to time Nursery children work in other areas of the school, using soft play or other resources to provide opportunities for developing gross motor skills. This is more likely to happen during cooler seasons when outdoor play is not possible. Each room also has access to a custom designed outdoor learning area; with adequate shelter provided so outdoor learning can take place even in inclement weather. Volunteer helpers and students are a valuable asset and are always directly supervised by staff.

At this pre-National Curriculum stage, we are providing experiences in oral work, pre-reading / reading, writing, mathematical skills, scientific, technological skills, environmental, creative and imaginative work, as well as continuing to support personal and physical development. Music, P.E. and R.E. are usually whole group sessions. A Teaching Assistant works alongside each class teacher. Parents and students may work alongside qualified staff.

Years 1 - 6

Children follow the programmes of study, as laid down in the National Curriculum. Teaching units in each subject are broadly in line with the recognised syllabus. Depending on the activity, children may work individually, or in groups of various sizes. The amount of whole class teaching increases up the school but tasks may be open-ended to provide opportunities, for example observation, investigation or interpretation and to permit success for the wide range of ability of our children.



CURRICULUM POLICY

The Governing Body's statement of curriculum aims of the School are in accordance with those described in the Gateshead Education Curriculum Policy Statement, namely through a broad, balanced and relevant curriculum:

- ✓ To value every individual and to maximise the opportunities for his/her intellectual, moral, spiritual, physical, aesthetic and social development.
- ✓ To develop within each individual a sense of self-respect and the capacity to live as an independent, self-disciplined and self-motivated person.
- ✓ To encourage respect for others and an understanding of and tolerance towards the different attitudes, values, customs and religious beliefs which exist in our society.
- ✓ To help pupils develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves successfully to tasks, so they can be effective learners.
- ✓ To encourage children to acquire those values, attitudes and concepts which enable him/her to adapt to meet the challenges of a fast-changing world.
- ✓ To develop the ability to contribute as a member of a group and to recognise our responsibility to the community.
- ✓ To help children acquire knowledge and skills which will prepare them for adult life in the home, at work, for leisure, as consumers and citizens.
- ✓ To develop an awareness and appreciation of human achievements, whilst recognising mankind's place within the natural world.

These aims may be achieved through:

- Effective delivery of the National Curriculum, which prescribes the programmes of study for English, Maths, Science and ICT (known as the Core Subjects) and for History, Geography, Design Technology, P.E., Music & Art and Design (known as the Foundation Subjects) and R.E.
- Developing a learning partnership between staff, parents and children.
- Appropriate styles of classroom management.
- Staff presenting themselves as good models for children and being sensitive to their needs and to the needs of colleagues and parents.
- Involvement with the wider community, including individuals and agencies that can, by their involvement, enhance opportunities for individuals, groups or the whole school community.
- Developing Whole School Policies that reflect general aims.
- A continuing effort to improve our service, through consultation, planning and evaluation.

EQUAL OPPORTUNITIES

We aim to ensure that all children have equal access to the school curriculum, regardless of gender, race, culture or religion. All members of the School Community are encouraged to report perceived discriminatory behaviour, which will be investigated. We will respond proactively to discrimination, however it may be demonstrated. We aim to create a tolerant community in which knowledge is the key. ***Racist abuse is reported in writing to the Council for monitoring purposes.*** We can access help and support from the Ethnic Minority & Traveller Support Service. We also respond to research findings. Gender performance is still an issue elsewhere, but we are careful to ensure boys develop speaking and listening skills (an area which was affecting performance in writing) and girls have opportunities in sporting and technical activity. Our full policy is available on request.



THE CURRICULUM

Education (School Curriculum & Related Information) Regulations 1989

By law, schools must ensure that certain information is available for viewing by parents / carers. All curriculum related documents are available at the school.

ENGLISH

Comprises three main elements - Speaking and Listening, Reading, Writing.

