

# Clover Hill Community Primary School

## SCHOOL PROSPECTUS

2012 - 2013



Clover Hill Community Primary School  
Glenhurst Drive, Wickham, Newcastle upon Tyne,  
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# Welcome to Clover Hill Community Primary School

Dear Parents,

The Staff and Governors would like to welcome you to our school prospectus. We hope it will help you know a little more about us and help you choose a school for your child.

The 2012/2013 prospectus refers to the school year. It is possible that changes could affect the things described but it is as up to date as possible.

If you need clarification or further information about any part of the prospectus please do not hesitate to telephone.

Regulations for admissions procedures are included at the end of the

prospectus.

If you would like a visit to the school, please arrange this through the school office. I look forward to showing you our school at work.

Yours sincerely,

*Louise C Easton*

Head Teacher:	Mrs Louise Claire Easton
Chair of Governors:	Cllr Peter Craig
Deputy Headteacher:	Mr Simon Brown
School Clerks: Butler	Mrs Joan Stewart and Mrs Jacquie

## ***MISSION STATEMENT***

*At the heart of Clover Hill Community Primary School lies a learning community that embraces opportunity and allows every child to reach for the stars and shine.*

We have a commitment to:

- 1 Children who are safe
- 2 Children who are healthy
- 3 Children who enjoy and achieve
- 4 Children who make a contribution to society
- 5 Children given the tools for economic well being.



## **AWARDS AND ACHIEVEMENTS 2009-2011**

### Lottery Funding

We had to successful bids to the Lottery which awarded us £8000 to spend on developing a conservation wildlife garden with a pond (2009) and an outdoor classroom (2010)

### Sustainable schools award and Green Flag Award

In 2010 Clover Hill Primary school won a Sustainable schools award and was awarded the prestigious Green Flag in recognition for its work on Energy busters



### Anti Bullying Award

May 2010 Clover Hill Primary achieved the Anti Bullying Award for our outstanding work in providing a safe and happy school. The award recognised our commitment to working in partnership with our pupils and parents to prevent inappropriate behaviour and unkindness. We directly teach our pupils about social skills, relationships and tolerance and respect. There are many planned opportunities for younger and older pupils to mix, play and learn together. We feel this fosters a caring, family environment.

Our children are given a range of roles and responsibilities within the school which we feel helps our children to maintain a sense of pride and belonging in the school. Playground buddies, energy busters, receptionists, bank clerks, school councillors etc



### Food For life Award

In April 2011 we were given the Food For Life Award in recognition for our achievements in:

- \*Food leadership and school food culture
- \*Quality of our school meals and food provenance
- \*Food education

This has been a whole school project which recognises our staff's commitment to healthy lifestyles.





### **Secrets of Success at Clover Hill Primary School**

We work hard to ensure our children have the optimum behaviour and attitude to their learning. We want them to be highly motivated and engaged, to have high expectations of themselves and are ambitious to want to achieve success.

We want to remove any barriers to their learning and develop their brain power. Learning brains make smarter decisions and happier societies! Personal Development is central to our curriculum- driving the basic skills. Our children learn best when they use their whole brain in sensory based learning using multiple intelligences. We endeavour to make sure our children have the right attitude to learning: motivation, energy and determination to learn.

**There are 8 recognised Secrets of Success which we are working hard to improve for all of our pupils:**



Concentrate



Improve





Don't give up  
yourself

Imagine

Push



Try new things

Work hard

Understand

others

### 1. Try new things

If you never try- you might never find things you are successful at. If you love what you are doing you get energy and are motivated. We all need to ensure children try new things, take risks, give things a go!

### 2. Work hard

We need to teach our children that whatever they choose to do in life - they do it to the very best of their ability. Success is not easy- there is no overnight success just hours and hours of work.

The difference between try and triumph is a little *umph*. Work is GOOD. HARD work is even better!!

Successful people don't make fun of work because they know it leads to success.

They have a good attitude to work. In fact successful people have fun working.

### 3. Concentrate

Children need to tune out distractions -day dreaming, peer pressure etc.

They need to learn to focus their attention on all the right things. Zero tolerance to temptations. They need to be clear about what they are doing and why. Once you are really clear about what you are doing, it is much easier to concentrate. If you really concentrate you can become an expert.

Concentration that leads to success isn't just about getting on with something- it is about doing the right things well!

#### **4. Push yourself**

Life isn't easy. There will always be self doubts and barriers- we need to teach our children to push past them and never give up. Parents and teachers need to push the children- nudging them every step of the way. Children also need to take responsibility for their own choices and actions and have the determination to 'push past' barriers and set backs.

#### **5. Imagine**

We all need new ideas to help us to move on and progress. Inventions have revolutionised the world!

