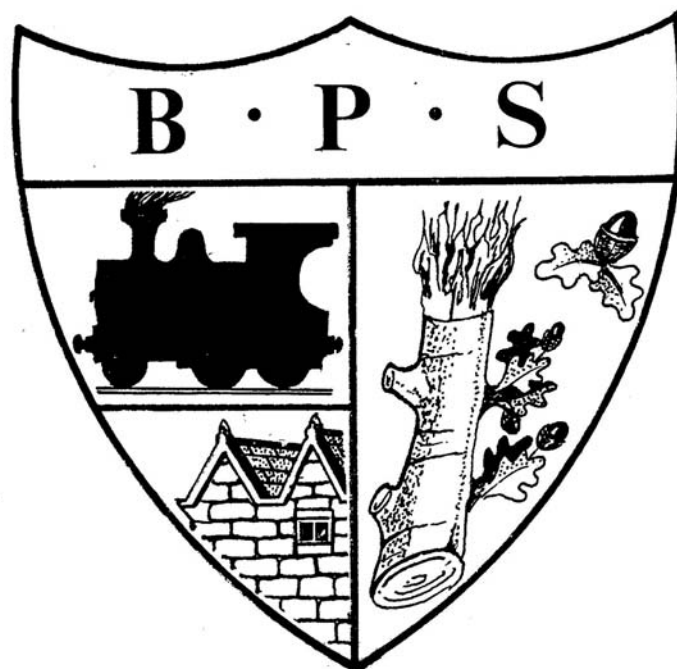
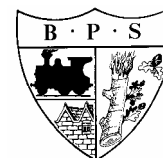


# Brandling Primary School



Prospectus 2011-2012

## WELCOME TO BRANDLING PRIMARY SCHOOL 2011-2012



Dear Parents and Carers,

Thank you for your interest in our school.

In writing this prospectus, we have aimed to give a picture of routines, experiences and expectations that form the life of the school. Everyone with an interest in the school has a right to expect the best efforts from everyone else and a responsibility towards fulfilling the agreed school aims. At Brandling Primary school we believe everyone should be supported to reach their full potential, enjoy their learning and develop the skills they need to be successful in their life.

In an Ofsted inspection carried out in September 2007 inspectors said *'This is an outstanding school. All staff and governors are fully committed to making a real difference to pupils' lives. They succeed very well in raising pupils' aspirations and preparing them for their future education. A pupil expressed very positive views of the school including, 'you taught me to be honest and to believe in me'.*

We aim to provide quality education for your child through effective organisation, a committed, knowledgeable staff and well-managed classrooms. We have high expectations and aim for high standards of achievement, communicating with and valuing you and your children.

The School Improvement plan in place is based upon raising standards, securing continuous improvement and developing a curriculum that meets the needs of all children. The development of solid basic skills is at the heart of all initiatives, however Brandling intends to innovate and use the arts and creativity to raise children's aspirations, extend their knowledge, widen their experiences and get them to think "outside the box". The creative curriculum offered has the potential to exert a lasting and fundamental influence on the quality of learning and achievement of all children in the school. We are developing the whole child in a way that will prepare them for future life.

The school has a number of achievements including 'The Basic Skills Award,' 'The International Award' and 'The Arts Mark Gold Award'.

We welcome you and your child to come and have a look around our school, meet the staff and talk to the children. Please ask about anything and everything. We are proud of our school, and want to share our school with you.

Thank you for reading this prospectus.

Yours faithfully

Ed Bartley  
Chair of Governors

Ailsa Taylor  
Headteacher

## SCHOOL DETAILS

Name	Brandling Primary School
Address	Mulberry Street Felling Gateshead NE10 0JB
Telephone	0191 433 4079
Fax	0191 433 4078
Headteacher	Dr Ailsa M. Taylor
E-Mail	ailsataylor@gateshead.gov.uk
Chair of Governors	Mr E Bartley
Pupil Age Range	3 to 11 years
Standard Number	27
Local Authority	Gateshead Education Authority Civic Centre Regent Street Gateshead NE8 1HH
Telephone	0191 433 3000

Brandling Primary School is a NO SMOKING environment.

There is NO SMOKING allowed anywhere on school premises.