Opportunities to practice Speaking and Listening skills are aimed to teach children how to communicate effectively thoughts, feelings and opinions and to become active listeners, responding to what they hear.

By encouraging a love of books, children will want to read for themselves. The emphasis is therefore on enjoyment and understanding of what is read. We aim to use a variety of texts, not only books, to encourage children to read. From Nursery, parents are encouraged to take books home to share with their child.

Early Years classes also use the Gateshead Council Library Van to add to our range of books. As children approach transition from Y2 into Y3 (and Key Stage 2), they are introduced to the *Accelerated Reader* ICT-based programme, which acts as a monitoring, motivational and incentive system to support and encourage independent reading skills.

Literacy skills are fundamental to the rest of the curriculum and are therefore taught during both timetabled lessons and are developed during topic work. Specific lessons focus on units outlined in the Literacy Framework and involve all aspects of speaking & listening, reading (including comprehension skills) and different genres of writing. Children may work independently, in pairs or in small groups. Teachers work with both individuals and small groups in guided work, using resources appropriate to the learning objective of the session.

Our ICT resources mean children have consistent opportunities to use computers for composition and editing in class, using our mobile ICT suite. We also promote careful presentation of work and teach the Cripps Handwriting style, which introduces joined script early to help children remember spelling patterns. A sample of this handwriting style (for left & right handed use) is included in the Appendices to this prospectus.

Children are taught word-building techniques and spelling rules from the Early Years. In Key Stage 1 children do a lot of phonics based spelling work. In Key Stage 2 children develop their knowledge of spelling rules through spelling investigations. All Year 6 children also have weekly spelling tests.

MATHS

The elements of maths include Number, Algebra, Shape & Space, Measures and Data Handling.

We use a variety of Mathematics materials, supplemented to meet the requirements of the National Numeracy Strategy. We are also using the Study Units provided by the National Numeracy Strategy.

The Numeracy session focuses upon strategies to teach children quick recall of number facts, such as addition / subtraction / multiplication / division patterns, calculation methods and logical thinking. Here again the lesson begins with a class lesson, followed by individual or group work, and then the class reassembles for a short plenary session.

SCIENCE

Work is based, wherever possible, upon practical experiences. Children are encouraged to observe and analyse with care and accuracy. They are required to pose questions and devise experiments or investigations. Areas of study include Life & Living Processes, Earth & the Environment, Materials and their Behaviour and Energy and its Effects.

MODERN FOREIGN LANGUAGES

Children in Key Stage 2 classes are introduced to speaking & listening skills in conversational French. This is done in a fun and enjoyable way to prepare them for the more formal aspects of learning a foreign language when they transfer to Key Stage 3 in the comprehensive school.

INFORMATION AND COMMUNICATION TECHNOLOGY (I.C.T.)



As part of the new building, we have a mobile provision which means 20 wirelessly connected laptops are available to turn any part of the school into an ICT suite! The **secure** wireless network is accessible in all parts of our site – including outdoors. Each classroom is equipped with a state-of-the-art interactive whiteboard, which can be electrically raised or lowered to accommodate all pupils' heights. Communal areas (Community Hall and pupils' breakout space) also have projectors and laptop network points. The main school hall has a commercial digital projector and 20 foot high screen to show films and computer presentations on. This hall also has full theatre lighting and a wireless sound system installed. We have also implemented an ICT project whereby parents of Key Stage 2 children are given the opportunity to purchase a subsidised Netbook for pupils to use with our wireless network at school, but are also available for use at home.

DESIGN & TECHNOLOGY

For design and development work, children use a range of materials and tools and are encouraged to plan and evaluate their work. Much of our work is based upon readily available materials (known in the trade as "junk"). We have some manufactured resources, such as construction kits, but we can always use more.

Occasionally we come across opportunities for real projects, such as our new school landscape, planning and prioritising small repairs / improvements around school and contributing to the debate on local facilities.

Easter technology, poster and design competitions, as well as preparations for school productions, all contribute to knowledge about this subject.