Children need to try out, investigate and explore. Improve and get better. They need to have confidence to voice their ideas. Children need to know that they can get better and can imagine how they will feel, what things will be like when they taste success.

If you visualise something so strongly - your brain will work hard to make it happen. Getting the Vision right can be very powerful. However, some children are put off because the distance to cover can look too great- and so just give up. What we need to do is to help them imagine small steps and aspire to get a bit better each week.

#### **6. Improve**

Opportunities to try things out and get better. This needs to be built in consistently over time. 'Use the new knowledge or lose it.' We are ensuring our children get lots of opportunities to reinforce their knowledge-'recall for retention.' Children need to be given lots of opportunities to improve their skills across the curriculum. Learning is not just about being taught something it's about using it again and again, getting better at it each time.

#### **7. Understand others**

To be successful you need to communicate and cooperate with others. Successful people don't just think about themselves. They are good at listening to others, sharing ideas and making compromises. They can reflect on their work and actions. We need to teach our children about group dynamics, how to communicate and work with others productively.

#### **8. Don't give up**

Even successful people suffer rejection and criticism. Children need to bounce back- they need to have self worth and self belief. We are teaching our children that 'the barrier' is not going to stop them- they just need to think of ways to get around it. We need to teach children resilience- it is a tough world but they need to be tested-to see where they went wrong, how to improve and bounce back!

## **SAFEGUARDING STATEMENT**

The governing body at Clover Hill Primary School takes seriously its responsibility to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our setting: identify, assess and support those children who are suffering harm. We recognise that all adults, including temporary staff, volunteers, students, supply staff and governors have a full and active part to play in protecting our children from harm and that the child's welfare is our paramount concern.

### **STAFF**

#### **Teaching**

Headteacher	Mrs. L. Easton
Deputy Head	Mr. S. Brown
YR Teacher	Miss. A. Mitchell
Y1 Teacher	Mrs. E. Gamble/ Mrs. A. Holden
Y2 Teacher	Mrs. C. Eglington
Y3 Teacher	Mrs. S. Rogerson
Y4 Teacher	Mr. S. Brown
Y5 Teacher	Mrs. S. Gibson Mrs. K. Lawther
Y6 Teachers	Miss. P. Croudace

Learning Support + PPA Mrs L  
Brooks

#### **Teaching Assistants**

Mrs. A. Burns  
Mrs. J. Caygill  
Miss. A. Sinclair  
Mrs. D Hoult  
Mrs. H

#### **Lunchtime Staff**

Play Supervisor: Miss. A. Sinclair  
Midday Supervisory Assistants  
Mrs. P. Heslop  
Mrs. J. Waddington  
Mrs. T. Potts  
Mrs. J. Earl  
Cook in Charge  
Mrs. A. Irving  
Kitchen Assistants  
Mrs. A Davies  
Miss. G Thirlaway  
Miss. J Williams

#### **School Governors**

LA Governors  
Chair: Cllr. P. Craig  
Cllr. M. Ord  
Community Governors  
Mr. D. Randall  
Mr. G. Edwards

Parent *Governors*

*Vice Chair:* Mrs. D. Parkin

Mrs. J. Greenslade

Mrs. N. Perry

Mrs. K. Carr

Staff *Governors*

Mrs. L. Easton

Mrs. A. Holden

Mrs. A. Burns

Associate *Governors*

Mr. S. Brown

**Non-Teaching**

School Clerks

Mrs. J. Stewart

Mrs. J. Butler

Site Manager

Mr. P. Bannister

## ***TIMES***

The school day for pupils is slightly different for pupils in Key Stage 1 & 2.

Key Stage 1 (KS1) classes noon  pm	Morning session	8.55 am to 12
	Afternoon session	1.00 pm to 3.15

Key Stage 2 (KS2) classes 12.15 pm  pm	Morning session	8.55 am to
	Afternoon session	1.15 pm to 3.15

All children have a 15-minute morning break and KS1 children have a 10-minute break in the afternoon. KS2 children can be rewarded with a 'Reward Playtime' on a Friday afternoon.

## ***START AND END OF THE SCHOOL DAY***

Our main school gate is opened at 8.50- all parents and pupils access school through this route, children are not brought through the main school door

The school bell rings at 8.55 am so that children are ready to start morning lessons at 9:00am

At the end of the school day the main school gate is opened at 3.00pm. Parents congregate on the playground and wait for the children to be dismissed from their classrooms (Year 5 and Year6 from the KS2 cloakroom)

## **Notification of Inset/Occasional Day Closures 2011/2012**

	<b>From</b>	<b>To</b>	<b>Half Term Hols</b>
<b>Autumn Term</b>	<b>Mon 5 September 2011</b>	<b>Fri 16 December 2011</b>	<b>24-28 October 2011</b>
<b>Spring Term</b>	<b>Tues 3 January 2012</b>	<b>Fri 30 March 2012</b>	<b>13-17 February 2012</b>
<b>Summer Term</b>	<b>Mon 16 April 2012</b>	<b>Fri 20 July 2012</b>	<b>4-8 June 2012</b>

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 near the end of the summer term.