## STAFFING 2011/12

Dr A M Taylor                      Headteacher

<u>Year Group</u>	<u>Name</u>	<u>Title</u>
Foundation Stage (EYFS)	Mrs S Wilson	Teacher/ SENCo
Y1/2	Miss L Hopkins	Teacher UPS
Y3/4	Mr A Rudge	Deputy Headteacher
Y5/6	Miss L Georgeson	Teacher
Intervention/PPA teacher	Mrs E Cherry	Teacher UPS/TLR

### Support staff

Mrs J Watson	EYFS Teaching Assistant
Mrs K Taplin	Y1/2 Teaching Assistant
Mrs M Major	Y 3/4 Teaching Assistant
Mrs A Ashpool	Y5/6 Teaching Assistant
Mrs D Huggins	Intervention support Teaching Assistant
Mrs L Johnston	P/T Administrative Staff
Mrs J Walsh	P/T Administrative Staff
Mr M Hardwick	Caretaker
Mrs M Walton	Cleaner
Miss L Walton	Cleaner
Mrs J Sinclair	Lunchtime Supervisor
Mrs M Walton	Lunchtime Supervisory Assistant
Mrs J Archer	Lunchtime Supervisory Assistant
Miss L Walton	Lunchtime Supervisory Assistant
Miss A Maddison	Cook
Mrs J Cairns	Kitchen Assistant

## GOVERNORS

LA Governor	Mr E Bartley	Chair
Community Governor	Mrs J Dolan	Vice Chair
Parent Governors	Miss L Walton	
	Mr L O'Neil	
	Mrs C Hosie	
	Mrs S Robertson	
Non Teaching Governor	Mrs A Ashpool	
Teacher Governor	Mrs S Wilson	
Community Governors	Mrs M Walton	
	Mr Mark Green	
LA Governors	Cllr W Dick	
	Cllr D Napier	

Meetings and elections of Governors are minuted, reported and the business of meetings is carried on within the legal regulations and requirements. Parents have the right to put themselves forward for election to the Governing Body and they have the right to inspect the Agenda and to read minutes. Parents may bring matters to the attention of the Governing Body through their parent representative or through formal representation to the Chair of Governors. Governors have a responsibility to report all matters regarding the school and its organisation and operation. They fulfil this obligation through the annual meeting with parents.

Governors undertake training in their responsibilities and have made links with the teachers responsible for specific curriculum areas.

All Governors take on a link role and this is reviewed at the beginning of each academic year. Parents are informed of the changing roles through the Friday newsletter.

## VISION STATEMENT

Brandling Primary School will provide a high quality, creative, personalised, education for its pupils who are all different, yet all equal. We will enable everyone to reach their true potential in a safe and enjoyable environment where they can be proud of their achievements in all aspects of their life.

Our school motto is: **Building Ppupil Success**

## AIMS AND VALUES

We at Brandling strongly believe that 'respect' is at the heart of the school community and that unless there is a mutual respect between home/school, pupil/teacher, parent/teacher, school/community the school will not achieve its aims.

The staff and governors of Brandling Primary School will;

- Provide a broad, balanced, personalised yet creative curriculum.
- Have the highest standards in academic, physical and aesthetic pursuits.
- Foster a climate within which pupils' spiritual and moral development will form the basis by which they will mature into responsible citizens.
- Seek to provide and maintain a secure, happy caring environment.
- Help pupils develop a love of learning.
- Help pupils develop the basic skills needed to make their way in the world.
- Help pupils value the diversity of the world today.
- Work within the legal requirements of the National Curriculum and within the Every Child Matters Framework.

As a result pupils will;

- Have respect for themselves and others.
- Develop lively, enquiring minds and the ability to question and argue rationally.
- Become independent learners and apply themselves to tasks.
- Develop a healthy lifestyle
- Know how to stay safe
- Enjoy and achieve
- Making a positive contribution to society.
- Appreciate economic well-being
- Be fully inclusive.
- Respect those of other beliefs and cultures.
- Develop a reverence towards the variety of life and the environment of the natural world.

The staff and Governors recognise that all of these aims will be met within the legal requirements of the National Curriculum and Every Child Matters Framework and in partnership with the Local Authority.