HISTORY

As well as developing a bank of knowledge, the purpose is to help children appreciate change over time. An understanding of the past helps us put the present into context. Early skills develop through listening to stories, looking at pictures and artefacts and TV / Video lessons. At Key Stage 2, children study prescribed periods of History, some aspects in depth.

We include more sources of evidence, such as audio-visual material, books, documents, art, maps museums, and where possible, personal recollection and work with outside experts.

GEOGRAPHY

The Curriculum contains elements of Human, Physical and Environmental Geography. There are strong links with maths, science and history as children learn about the Earth and its natural wealth.

Children study their own location, moving out to other places in the world, using resources such as audio-visual extracts, pictures, books, maps, plans and other published materials, as well as visits. Geographical knowledge can bring children to understand how the people of the world live very different lives.

In Year 5 & 6 we try to arrange a residential study week.

MUSIC



Keyboard lessons with specialist music teacher.

We sing a lot in the Foundation and Key Stage 1 Departments. As we learn to listen, copy and learn sounds, we are also helping to develop vital reading skills. Children use percussion instruments, both manufactured and homemade, to learn about rhythm and pitch. We listen to recordings by a number of composers, from different times and cultures, both in class and in Assemblies. Some classes follow radio or television music programmes to support learning.



Guitar lessons with specialist music teacher.

There is some specialist teaching of music and from time to time we have professional musicians in school. Children are encouraged to "perform" to develop skills and self-esteem.

ART

Art is one of our first methods of communication and young children learn to clarify their thoughts as they describe their art. How a child draws people is one of our first methods of assessment. Children first experiment with a wide variety of tools and materials and then are taught techniques to allow them to produce effective work. The development of observation and thoughtful presentation contributes to work in other subjects. As resources become available, we increase our study of artists, from other times and other places. We broadly follow the QCA syllabus and welcome artists in residence.

P.E.

Based on the assumption that healthy minds grow from healthy bodies, we aim to encourage children to take an interest in physical fitness and to be aware of the need for short spells of strenuous exercise. We hope to encourage enjoyment of group participation and interests, which may be lifelong. All children should be provided with P.E. kit so they can exercise safely. Jewellery **must** be removed for safety reasons.

Sessions may include, gymnastics, athletics, games, dance or work with small apparatus.

We run a number of teams out of school hours (*see Extra-Curricular Activities*). We also welcome professional coaches into school for specialised coaching. Year 6 children receive one year's tuition at Birtley Pool. Most children are able to swim after these sessions.

PHYSICAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSH&CE)



Fashion Disasters for Children in Need

We aim to help children realise the importance of health issues for themselves, for their families and friends as well as for those in other parts of the world. We also aim to help provide children with a sense of responsibility for their own well-being, and the importance of making informed choices about their behaviour. Our citizenship curriculum aims to help children understand how communities work effectively and the importance of collective responsibility. Health Education is often included as part of Science or P.E. lessons although some aspects may be covered as they arise, or in discrete lessons, sometimes using outside expertise.

Year 6 children are invited to apply for, are interviewed for and appointed to positions as Playground Buddies. Aspects of Drugs Education and Sex and Relationships Education will be delivered by outside experts, such as Members of the Emergency / Health Services or our Health Education Unit. Year 5/6 children receive formal sex education from our School Nurse.

RELIGIOUS EDUCATION and ASSEMBLIES

The School has no formal affiliation with any religious denomination. Local clergy are invited to School from time to time. St. John's Church, Rickleton Chapel and the Heworth Christian Fellowship have had close links with our school. The vicar of Birtley St. John's Church is also a Community Governor at our school.