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

**INSET Days:**

- 1. Monday 5th September 2011**
- 2. Tuesday 3<sup>rd</sup> January 2012**

**SCHOOL LUNCHES**

School lunches are cooked on the school premises. A choice of a cooked meal or a filled baked potato is offered and a vegetarian option is always available. Most children stay for a school lunch while others bring a packed lunch. Very few children go home for lunch. The School Office needs to know on a Monday which days your child is to stay for lunch. Cheques should be made payable to Gateshead Council.



## **SCHOOL UNIFORM AND PERSONAL APPEARANCE**

The wearing of uniform helps to give the school a corporate image besides being a practical, hardwearing solution to school wear. It also shows respect for the school and helps show the community at large the high standards we try to maintain at Clover Hill.

### **UNIFORM**

Grey/ black tailored school trousers,

Bottle green pinafore or skirt and bottle green tights.

Sky blue/ white/ bottle green polo shirt with the school logo

Bottle green sweater, sweatshirt or cardigan with the school logo

If girls would like to change their uniform in the summer months they can wear bottle green and white check dresses or dark grey/black tailored school shorts.

Boys can wear dark grey/black tailored school shorts.

There is also a fleece, a waterproof coat and a cap that also carry the school logo.

Uniform can be obtained through the school office by completing an order form. Orders are usually in school within a week. Some chain stores/supermarkets sell the bottle green items.

Your child will also need a Book Bag to keep books flat in transport from home to school and a PE bag for PE kit. These are available from the school office.

### **LABELLING**

Please ensure that **ALL** your child's clothing is labelled with his/her name; this considerably reduces the risk of lost clothing.

A lost property box is located in the junior cloakroom. This is emptied at the end of every half term and unclaimed belongings given to charity.



### ***PERSONAL APPEARANCE***

Hair style should be suitable for young children who work and play in a primary classroom. Hair should be neat and well groomed. Hair that is tied back reduces the risk of head lice and fringes should be neat so children can see adequately. Extreme fashion styles (Mohican, tram lines, hair dye etc) are not acceptable. Make up should not be worn.

### ***SHOES***

Shoes should be sensible, sturdy and safe for school. Many types of footwear (especially girls' fashion shoes with high heels) are a source of potential accidents in school, so should not be worn. Trainers can easily result in wet feet after playing on a wet playground surface and can prove to be rather hot and uncomfortable when worn indoors in a warm school atmosphere. Their heavily treaded soles also pick up a lot of mud, which eventually dries out and is deposited on the school floor and children's clothing. Shoes should be black.

### ***PE CLOTHES***

For hygiene reasons, the children are expected to change for Physical Education activities. For indoor PE, such as gymnastics and dance, children wear:-

A white T shirt with the Clover Hill logo on the front  
black shorts  
black plimsolls (KS1) or bare feet (KS2)

For outdoor activities the children should wear:-

A white PE T shirt with the Clover Hill logo on the front

black shorts or black/ navy blue track suit bottoms  
black plimsolls (KS1) or trainers (KS2)

Children should have their PE kit in school every day so that they can take part in PE lessons.

### ***GENERAL OUTDOOR WEAR***

Although children will not be expected to play outdoors during wet weather, you should ensure that your child always comes to school in clothing appropriate to weather conditions on the day.

### ***JEWELLERY AND OTHER VALUABLES***

Children should not bring valuables and toys to school unless requested to do so by a teacher.

Jewellery should not be worn to school. Earrings in particular represent a considerable accident risk. If children are getting their ears pierced it should be at the beginning of the summer holidays so studs can be removed at the beginning of term.

Children are allowed to wear a watch but this must be removed for PE activities.

### ***ACCESS TO SCHOOL BUILDING***

Your child should use the entrance from the school playground to enter and leave the school building. He/she should not normally use the administration block entrance. The only exception is that Reception Class pupils use the Reception playground entrance to leave the school building at noon before they start fulltime. You should, therefore, wait for Reception Class on the playground at the end of the school day. Pupils going home to lunch also have to use the administration block entrance to exit and gain entry on their return.

During the school day the fence gates are locked for security reasons and access to school is through the administration block entrance only. A

security system operates on this entrance. Access is gained by pressing the button to allow the school secretary to view the video screen and open the door for bona fide visitors.

Visitors entering school need to sign in and wear a visitor's badge.

### ***PARKING***

We would be pleased if you could make every effort to avoid congestion in the cul-de-sac at Regent Drive, Windsor Close and Harewood Close. If you consider it necessary to use one of these cul-de-sacs, please drive with the utmost care, and avoid blocking drive-ways from houses.