## CURRICULUM

Through our personalised, creative curriculum, children study the national curriculum subjects through the following areas of learning:

**1. Knowledge and Understanding of the World**  
(Science, Geography, History, Design Technology)

**2. Physical Development**  
(P.E., Dance, Gymnastics, Swimming)

**3. Creative Development**  
(Drama, ICT, Art, Music)

**4. Mathematical Development**  
(Maths, Numeracy, Problem Solving)

**5. Communication, Language and Literacy Development**  
(English, Literacy, Speaking and Listening)

**6. Personal, Social and Emotional Development**

In addition to this, the Primary Strategy Framework for English and Maths are well established throughout the school.

Policy documents are available for you to read in school.

## Teaching Time

The hours spent teaching a normal school week are:

Nursery	15 hours per week.
Reception	25 hours 30 minutes (this includes all playtime and registration due to the nature of EYFS)
Key Stage One (Infants)	22 hours 25 minutes hours per week
Key Stage Two (Juniors)	23 hours 40 minutes per week

These times do not include time spent during collective worship, registration and playtimes/lunchtimes.

A variety of extended school activities take place in school and at signposted venues throughout the year.

### Foundation Stage (Nursery and Reception)

The aims of Early Years education are:

To provide a safe, stimulating and friendly environment where all our children have the opportunity to reach their full potential and where PLAY is our chief learning medium. By acting as positive role models staff aim to help children be polite, friendly, helpful and kind, working and playing to the best of their abilities while caring for each other. We aim to give our youngest children the best possible start to their formal education by combining a commitment to developing basic skills with a deep seated belief in nurturing the whole child.

Children participate in a variety of different activities and experiences which are carefully planned and structured to their stage of development and based upon the Early Learning Goals. These experiences prepare them for learning within the National Curriculum.

### Key Stage One (Year 1, Year 2)

As in the early years, play is important to the development of key skills. We build upon the strong foundations in learning made in the Early Years and look to develop children's skills and love of learning in this Key Stage. The Primary Strategy Framework for Literacy and Numeracy are well embedded. Strong progression in literacy and numeracy skills are essential as they are the foundation for future progression and the achievement of high standards. A variety of reading books, maths and science resources are also used. We ask parents to support their children particularly with reading.

Other subjects are integrated into a central theme which appeal to the interests and development of the children and stimulate them enormously. The requirements of the National Curriculum are met through the themes although some areas are taught discretely where necessary.

### Key Stage Two (Year 3, Year 4, Year 5, Year 6)

As in Key Stage One, the teaching of basic skills forms the core of our approach to learning. Literacy and numeracy are taught daily in line with the Primary Strategy. Children study a variety of themes each year encompassing other areas of learning and where possible cross-curricular links are established between subjects.

The range of themes across a year is carefully designed to appeal to the different interests of all the children and work is effectively differentiated so the learning needs of all children are met. Through this thematic approach to the curriculum we are able to support not only children's academic learning and progress but also their personal, social and moral development.

R.E. is taught in every class according to school policy and the Gateshead LA agreed policy. A Scheme of Work has been developed.

Older children are offered the opportunity to learn to play a musical instrument. Children are taught games, dance, athletics and gymnastics in P.E. At present all children in Y3-Y6 have swimming instruction for two terms, at Gateshead Leisure Centre. Extended

activities include football, dance, skipping, cricket and hockey and children have the opportunity to represent the school in various tournaments.

The school has a computer suite and lap top trolley for which every class is timetabled. The children have access to the internet to support and develop their learning and skills. The system is supervised by staff at all times.

### SPECIAL EDUCATIONAL NEEDS

There is a very effective S.E.N. policy within school written by the coordinator and the learning support teacher in consultation with the staff. This document lays down the aims and code of practice for our school concerning children who have Special Educational Needs.

We are a caring school and offer support where personal problems are thought to be affecting a child in school. Parents are free to meet with the staff about such problems and we may ask parents to visit if we are concerned about changes in a child's behaviour. We are a fully inclusive school and meet the diverse needs of every child in the school. Staff work closely with parents and each to ensure that children's needs are quickly and effectively identified and that appropriate support is provided or sought.