Each child is involved in a daily Act of Worship. R.E. and Assemblies are predominantly Christian. Parents have the right to remove their children from Collective Worship. Whilst we accept that non-Christian children may not wish to join in prayers, we do expect all children to respect the rights of those who do. The School's Religious Education follows the Agreed Syllabus of Gateshead L.E.A. *Please contact the Headteacher if you would like more detailed information.*

PUPILS' HEALTH & WELFARE

Our school is one of the few nationally that employs an in-house specially trained and qualified counsellor that works with individuals and groups of children on issues relating to emotional development and well-being. This is a completely confidential service and referrals can be made by staff, parents and even pupils referring themselves, although no activity takes place without consulting parents. We have found this provision to be particularly effective in early identification of problems and really supports our children's development.



ASSESSMENT AND TESTING

Children work through 3 stages of the education process between Nursery and Primary School. The pre- National Curriculum (*Foundation Stage*) phase follows a programme of learning opportunities, or "Early Learning Goals". Each "Goal" is broken into "Stepping Stones", which are planned largely through play activities. Both at the beginning of Nursery and Reception Classes we apply baseline assessments, not only to establish what children can already do, but to provide a framework for future work.

Between the ages of 5 and 7 years, the average child will be working at *Key Stage 1* and will achieve Level 2 in the core subjects of English and Maths. At the end of this Key Stage, in Year 2, which coincides with the end of Key Stage 1, children perform Standard Assessment Tasks (SATs). The scores for these tests, combined with the class teacher's own assessment of attainment provide a final "Level" mark.

Between the ages of 7 and 11 years, the average child is expected to be working at *Key Stage 2* of the National Curriculum. This Key Stage represents work between levels 3 and 5. At the end of this Key Stage, normally in Year 6, children sit a series of national tests (SATs) in Reading and Mathematics, which are more formal than those carried out in Year 2, and are marked by an external examinations agency. The average child might reasonably be expected to make 2 levels of progress between end of Key Stage 1 assessment and end of Key Stage 2 assessment.

However, parents must be aware that all children do not progress at the "average" rate. Both Key Stages represent a progressively increasing volume of work. Our aim is for all children to do as well as they can. Some achieve better than average results, other children may be working steadily and making progress at a lower level than their peers.

Reports to parents describe effort, attitude and rate of progress, as well as academic attainment. Our Annual reports give a Level for the Core Subjects. Unless your child is at the end of Key Stage 1 or Key Stage 2, this "Level Mark" represents the Level at which your child is comfortably working.

The results of our 2011 tests are at the back of this booklet. In other Key Stage 2 years we also do regular assessments, to help us identify areas for target-setting. We firmly believe in a gradual increase in pressure on children, to develop accuracy and speed, as they mature. This is why children are assessed regularly throughout each year.

SPECIAL EDUCATIONAL NEEDS

We have reviewed our policy in the light of the newest Code of Practice for Special Educational needs. At the moment we can, and do, accommodate a number of children with a variety of Special Needs. These needs may be physical, social, emotional or intellectual. We encourage parents to help us support children and work with outside agencies where appropriate to support individual programmes.

In school, our Learning Support Teacher (LST) works on a regular basis with small groups of children in Key Stages 1 & 2, usually on language skills. Another, equally important focus is raising the self-esteem of those who find learning difficult. Our LST may also provide class teachers with additional resources for class work. Parents are advised when their children require this level of support. Some children experience temporary difficulties, where a little extra adult attention can produce significant improvements. In addition to our LST, we have Teaching Assistants trained to deliver focused intervention programmes which target specific skills. These skills are related mainly to Literacy (reading & writing). This support begins in Year 1 and is available throughout the school up to and including Year 6. The children have either individual or group support, in or out of the classroom, depending on the specific needs of the child and the nature of the intervention. Before any child is included in any intervention, the class teacher discusses the matter with parents and gives them detailed information. As a matter of course, all children are eligible to have an Individual Education Plan (IEP) which details additional support for any learning issues that are identified for them. These IEPs are regularly reviewed at meetings parents are invited to.