The staff car park is busy and, as there is no footpath, children should not normally enter the school grounds at this entrance. We ask that children are not brought or collected from the school driveway by car for their own safety.



## ***CURRICULUM***

All pupils at Clover Hill Community Primary School have access to a broad, balanced and relevant curriculum, differentiated to meet individual needs. We pride ourselves on enriching the curriculum with first hand experiences, visits and visitors.

### ***THE FOUNDATION STAGE***

Nursery and Reception education is called the 'Foundation Stage'. The Early Learning Goals set out what most children are expected to achieve by the end of the Foundation Stage and are organised into six areas of learning:

- personal, social and emotional development
- language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

Just as some children will still be progressing towards the Early Learning Goals at the end of the Foundation Stage, some children will achieve and progress beyond them during this stage. The curriculum is designed to be flexible to cater for individual needs.



### **THE NATIONAL CURRICULUM**

The National Curriculum consists of three core subjects (English, Mathematics and Science) and seven non-core foundation subjects (Design & Technology, Information & Communication Technology, History, Geography, Art & Design, Music and Physical Education). In addition to this there is a legal requirement that Religious Education, Personal, Social, Health Education and Citizenship are taught. French is also taught at Clover Hill from Reception.

The National Curriculum applies to all pupils of compulsory school age and is organised on the basis of four key stages:

	KS1	KS2	KS3	KS4
Age	5-7	7-11	11-14	14-16
Year Groups	1-2	3-6	7-9	10-11

## **CURRICULUM IMPLEMENTATION**

At Clover Hill we believe that the curriculum should be rich and relevant to our children. Lessons are devised to encourage children to ask questions and acquire a real love of learning.

### **The Core Subjects**

#### ***English***

The teaching of English in school falls into three inter-related categories:

- ✓ **Speaking & Listening**
- ✓ **Reading**
- ✓ **Writing**

English is taught through a dedicated Literacy Hour as well as through other specific activities that take place during the school day. Pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds. As pupils progress through Key Stage Two they learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and how language works.



#### ***Mathematics***

A daily maths lesson is a feature in all classes and lasts between 45 minutes (KS1) and 60 minutes (KS2). Lessons promote the development of the use of mental strategies and correct mathematical language. Children work on differentiated tasks in groups and also independently.

Mathematics is divided into:

- ✓ **Number and the Number System**
- ✓ **Calculations**
- ✓ **Solving Problems**
- ✓ **Data Handling**
- ✓ **Measures**
- ✓ **Shape & Space**

There is an emphasis on practical activity and interactive oral work. Children are given opportunities to practise their mental skills and encouraged to discuss their mental strategies.

## Information & Communication Technology (ICT)

The school's ICT suite has 30 networked computers which all have filtered internet access. Every class has at least two dedicated sessions per week in the ICT suite where they learn



ICT as a subject and also use ICT to enhance their learning of other subjects. Each classroom has its own PC and teachers use laptops, data projectors and interactive whiteboards to enhance teaching and learning experiences in the classroom. Children have regular access to a range of software as well as web-based materials. We have excellent links with Gateshead City Learning Centre for even more sophisticated technology work.

## *Science*

In science our aim is to offer children opportunities to:

- develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences;
- learn about ways of thinking and of finding out about and communicating ideas;
- explore values and attitudes through science.

The science curriculum is based on the National Curriculum. It includes these key areas:

- ✓ **Scientific Enquiry**
- ✓ **Life Processes & Living Things**
- ✓ **Materials and their Properties**
- ✓ **Physical Processes**

In the Foundation Stage the children work towards the Early Learning Goals and these include "knowledge and understanding of the world".

Throughout the school much emphasis is placed on practical, experimental work and on developing observational skills, inquiring minds, problem solving and reasoning powers.



## The Humanities

### *History*

Teaching history provides opportunities to foster interest in learning about the past, helping children to gain knowledge of cultural heritage and introducing skills of historical enquiry. Where possible, visits are arranged to historic sites to enable children to work with artefacts and archives to broaden their experience and understanding.

### *Geography*

Children start by studying the local area and begin to use geographical skills such as following directions, observing and asking questions, describing and recording what they have seen, and using and making maps. They move on to comparing their local area with a different one in Britain and the rest of the world



## The Creative Arts

### *Art*

Art is a means of developing personal skills and knowledge and is also an opportunity for encouraging individual expression whilst giving pleasure and personal satisfaction. The children are given a wide variety of experiences of using different art media for different effects. They also develop the skills of art appreciation.

### *Design & Technology (DT)*

All pupils are involved in activities that help them become more aware of the use of technology. They work with a range of materials on topics that involve them in designing, making and evaluating their product. Pupils are taught how to use tools safely and how to select appropriate materials for the task they are completing.