The Special Educational Needs Co-ordinator (SENCo) is the first contact for arrangements in liaison with Special Educational Needs services, Educational Welfare Officer (E.W.O.), Social Services, Health Visitor, School Doctor or Nurse, Police and similar agencies.

The Head Teacher is the school's designated Child Protection Officer. Safeguarding procedures are adhered to.

### RELIGIOUS CONNECTIONS

The school is not directly connected to any religious denomination; however it does have a close link with Christ Church. R.E. takes place as individual lessons within classes following the schemes of work. There is some form of collective worship for each child every day e.g. assemblies or taped programmes which usually has a Christian focus. The school follows the Gateshead approved scheme for R.E. Parents may remove their child from lessons or acts of collective worship if they wish. Please consult the Headteacher. During a child's life in school he/she will learn about a variety of religious beliefs and cultures. Children are taught to respect all beliefs.

### GLOBAL DIMENSION

Global education broadens horizons and encourages exploration of all subjects from a global perspective. It contributes to the whole curriculum and enhances our understanding of the world. It also stimulates curiosity and motivates learning, thus contributing to the raising of standards. Through studying different cultures and countries and the issues that face them, global education helps to develop an understanding of the impact our actions have on them. It also enables us to reflect on the global nature of our society and responds to the diverse backgrounds and experiences of the children in the classroom, recognising the entitlement of those children to receive an education which reflects this diversity.

Recognising the importance of expanding the horizons of children who live in less diverse communities, global education develops skills and attitudes which enable people to take responsibility for their own lives and the world we live in and become active global citizens.

Within our curriculum we cover a range of global themes and also use current affairs to ensure children develop a good understanding of the wide world in which they live.

### SEX AND RELATIONSHIPS EDUCATION

Sex and relationships education is seen across the curricular framework as part of health education, the human body in Science and Personal and Social Education. We are supported in delivering our sex and relationships curriculum by the school nurse who works along side the class teacher with our older key stage 2 children. Parents are informed prior to her visit and have the right to remove their child from these lessons. She is also invited into school to give talks on general hygiene.

### HOMEWORK

The school has a homework policy that demonstrates the importance of home school partnership. In both Key Stages we expect and encourage children to read at home. Children in KS1/2 are asked to take spellings home weekly and to learn tables. Older children are often requested to complete work linked to learning in literacy or numeracy or find out information about themes covered.

### ASSESSMENT

Assessment for Learning (AfL) is an important focus in school. It is used to develop both staff and pupil understanding of where children are in their learning and what they need to do next to make progress. Good assessments for learning practices are crucial to ensure children do the best they can regardless of their starting points.

Children are assessed on entry to the Nursery and assessment continues throughout a child's life in school. Continuous assessment provides information on what and how well children learn in individual lessons and helps teachers make plans to help further development. From Key stage 1 at the end of each year we judge the level a child has reached by reference to the National Curriculum.

National tests (SATs) in English and Maths (Y2 and Y6) and Science (Y6) are carried out in school. These are taken in the Summer term and are indicated on the annual written report. League tables are produced and are available in school for parents to see.

Optional tests are carried out in years 3, 4 and 5. Parents are informed of the outcome of tests through the annual report and at parent teacher meetings.

### ADMISSIONS

All admissions are in line with Gateshead Council policy which can be found in full at the end of this prospectus.

## ACCESSIBILITY

At Brandling Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our curriculum is adapted to make it accessible to all children in school whatever their needs and we are passionate about ensuring that all children achieve well.

Our school is on one level and all areas are fully accessible by ramp. We have enhanced audio facilities in school to help those with hearing impairments and are committed to making other adaptations as necessary to our buildings and provision to ensure our school remains accessible to all.

A copy of our Accessibility Plan is available from the school office.

## EXTRA CURRICULAR ACTIVITIES AND SCHOOL VISITS

There is a range of extra curricular activities on offer at different times of the year. These have included recorder club, guitar club, football, cooking, skipping, dance and ICT. Extra curricular provision is under constant review and we try to organise clubs that capture the interest of the children.

Children and parents are notified in advance about times and dates of activities.

The school tries hard to keep costs down but does need to ask parents for contributions towards activities at times.

School visits that support and extend the curriculum are a feature of our educational provision. In accordance with Gateshead LA policy and the Education Act (1988) we request voluntary contributions towards the costs of educational visits. The contribution is usually made up of entry, transport and insurance costs.