Other children continue to need additional support and occasionally we advise parents that we may benefit from a consultation with other professionals, such as Educational Psychologists, Speech Therapists, Medical Services etc. Only when we feel a child's needs are not being met, even with our strong philosophy of Social Inclusion, do we seek to initiate the Statementing process. If accepted, an independent panel weighs the evidence provided by parents and all involved professionals and determines what additional support is required. At all stages, parents are included in assessment /

provision decisions. Year 6 children receive 'Booster classes' as extra preparation for their Key Stage 2 SATs. Some Year 6 children are also offered 1:1 tuition classes.

HOMEWORK

Children are expected to do homework each week. Homework days are set at the beginning of the year. We ask parents to help us by sharing a book regularly with their child. (A pamphlet is available for guidance). Practice of number facts, multiplication tables and word recognition or spellings can help your child. From time to time children may be asked to seek information or resources in preparation for work. Sometimes teachers set activities for homework which reinforce work already done in class. Whatever you do to help your child at home is much appreciated by staff and can only benefit your child. We use a Homework Log which includes the opportunity for parents (and children) to comment on the work set. Parents can also speak to staff about homework, at a mutually agreed time.

COMPLAINTS PROCEDURE

When parents have a complaint about any aspect of their child's School experience, they are expected to discuss the matter first with a member of staff and/or the Headteacher. Parents are asked to inform the Headteacher immediately if they do not feel their complaint has been dealt with adequately. Complaints are usually dealt with by informal discussions between the parties involved. If, however the problem cannot be resolved, parents may wish to embark on a Formal Complaints Procedure.

The School follows the LEA Guidelines for Formal Complaints as described in the Information for Parents Booklet for the relevant academic year.

CHARGING POLICY AND SCHOOL VISITS

There are many opportunities for children to profit educationally by bringing new experiences into school or, through off-site visits. As far as possible we bring expertise into school. Wherever possible we make use of those who offer their services free of charge but from time to time costs are involved.

We often bring quality theatre groups into school to avoid the prohibitive costs of theatre visits. We have also supported the Stanley Theatre group by visiting their evening pantomime in January.

For certain areas of the curriculum, especially Science, History and Geography, a visit can bring a topic to life. Visits to farms, nature reserves, power and water processing stations, museums or a contrasting location have a great impact on children's understanding. Year 6 children have attended Dukeshouse Wood or Blaithwaite (Cumbria) for a Field Study Week (at additional cost to parents).

We are not permitted to demand a charge for any activities held, wholly or partly, during school hours. However, we do invite parents to make a contribution towards costs from time to time, especially when coach hire is involved. The School Fund sometimes covers shortfalls and often subsidises costs. However, if there is an insufficient response, visits may have to be cancelled. Provided parental permission is given, no child would be excluded from essential visits through non-contribution. The only reason would be on health and safety grounds. Parents are always given details of any visit involving transport, as written permission must be given.

When children are admitted, parents are asked to give a global consent for leaving the school site on foot. As children get older they are more likely to visit the Library, church, shops etc. to support their work. Our main concern is that children are as safe as possible whilst working off-site. Wherever possible, we invite a small number of parents to accompany us on visits. This is to avoid "herding" children in large groups and to have an adult available to answer questions as they arise.

We carry insurance for all school visits. Where transport is involved we request seatbelted coaches. Taxis are occasionally used to cover shortfall. **However, if parents use their own transport to assist in moving children, they should ensure that their own insurance covers them for this.**

EXTRA-CURRICULAR ACTIVITIES

The School has a sporting tradition and we currently compete with local schools in football, cross-country, swimming and athletics. We have had strong links with Sunderland A.F.C., who have provided coaching sessions and supported our fundraising efforts. Our boys' football team was recently



the holder of the Eden Colliery Cup (for small schools).

Children are encouraged to take an interest in other sports and we offer occasional coaching in basketball, volleyball, tag rugby and hockey, often in partnership with Lord Lawson of Beamish School.

Additional Government grants have funded a Key Stage 2 Games Club, Cookery Club and Key Stage 1 Story Club.

We have increased our instrumental tuition, with parental support, to include guitar and keyboards. We have in the past employed a peripatetic teacher, who has assisted in the teaching of the music curriculum to some KS2 classes, where greater musical expertise is required.