## ***Music and Drama***

Music and Drama have high priority in the school with children being involved as performers, listeners and appraisers. In KS2, children have the opportunity of learning a variety of instruments and all pupils take part in school productions.



## **Religious Education (RE), Collective Worship and Assemblies**

The school has no affiliation to any particular religious denomination. The teaching of RE is based on the Gateshead Authority Agreed Syllabus.

Collective Worship is planned round a weekly theme and takes place every day sometimes in class but more often as part of a Key Stage or whole school assembly.

Each Monday the children attend a Praise Assembly where good work and behaviour are celebrated and children receive a 'Special Mention'.

Each class takes a turn each term to lead a Friday assembly where they will follow the week's assembly theme or share with the rest of the school some of the things they have been doing in class. Parents have the right to request that their child be excluded from Religious Education and from Collective Worship. If you wish to withdraw your child from either or both, please write to the Headteacher.



## **Personal, Social, Health, Education and Citizenship (PSHEC)**

Children are given experiences that enable them to develop as individuals, appreciate social issues and take responsibility for themselves and others. They learn how to live a healthy life and develop the ability to make sensible choices. Children are also provided with appropriate information in ***Sex Education*** as and when a suitable occasion arises in their studies. Children in Year 5 and 6 have planned activities based on the physical and emotional changes they will experience at puberty. Reproduction is also discussed at this time. These lessons are led by the class teacher and supported by the school nurse. Parents have the right to withdraw their children from these lessons apart from those elements taught as National Curriculum Science. Withdrawn children will work in another classroom for the duration of the lesson.

## **Physical Education (PE)**

The school works very closely with Whickham Sports College to develop the children's physical skills. It is our intention to promote:

- enjoyment through physical education
- physical development as a complement to academic development
- a healthy lifestyle and a continuing involvement in physical activity

Each week your child will have at least two PE lessons where they will learn gymnastics, dance, games, and athletic skills. Swimming is taught from Year 3. Children in Years 5 visit Whickham Thorns and Year 6 have a weeks outdoor activities residential at Winmarleigh Hall. Our links with the college allows specialist sports coaches to work frequently with the children. It also means Clover Hill staff are fully up to date with new training, local and government initiatives. There are many opportunities for the children to compete with other Gateshead Schools in team and individual events such as swimming, tennis, basketball and athletics.

In the last few years our work in P.E. has given us awards such as Active Mark Gold, Healthy Eating and the Healthy School Awards.



## **Homework**

We encourage a strong link between home and school and homework plays its part in this. Every child has a reading book to take home and should be heard to read frequently. Children also have Homelinks or Homework Books where teachers ask them to do activities that support the learning they are doing in class. These books can also act as useful 'message books', for parents to outline any problems or successes their child has had. Children in Years 4-6 have planners to help them organise their homework activities.

The Homework and Reading Books should come to school in the child's Book Bag to keep them flat and clean.

## **CREATIVITY**

We pride ourselves in being a creative innovative school. We aspire to give our pupils an educational experience that is relevant, challenging and engaging. Various events are planned across the school to inspire and motivate: Around the world day, Pirate adventure, Enterprise themed days

## ***VISITS AND EDUCATIONAL VISITS***

We enrich our curriculum by ensuring all of our pupils benefit from specialist visitors and good quality educational visits.



Recent Visitors have included: Zoo lab, Expo chef, Author- Julia Jarman, Barnabas RE day, Britain in Bloom, Fire service, Road Safety

Recent Educational Visits have been to: St Mary's lighthouse and Blue Reef Aquarium, Segedunum, Bedes World, Eden Camp, Evening Chronicle, Whitehouse Farm, 1 week residential for Year 6 at Whinmarleigh- Lancashire.

## ***EXTRA CURRICULAR ACTIVITIES***

The school has worked hard to provide a wide variety of extra curricular clubs after school. Some are free and are taken by school staff and parents while others are run by outside agencies for which there is a charge.

Throughout the year, the children have the opportunity to take part in music tuition such as: keyboards, guitar, flute and violin.

There are also sports clubs such as:

- Dance
- Keep fit
- Football
- Karate
- Team games

Other clubs running over the year have included:

- Homework club
- First aid club
- Singing club
- Christmas craft club
- Gardening club



## **CHILD CARE**

Clover Hill offers wraparound childcare on site. This is run by the Team Valley Nursery.

### **Breakfast Club**

A Breakfast Club is available from 7.45 am where children have some breakfast and area provided with activities before the start of the school day. At 8.55 am the children are taken to join their classmates on the school yard.

### **After School Club**

At the end of the school day, children are collected from their teachers and taken to the Studio. They take part in a wide variety of activities such as art and craft, sport and ICT until up to 6.00pm Please contact Team Valley Nursery if you would like more details.