In addition to day visits that take place in every year group throughout the year we also organise residential visits for our year 4, 5 and 6 children. Through these visits children's personal and social skills are developed and visits have an outward bound or cultural dimension to them. A savings club is run to help spread the costs of such visits.

Risk assessments are carried out for all visits.

## ACHIEVEMENTS

Brandling has gained a reputation as having high standards in all areas of the arts. Visiting artists, musicians and sports people regularly contribute to the curriculum and the enthusiasm generated has helped raise standards. The school holds the Arts Mark Gold Award presented in July 2007.

We have achieved the Healthy School Award for many years. Environmental education is a feature of our geography curriculum and we are pursuing opportunities to include an element of economic understanding and citizenship into our work.

The 'Arts' and the Global dimensions are used as a vehicle for raising standards and we also hold the International award for our global work.

We work hard to ensure that we work towards the outcomes of Every Child Matters.

### PASTORAL CARE

We see children as individuals and value them for their own sakes. We try to provide for their needs and encourage them to develop the values and attitudes that will help them to make informed choices and decisions both now and in the future.

Children in years 5 and 6 are encouraged to become buddies or playground rangers and help throughout the school.

We encourage older pupils to set a good example to younger children in all aspects of school life. Children are praised for achievement, effort and improvement, good behaviour, kindness, generosity and consideration. We operate a house system where children gain marks or points for displaying these sorts of positive qualities and attitudes and each week someone is chosen in each class to receive a merit award. In this way, children throughout the school gain a sense of achievement and feel that they have made a contribution.

### SCHOOL COUNCIL

There is a School Council which meets regularly and is made up of elected representatives from each KS1 and KS2 class. The aims of the School Council are:-

To work towards the school's aims as set out in the School Mission Statement.

To promote and develop personal, social and citizenship aspects of school life.

To provide an opportunity for pupils to inform staff, headteacher and governors regarding their needs to ensure a safe and secure learning environment.

To provide pupils with opportunities to develop their skills in making decisions, being responsible and developing qualities of good citizenship.

To provide opportunities and challenges for staff and pupils to work together to raise standards and achievements throughout the school.

There will be times when the School Council initiates projects. The school council is also used to consult with the LA on various things such as the provision of school meals.

## HEALTH AND SAFETY

We have a policy for Health and Safety that is available for your inspection. It shows details and procedures for all issues of Health and Safety in school. In the case of minor injury or illness we have contact details for each child so that we can inform parents and confirm with them the action they wish to take.

We have trained first aiders in school who deal with minor problems, and our policy on medicines allows the giving of medicines that have been prescribed by a doctor. Parents are asked to complete appropriate forms when medication has to be administered in school time.

It is vital that parents leave an emergency contact number with the school.

An annual risk assessment is carried out and termly reviews are held to ensure there are no changes in risk.

## LUNCHTIME ARRANGEMENTS

Our school has its own kitchen where meals are prepared daily. Special dietary requirements can be catered for.

Dinners cost £1.85 per day or £9.25 per week.

Dinner money for the week should be sent to school on Mondays in an envelope marked with your child's name, days staying and the amount enclosed.

If you are receiving Income Support or think your child might be entitled to free school meals, an application form can be obtained from Felling Housing Benefits Centre.

Packed lunches can be sent to school but we respectfully ask that these be well balanced and do not contain sweets or a fizzy drink. These are eaten in the dining room alongside the children taking school dinners. Drinks must be accompanied by a straw or beaker.

We have five Lunchtime Supervisors in school, who look after the children while they are eating their meal and afterwards. If it is a wet day, children stay in classrooms either before or after they have eaten and appropriate activities are provided for them. Buddies help our supervisors to look after the younger children, and then they go into lunch.

Children going home for lunch should be collected by an adult and should not arrive back in school until 10 minutes before the start of the afternoon session.

## UNIFORM

We believe that uniform is an important part of school life. It allows children to feel part of the school and shows that we value learning and our learning environment. In the same way, we have a dress code for adults working in school to ensure that children can see that we too value learning and our school.