Older children may also join a choir / drama group to prepare for special events. We have a tradition, not only to produce a Key Stage 1 Christmas play, but often a Key Stage 2 Production, which may be a pantomime, a more serious musical play or a carol service.

If you have any expertise or enthusiasm you would be willing to share, please give us a call.

Each half term, children take home a Book Club magazine, giving offers of reasonably priced reading materials. We also hold a Book Fair two or three times yearly.

THE SCHOOL IN THE COMMUNITY

In the past, we have let our premises to local organisations, such as Birtley Grenadiers Juvenile Jazz Band and the Birtley Town Juniors FC. At the beginning of some Summer Holiday breaks, we have hosted Play Schemes.

We have an active **Parent's Group** that builds, supports and strengthens links between school and the Barley Mow Community.

We also hold meetings to explain aspects of the curriculum and appreciate the help we receive in transporting teams, collecting items and supporting fundraising activities. A number of retired volunteers support groups on a regular basis in classrooms. They are much-valued friends of the school.



Harvest celebration (in the old school) in aid of The People's Kitchen. Newcastle



We are grateful to local organisations and businesses that help us with both finance and resources. We also have thriving and growing contacts and activities with the Birtley Community Partnership. Vigo W.I. (pictured left) are now a firm part of our school's provision – offering help and experience in traditional hand skills and other areas of curriculum support. Their involvement has been the subject of local, national and international publicity - they even have a representative on the school's Governing Body!

RECYCLING SCHEMES

We encourage children to recycle as much domestic waste as possible. Cardboard or plastic containers, papers and wrappings are all recycled in our technology sessions. We also collect Christmas gifts, Christmas cards, food supplies, stationery items etc. to help charities. We join Store/Manufacturer's Savings Schemes to provide us with additional resources.

WORK EXPERIENCE / TEACHER TRAINING STUDENTS

We welcome a number of students over the year who get invaluable experience, both in and out of the classroom, including teacher-training students from Northumbria University. Pupils from Lord Lawson of Beamish School often visit for short projects whilst Nursery Nurse or Teaching students may stay longer. All unqualified classroom assistants are adequately supervised.

STAFFING FOR ACADEMIC YEAR 2011 / 2012

Headteacher: Mr. D. Hewitson

Deputy Headteacher: Mrs. D. Thompson

| N.C. YEAR | CLASS | TEACHER |
|---|-------|---|
| 6 | 7 | Mrs. L. King |
| 5 | 6 | Mr. L. Ford |
| 4 | 5 | Miss. C. Love |
| 3 | 4 | Mr. G. Turnbull |
| 2 | 3 | Miss J. Barker |
| 1 | 2 | Mrs. J. Bellerby |
| Reception | 1 | Mrs. B. Thornton |
| Nursery Teacher | | Mrs. D. Thompson |
| P.P.A. | All | Mrs. S. Gaukrodger / Mrs. C. Docherty |
| Teaching Assistants (Nursery) | | Miss E Pearson |
| (Reception) | | Mrs. P. Watson / Mrs. K. Woolcock |
| (Year 1/2/3) | | Mrs. S. Charlton |
| (Year 4/5/6) | | Mrs. M. Marsh |
| (Nursery/S.E.N.) | | Mrs. B Noble |
| Learning Support Teacher | | Miss L. Overall |
| Pupils' Counsellor | | Kate Owens-Palmer |
| School Secretary | | Mrs. J. Moons |
| Caretaker | | Mr. D. Hawkins |
| Cleaners | | Mrs. E. Anderson Mrs. J. Betts Ms. K. Martin |
| Lunchtime Supervisory Assistants (Equivalent of 4 staff per session) | | Mrs. J. Mosindi Ms. S. Sanderson Mrs. H. Madine Mrs. T. Clark Mrs. L. Pick Mrs. T. Jackson |

Other members of staff are with us on a part-time basis and may vary from term to term. Such staff will include nursery nurses or child care assistants, who support individual children with Special Needs for a limited number of sessions per week.