Places must be booked and paid for in advance so suitable child/adult ratios can be provided.

If you would like to book a place for your child contact Team Valley Nursery on: 491 5050.

## CHARITY AND COMMUNITY WORK



We like to support charity work as we believe it is very important for children to find out about the wider world and how they can make a difference. Recent charities that we have supported: Cancer Research UK, St Oswalds Hospice, Tiny Lives, Marie Curie, Jeans for Genes, People's kitchen, Shoe box Appeal.

## SCHOOL ASSOCIATION

We are very well supported by a group of school family members- parents and grandparents who work really hard. They help raise funds for the school to provide additional treats and resources for the children and they also provide help and support for activities and trips

### Recent events have included:

Pyjama Party  
Italian restaurant night  
Cinema Clubs  
Christmas and Summer Fairs  
Clover Hill's Got Talent Night

## ASSESSMENT & REPORTING TO PARENTS

Pupils are formally assessed at the end of Key Stage 1 and Key Stage 2 (Y2 & Y6). Individual results will be available to parents and the results for the class provided for all parents. No pupil will be named in the class results. Teacher assessment is ongoing and assists in planning work appropriate to each individual, group, or class.

The school undertakes the Foundation Stage Profile baseline assessment. Evidence for this is collected during the child's first six weeks of the Reception year, during the child's everyday activities at school. This data is then compared with teacher assessments to make sure that children are making good progress.

Parents' Evenings are held in the autumn and spring terms at which time Mid Term reports are sent to parents outlining current National Levels and suggested targets in Reading, Writing and Mathematics. These targets form the basis for discussion with the parents. A full written report is provided in the summer term with an opportunity for parents to meet with the teacher if they wish.

### ***SPECIAL EDUCATIONAL NEEDS (SEN)***

Children with particular learning or other special needs can benefit from specialist help. The Special Needs Code of Practice is followed and a policy is available in school. This emphasises the importance of early identification and assessment of children with Educational Needs.

When a teacher first sees a child having difficulties, she will plan carefully for that child, perhaps writing an Individual Educational Plan (IEP) that targets the next learning steps. If the problem continues, our Special Educational Needs Coordinator, Mrs Russell, will work in partnership with the child and parents to decide if the Learning Support Service should be involved. Parents are always kept fully informed.

### ***GIFTED AND TALENTED CHILDREN***

Clover Hill recognises that some children have special gifts or talents that need to be nurtured. A gifted pupil is one who demonstrates a significantly higher ability than most pupils in one or more curriculum area. Similarly, a talented pupil is one who excels in Art, Music, PE or the Performing Arts. At Clover Hill we adopt a range of strategies to support Gifted and Talented pupils including adaptation of the curriculum structure, developmental teaching and learning programmes and a broad range of enrichment activities.

### ***ACCESSIBILITY***

At Clover Hill Community 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.

We plan to increase accessibility provision for all pupils, staff, parents and visitors to Clover Hill Community Primary School through our accessibility plan which can be obtained from the Head Teacher. Over the last few years we have installed a number of facilities including accessible toilets, ramp access, designated parking bays, hearing loop etc.

The Local Authority has made a commitment that wherever possible, children with physical disabilities will be educated in their local primary school. If shown to be necessary, and is practicable and reasonable to do, then minor adaptations to the building will be considered by the school and the Local Authority to enable a child to attend their local school.

In order that children with disabilities are not disadvantaged, the school liaises with the Local Authority when necessary in order to ensure that adequate provision is made.

## ***PASTORAL CARE***

In the case of illness or accident, the school's First Aiders are: Mrs A. Burns, Mrs J. Caygill, Miss A. Sinclair and Mrs D Hoult. If necessary, the child's parents/ carers are informed of any such problem and arrangements made for the child to return home or to be taken to the local hospital for treatment.

A record is kept of the home address, telephone number, emergency telephone number and medical practitioner of every pupil in the school.

**It is essential that parents ensure that this list is kept up to date by informing the school of any changes.**

## ***DISCIPLINE***

The school endeavours to ensure that each child adopts an acceptable code of behaviour which will carry him/her through life. The school seeks to emphasise the positive aspect of discipline through recognising the need for encouragement, praise and regard for all children. The Head Teacher and Deputy Head Teacher are responsible for dealing with major disciplinary matters.

## ***CHARGING AND REMISSIONS POLICY***

The Education Act 1988 prohibits charging for activities during the school time. We aim to provide a wide range of activities to enhance children's learning, therefore, from time to time, parents may be asked to make a voluntary contribution towards the cost. No child will be excluded from the activity through an inability to contribute. In the event of insufficient contributions being made, the activity may be cancelled. Charges are made for After School Clubs and Activities but are always costed as low as possible; the school makes no profit on these activities.