It is our policy to recommend that children wear a uniform, although this is not compulsory. The majority of parents fully support this policy and the school is often complimented by visitors about the appearance of the children. The uniform is very simple and can be bought quite inexpensively from most chain stores.

You can order sweatshirts and polo shirts bearing the school logo from the office in school. The sweatshirts can be embroidered with your child's name at no extra cost and we encourage all parents to take advantage of this as it helps enormously in managing lost sweatshirts.

All children, wearing uniform or not, are expected to come to school neat and tidy. Cleanliness is encouraged.

For Boys: Grey or black trousers (not jogging pants or sports trousers)  
White/red polo shirt or white shirt (with logo can be ordered through school)  
Red sweatshirt or jumper with school logo (ordered through school)  
Black shoes or trainers.

For Girls: Grey skirt, pinafore dress or trousers  
White/Red polo shirt or blouse (with logo can be ordered through school)  
Red sweatshirt, jumper or cardigan with school logo (ordered through school)  
Black shoes or trainers (sling backs and high heels are not suitable)  
Red and white checked dresses may be worn in summer.

## Uniform for PE

Black shorts and a t-shirt  
Sandshoes/trainers for outdoor PE (**Children should not bring football shirts to school**).

Children take part in indoor PE lesson in bare feet unless there is a health issue.

## PARENTS

We believe that parents are a child's first educators and that all children achieve more when there are strong links between parents and school. We operate an open door policy and value parental comment and opinion. All school policy documents are available to parents in the office upon request. We ask parents to provide us with basic information and contact names and numbers in case of accident or illness and to keep us up to date with any changes. This is very important to ensure that we can contact you in an emergency.

Parents are welcome in school and help us in a number of ways. They assist on school trips and help out with a variety of activities in classrooms including library, cooking, reading and group work. If any parent would like to help out in school please see the class teacher or the Head teacher. We ask parents to seek CRB clearance if they wish to work regularly in the classrooms.

Parents are given information by weekly newsletter letter and are invited to attend services, assemblies, concerts and important meetings. Parents are invited to discuss progress with teachers each term and are given a written report annually.

Parents are welcome to speak to us at any time about their child and we will try to help with any problems or concerns. Teachers are available before 8.55am or after 3.15pm. If you wish to speak to the Head teacher please contact the school office. If the Head teacher is not immediately available an appointment will be made.

There are a number of parent Governors (see current list). They can be approached about any matters pertaining to the school and are one link to the school and rest of the Governing Body.

### IF THERE IS A PROBLEM:

Any parent who has a concern about the curriculum or other related matters may make a complaint. The first step is to try to resolve the matter with the class teacher or the phase leader. If this is not successful or parents feel the matter is more serious they should approach the Head teacher to arrange a meeting. If the matter cannot be resolved then the next step is to consult the school's Governing Body. The final step is to approach the LA who will act in accordance with their procedures and under the terms of Section 23 of the Education Reform Act (1988). The Gateshead LEA booklet entitled 'General Information' establishes the formal procedures for lodging complaints. This is available from the Civic Centre.

## ATTENDANCE AND PUNCTUALITY

From a child's first days in school we emphasise, with the help of parents, the importance of good attendance and punctuality. Coming to school every day and on time shows the value of the education which is offered and the child learns to have a positive attitude to school and the work which they do here. These are essential if children are to make progress and achieve their potential. We have an Attendance Policy which you are welcome to see. In this policy we set out how we deal with absence and how we follow up on unauthorised absences.

Briefly, a register is marked at the beginning of the morning and afternoon sessions. If a child is unable to attend school he/she will be marked absent. However, we must distinguish between authorised and unauthorised absence. Authorised absences are those for which we have been given an explanation and give authority for the absence, unauthorised absences are those for truancy, where we have received no explanation or where we have explained to individual parents that no further authorised absences will be granted for a specified reason. You will be informed of the number of authorised and unauthorised absences for your child at the end of the year.

Please try to make all routine doctors/dentist appointments in holidays or after school. When this is not possible please fill in an absence request form which is available from the office. Only 10 days of holiday will be authorised per year. No holiday will be authorised where a child's attendance is less than 90% at the time of the request.

## SECURITY AND SAFEGUARDING

Brandling Primary makes the safety of the children and staff a high priority. There is a security system in the school. Parents and visitors are all asked to report to the main entrance where they will sign in. If visitors are on site for any length of time they will be asked to wear a visitor's badge.