Any changes for the 2011/2012 Academic Year will be available in an updated staffing list or on the school website





COMPOSITION OF GOVERNING BODY 2011 / 2012

| | | |
|----------------------------|-----------------------|-----------------------------------|
| CHAIR OF GOVERNORS: | Cllr. Neil Weatherley | VICE CHAIR: Mr. T. Collins |
| | Cllr. Neil Weatherley | L.A. Representative |
| | Cllr. P. Foy | " |
| | Cllr. K. King | " |
| | Revd. G. Lloyd | Community Governor |
| | Mrs. N. Graham | " |
| | Mr. T. Collins | " |
| | Mr. D. Moist | Parent Governor |
| | Mrs. L. Moist | " |
| | Mr. S. King | " |
| | Mrs. C. King | " |
| | Mr. M. Timney | " |
| | Mrs. B. Thornton | Teacher Representative |
| | Ms. J. Ritzema | Non-teaching Representative |
| | Mr. D. Hewitson | Headteacher Governor |
| | Miss. M. Atherton | Birtley Children's Centre |

N.B. Members of the Governing Body serve for a four-year period.
 The full Governing Body meets at least once per term. At the Autumn term meeting the Chair and Vice Chair are elected and the composition of sub committees is determined.
 All Governors may be contacted via School. Home addresses are not published for reasons of security.

TERM DATES 2011 - 2012

| | School opens | School closes | Half Term |
|---------------|-------------------|-----------------|---|
| Autumn | Mon 5 Sep 2011 | Fri 16 Dec 2011 | Mon 24 - Fri 28 Oct 2011 |
| Spring | Tue 3 Jan 2012 | Fri 30 Mar 2012 | Mon 13- Fri 17 Feb 2012 |
| Summer | Mon 16 April 2012 | Fri 20 Jul 2012 | 4 - 8 June Mon-Fri 2012 (including 2 bank holidays 4th & 5th) |

All dates are inclusive. In addition to the above dates, schools will be closed to pupils on Monday 2 January 2012 and Monday 7 May 2012 (Bank Holidays). Three days within the above terms are to be used for professional development. These dates are to be determined and agreed by individual school governing bodies. In addition, one occasional day within the Summer Term 2012 is to be utilised for the purpose of closure for possible election purposes, this day to be used in the second half of the summer term.

Please note that the half term holiday in June 2012 (one week) contains 2 public holidays on Mon 4th and Tue 5th June 2012 one of which is an additional holiday to allow the public to celebrate the HRH Queen Elizabeth II Diamond Jubilee.

The start of the Autumn Term 2012 is Monday 3rd September 2012.

TERM DATES 2012 – 2013

| | School opens | School closes | Half Term |
|---------------|-------------------|-------------------|--|
| Autumn | Mon 3 Sep 2012 | Fri 21 Dec 2012 | Mon 29 - Fri 02 Nov 2011 |
| Spring | Mon 7 Jan 2013 | Thurs 28 Mar 2013 | Mon 18 - Fri 22 Feb 2013 |
| Summer | Mon 15 April 2013 | Fri 19 Jul 2013 | Mon 27 - Fri 31 May 2013 (including 1 bank holiday 27th May) |

All dates are inclusive. In addition to the above dates, schools will be closed to pupils on Friday 29 March 2013 and Monday 6 May 2013 (Bank Holidays).

Two days within the above terms are to be used for professional development. These dates are to be determined and agreed by individual school governing bodies. In addition, one occasional day within the Summer Term 2013 is to be utilised for the purpose of closure for possible election purposes, this day to be used near the end of the summer term.

The start of the Autumn Term 2013 is proposed as Monday 2nd September 2013.

At the time of going to press, all information in this document was correct. As policies and circumstances change, there may also be changes to this document before the start of, or during the next academic year.

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