## ***YOUR CONTACT WITH SCHOOL***

We pride ourselves on having excellent relationships with parents and carers.

### **Starting school**

Each May/June we hold a special evening meeting for parents of the children who are starting Reception after the summer. Parents have a chance to meet the staff who will be working with their children. They will also be given information about the kinds of activities their children will be doing over the coming year. Uniform can be bought on this evening.

When your child first starts school you can accompany him/her into the school building for a few minutes until he/she is happily settled into the school environment. It should not, however, be necessary for this to take place over a long period. Children should normally only be accompanied by parents until they enter the school playground.

### **Home Visits**

In the last few weeks of the summer term preceding your child's entry to school, the Reception team will visit each family at home to get to know you and your child. Any queries can be addressed at this time.

## **Parents' Meetings**

Sometime early in the autumn term, we open the school to parents and carers for a 'Meet the Teacher' afternoon. This gives the children the opportunity to share with their families some of the work they are doing in class and for the class teacher to make parents aware of some of the class routines.

Later this term, parents have the opportunity to come into school to discuss their children's progress and in particular their targets for the next steps of their learning.

We try to involve parents in the life of the school and regularly invite them in to assemblies, performances and fund-raising events.

We are always looking for parent helpers in school - please speak to your child's class teacher if this interests you. (All adults working or helping in school must be police cleared.)

## **Information for Parents**

Every month a newsletter is sent home describing the work of the school and any forthcoming events. We also put up notices where parents can see them. Please don't hesitate to ask us for information if you need it.

## **Meeting the Teachers and Headteacher**

If you wish to discuss any aspect of your child's education please feel free to discuss this with your child's teacher or Mrs L Easton. We are always willing to help but please appreciate that teachers cannot keep their classes waiting while they speak to parents. If your query deserves longer than a few minutes, please make an appointment through the school office.

## ***SCHOOL ATTENDANCE***

In cases of absence from school please telephone the school by 9.30 am on the first day and send a note to your child's teacher explaining the absence on their return. Failure to advise the school of a reason will result in an "unauthorised absence" being recorded on your child's school record.

Children are not allowed to leave the school premises during school hours unless a parent or other responsible adult collects them from school.

If your child is to be absent for any other reason than illness, you should obtain a Holiday Form from the school office. When completed this is given to the Headteacher who, at this time, can authorise up to 10 days absence in any school year.

**We ask for your support in ensuring your child attends school regularly.**

## ***MEDICAL INFORMATION***

It is most important that you inform the school of any medical condition, which you consider, may affect your child's schooling in any way. Please include such information on the Parental Information Sheet which you are asked to complete and return to school and update this as necessary. The school should also be fully advised of any medicines, which your child may need to take on a regular basis.

## ***MEDICINES***

Parents are reminded that when a doctor recommends a dosage of three times a day this can be administered by parents before the child comes to school, when the child comes home from school and before bedtime. Therefore these medicines should not be brought into school.

Any medicines that must be administered at school must be given to Mrs Burns, clearly marked with the child's name, class and dosage. Parents must sign a medication form which, for legal purposes, will be deemed parental consent to administer medication to the named child. No medication will be accepted or administered without a signature.

Wherever possible, medication will be distributed by self-dosage under the supervision of one of the school's First Aiders, Mrs A. Burns, Mrs J. Caygill, Miss A Sinclair or Mrs D Hoult or the most senior member of staff. This will normally be at the beginning of lunch break.

## ***INHALERS***

- a) Preventative inhalers - these should be left with the First Aiders, Mrs A. Burns, Mrs J. Caygill, Miss A Sinclair or Mrs D Hoult and dealt with as with medication above.
- b) Active inhalers - these are taken at the onset or during an attack and should be kept by the child to be used as necessary.

Notification of a child having such inhalers should be given to Mrs Burns/Mrs Caygill and all inhalers should be clearly marked with the child's name and class.

*Parents are responsible for ensuring inhalers are kept in working order and up to date.*

## ***CHILD PROTECTION POLICY***

Clover Hill Primary School has a commitment to the welfare and protection of all children in its care. The school follows the Gateshead Inter-Agency Child Protection Procedures as laid out by the Gateshead local safeguarding children board. There may be occasions when the school has to contact other agencies before contacting parents. The designated teacher is the Headteacher, Mrs Louise Easton.

## ***AVAILABILITY OF DOCUMENTS***

The Freedom of Information Publication Act 2000 gives parents the rights of access to educational documents which are held in school. This includes all curriculum and procedural policies. Any parent who wishes to view such documentation should approach the Head Teacher, who will ensure that the relevant documents are made available. The school's most recent Ofsted report can be obtained from the school office or downloaded from [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## ***CLASS SIZE***

Our admission number is limited to 30 pupils per class.