All children who arrive at school late are asked to report to the main office where they register.

If children are required to leave school early they must be collected by an adult and should sign out at the office.

All adults who work in school on a regular basis are fully CRB checked. The school has in place clear policies and procedures to keep everyone safe and all staff adhere to these at all times.

## RULES AND DISCIPLINE

We have high expectations of the behaviour of our pupils and maintain good standards of discipline throughout the school. There is a behaviour policy which is available in school for parents to see. We ask parents to work in partnership with us to maintain and support the high standards. This works very well and we are proud of our children, particularly when they are on a school visit where we are always complimented on their outstanding behaviour and manners. Parents are always welcome to contact us with specific concerns about discipline and behaviour matters.

The School has a Home School Agreement which parents are requested to sign when children are admitted into school.

We have established a number of school rules which are for the good of all who work here. We call these the Golden Rules:

- Do your best.
- Be gentle.
- Be kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest
- Be true to yourself
- Keep your hands, feet and other objects to yourself.
- Treat others with respect.
- 

In addition, individual teachers will have basic rules for their own classrooms which they and the children will decide upon at the beginning of each year.

We deal immediately with problems and would only consult a parent about persistently bad behaviour or an incident, which we felt, was particularly serious. Parents are informed when we have real concerns about behaviour and children are asked to take a report book home on a daily basis. Children can be excluded from school when necessary but this would be a last resort after all other efforts had failed.

The school has a Bullying Charter for Action. We are working with staff, pupils and parents to create a school community where bullying is not tolerated. Any reported incidents are dealt with immediately.

## SAT results 2009

### Key Stage 1

	<u>Maths %</u>	<u>Reading %</u>	<u>Writing %</u>
Level 1+	100	100	100
Level 2+	55	73	73
Level 3+	9	9	9

### Key Stage 2

#### MATHS

L3+	94%
L4+	67%
L5+	11%

LEVEL 4+ 67%

#### ENGLISH

L3+	94%
L4+	44%
L5+	11%

LEVEL 4+ 44%

#### SCIENCE

L3+	94%
L4+	94%
L5+	11%

LEVEL 4+ 94%

## **Gateshead Council Community and Voluntary Controlled Primary Schools Admission Policy 2011/12**

**We allocate places at our Community Primary Infant and Junior Schools using our policy below and co-ordinate admissions to our schools using our co-ordinated admission scheme.**

The policy is as follows:

- Your child will start school at the beginning of the academic year in which they will reach the age of five. (An academic year lasts from 1 September in one year to 31 August in the following year). However In many schools the first year will include an induction period, (a period for your child to get used to school life). This period may last from September until no later than the end of the October half term holiday. Parents who wish to defer their child's entry beyond this period must make this request in writing at the time of application for admission to school. Deferred entry must not extend beyond the beginning of the term after the child's 5<sup>th</sup> birthday, or beyond the academic year for which the application was accepted. Deferred entry will be considered by us the local authority (LA) in consultation with the Head Teacher and governors of the school.
- We will accept pupils up to the school's agreed Planned Admission Number for the year group unless we feel there are lawful grounds not to do so.

### **Oversubscription Criteria**

**We will consider applications from parents who have named the school as any ranked preference on their application form this is called the Equal preference system. If there are more applications for the number of places available at the school we will than allocate places by using the following order of priority:**

1. Children in Public Care (and as deemed under Section 22 of the Children Act 1989).
2. Children who live in the school's catchment area and who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
3. Other children who live in the school's catchment area.
4. Other children who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
5. Other children who have exceptional medical or social grounds see point 1 below
6. All other children.

**Point 1-**We can consider exceptional individual applications, particularly in cases involving medical or social needs. If you wish to apply on medical or social grounds you must provide written evidence from relevant registered health professionals i.e. a doctor or social worker. The evidence must demonstrate why the chosen school is more appropriate and what difficulties would be caused if they were to travel to and attend alternative schools. We will not consider such applications if the relevant professional evidence is not provided. The evidence will be assessed by the LA Admission Panel. No assumption should

be made that submission of the relevant evidence will, in itself, be sufficient to allocate a place.