Current numbers are:

<u>Class No. of Pupils</u>		<u>Class No. of pupils</u>	
YR	30	Y4	29
Y1	30	Y5	28
Y2	30	Y6	30
Y3	30		

### *SATS Results 2009, 2010, 2011*

KS1	Reading Task		Writing Task		Mathematics	
	Level 2+	Level 3	Level 2+	Level 3	Level 2+	Level 3
Results 09	90	45	90	7	93	59
Results 10	93	37	93	10	93	27
Results 11	93	30	90	13	93	27

KS2	English		Maths		Science	
	Level 4+	Level 5	Level 4+	Level 5	Level 4+	Level 5
Results 09	87	27	90	63	96	73
Results 10	80	30	97	43	90	67
Results 11	87	47	100	70	90	67

### SUMMARY OF COMPLAINTS PROCEDURE

#### **General Complaints**

If you have a complaint about the school, contact the Headteacher who will aim to solve any problems quickly. If you are still unsatisfied write to:

Pupil and Parent Services, Dryden Professional Development Centre, Evistones Road, Low Fell, Gateshead, NE9 5UR. Telephone 0191 433 8589.

#### **Curriculum Complaints**

The following is a summary of the procedure to be followed in respect of complaints about the curriculum and collective worship under the terms of the Education Reform act 1988. The Complaints Procedure is intended to deal with curriculum related matters and is to be a four stage process, although it is not expected that all four stages will be required in the event of a complaint. Indeed it is expected that most 'concerns' of parents can be dealt with in the normal, informal way by discussion with the teacher or head teacher.

The four stages are: -

#### *Stage 1 (Informal)*

Concerns expressed by parents and others should be discussed with those directly involved with the issue, ie teacher/Head Teacher.

*Stage 2 (Formal)*

If the matter is not fully resolved it may be referred to the governing body (or a sub-group of the governing body) for their consideration.

*Stage 3 (Formal)*

If the complainant is still dissatisfied the matter will be referred to the LEA designated officer who will refer the matter finally to a panel of LEA members.

*Stage 4 (Formal)*

In the final instance the complaint will be referred to the Secretary of State for his consideration.

## Gateshead Council Community and Voluntary Controlled Primary Schools Admission Policy 2012/13

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.

## **Whickham Parochial Church of England Controlled Primary School**

This school has the same oversubscription criteria as priorities 1 to 6 above except that criteria 3 and 4 above are reversed. Priority 1, 2, 5 and 6 remain in the same order however for this particular school their oversubscription criteria places priority 4 children above those children in priority 3.

### **Address**

For the purposes of deciding whether a child lives in the catchment area of a school we will use the parent or legal guardian's address or the address of a relevant adult who has parental responsibility, as defined under the 1989 Childrens Act, for the child.

### **Tie breaker**

If, within any of the above criteria, there are more applicants than places available priority will be given to those children based on the distance they live from the school, measured 'as the crow flies' i.e. in a straight line from the centre of the home residence to the school's main entrance. Children living nearest to the school will have priority. We measure the distance using a geographical information system (GIS).

### **Waiting list**

If places become available we will consider all relevant applications based on a waiting list. The waiting list will be maintained by the council from the start of the academic year and be kept for the rest of the academic year. All applicants on the waiting list are placed according to the admission criteria and priorities set out above. However children who are the subject of a direction to admit by the LA or who have been referred for admission and have been allocated a place through the Fair Access Protocol will take precedence over any child on the waiting list.

### **Important Dates**

The closing date for the return of applications is Sunday **15 January 2012**.

From 10 September 2011 you can apply for a place in a reception or Junior class for admission in September 2012 by applying on-line at [www.gateshead.gov.uk](http://www.gateshead.gov.uk) you must submit your application by no later than Sunday **15 January 2012**. Alternatively Parents requiring a paper application form must ensure that they request it in sufficient time for them to complete and return it by no later than Sunday **15 January 2012** to The School Admissions Team Gateshead Civic Centre, Regent Street, Gateshead, NE8 1HH.

If you live outside of Gateshead and want to apply to a Gateshead school you must obtain an application form from your own Council and return it to them by their closing date or apply through their on-line application system. However you must still consider the information in Gateshead Council's "Admission to Primary school" booklet so that you know what the admission arrangements are to Gateshead schools. This information is available at [www.gateshead.gov.uk](http://www.gateshead.gov.uk) . Your own Council will send us notification of your application and they will let you know the final allocation of a school place for your child.

### **General Information and definitions**

For information on our admission arrangements and definitions of the terms used in this policy please refer to our "Admission to Primary school" booklet for 2012 available at [www.gateshead.gov.uk](http://www.gateshead.gov.uk) The co-ordinated admission scheme and Catchment areas referred to in this policy can also be viewed at Civic Centre, Regent Street Gateshead NE8 1HH and on the website above.