

Falla Park Community Primary School



Prospectus 2012/2013



Address:

**Falla Park Community Primary School
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Type of School: Community

Head Teacher: Mrs D. Thompson

Chair of Governors: Mr A. Hall

Welcome to
FALLA PARK COMMUNITY PRIMARY SCHOOL

Dear Parents/Carers

Falla Park Community Primary School is a school where the staff and governors are committed to providing the very best education for each and every child in our care.

We know that starting school, or moving to a new school, is an exciting time. It is quite a milestone for you as parents too, since you will be entrusting your son or daughter to our care.

At Falla Park we view parents as partners in their child's education and welcome your support and involvement in all aspects of school life. We provide a caring, safe and above all happy environment. Each child is encouraged and stimulated to develop to their full academic, personal and social potential, with confidence, success and enjoyment, through experiencing a wide range of exciting opportunities.

I hope that the information in our prospectus will be helpful to you. It tells you a little about the life and work of our school.

NB: These particulars are correct at the time of publication in June 2011. Other changes could arise from variation in legislation, Gateshead LA policy or changes in staffing. You are very welcome to visit Falla Park Community Primary School and Nursery at any time, if you have not already done so, and should contact the school either in person or by telephone for an appointment to view.

We very much look forward to meeting you and your child.

Yours sincerely

Mrs D. Thompson
Head Teacher

Mr A. Hall
Chair of Governors

What parents, carers, children and Ofsted say about our school.

Friendly,
welcoming and
supportive

A parent

The whole school is like
a big family

A child

Pupils
demonstrate
very positive
attitudes and
their
behaviour is
very good

Hardworking
approachable
staff and
pupils

A parent

I like all the
teachers at Falla
Park

A child

The curriculum is enriched
by a good range of visits
and visitors, which also
adds enjoyment to learning

Ofsted 2007

Good quality
teaching

A parent

If you have a
problem at home
or school you
can talk to the
teachers

A child

Teachers go the
extra mile to
assist children
in achieving
goals

All the
teachers are
kind and
caring

A child

Pupils
achievement is
good and pupils
of all
abilities make
good progress

Lessons are
interesting
and fun

Very good relationships
give pupils the
confidence to know they
will be listened to and
that their views will be
taken on board

Ofsted 2007

My child is
really coming
on well with
the support of
the teachers

Children are
encouraged to learn
and still have lots of
time for fun

A parent

The Head Teacher
has the
overwhelming
support of the
parents

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GENERAL INFORMATION

“Falla Park is a good school. It provides a welcoming and supportive environment. Pupils work hard, behave well, are happy and enjoy their lessons. This is reflected in their good attendance. Pupils achieve well and make good progress. Teaching and Learning are good and teachers have very good relationships with pupils and high expectations of behaviour. Leadership and management are good and the head teacher has the overwhelming support of parents.” [Ofsted 2007]. In 2004 we were named as an excellent school by David Bell (HMCI) in his annual report on education.

However this is only part of the Falla Park story. We have high expectations of all our children because we believe that education can be truly life changing. We strive to ensure that all children reach their full potential and are happy at school.

Behaviour in our school is very good. We want all our children to gain the maximum benefit from their time in school; they will not do this if they are worried or frightened or if pupils in their class disrupt learning. All children and adults therefore have the right to be safe, happy, valued and to learn in our school.

Falla Park is a happy school; it is a school, which also cares for others. We raise money for a variety of charities, have year 6 Buddies who care for children during lunchtimes and playtimes and celebrate the success of classes and individuals. All classes have, at least three, extra curricular visits a year and most classes have many more. All visits are subsidised by the school to ensure costs are kept low. We usually have a residential visit each year for year 6 children all of which are accompanied by senior members of staff.

All our Year 4 children are taught to play the violin, our Year 6 children are taught drumming and many of our children have received free music tuition in guitar, recorders, percussion instruments and singing. Our choir has represented the school in national and regional events and pupils have entered tournaments in football, basketball, rugby and athletics. Pupils have learned cheerleading and have attended art and drama clubs. The school has also gained a number of national awards.

I feel privileged to be Head Teacher of such a successful and vibrant school. I have an enthusiastic and hard working staff who accept change and innovation with enthusiasm and openness, who offer support to colleagues and who meet the challenges of teaching with optimism and a sense of humour. Everyone in our school has the needs of children as their core purpose, as a result our children try hard to meet our expectations and have a genuine liking and respect for their teachers and the school.

STAFF



Mrs D. Thompson
Head Teacher



Mrs L. Crellin
Nursery Teacher



Miss V. Carr
Reception Teacher /
Assistant Head Teacher



Mrs J. Crozier
Year 1 Teacher



Miss D. Doyle
Year 2 Teacher



Mrs H. Barter
Year 3 Teacher



Mr D. Hauxwell
Year 4 Teacher



Mr R. Swan
Year 5 Teacher



Miss L. Beattie
Year 6 Teacher



Mrs J. McMillan
Class Teacher



Miss L. Tearse
Class Teacher



Miss S. Cousins
Teaching Assistant



Miss L. Reay
Teaching Assistant



Mrs J. Hall
Teaching Assistant



Mrs L. Mason
Teaching Assistant



Mrs J. Alderson
Teaching Assistant



Mrs J. Pears
Teaching Assistant



Mrs J. Hindmoor
Teaching Assistant



Miss S. Stapylton
Teaching Assistant



Miss B. Edgar
School Business Manager



Mrs D. Jefferson
Administrative Assistant



Mr S. Renwick
Site Manager / ICT Technician



Mrs C. Winthorpe
Cook



Mrs J. Wood
Catering Assistant /
Cleaner



Miss N. Southern
Catering Assistant



Mrs E. Clark
Lunchtime Supervisor /
Senior Cleaner



Miss L. Stewart
Lunchtime Supervisory
Assistant



Mrs G. Stephenson
Lunchtime Supervisory
Assistant



Mrs H. Maxwell
Lunchtime Supervisory
Assistant



Mr G. Paterson
Lunchtime Supervisory
Assistant



Mr G. Long
Lunchtime Supervisory
Assistant / Cleaner



Mrs S. Doyle
Cleaner

Our Vision

VISION STATEMENT

That Falla Park Community Primary School is;

- An exciting, interesting and fun place for all to learn and succeed
- An inclusive school with a caring, safe environment where all members are valued and encouraged
- A school that is creative in all aspects of its provision and enriches learning by providing exciting and inspiring opportunities for all to achieve and excel
- A school that is at the heart of the community, providing extended services matched to the needs of the community
- A school that has a vibrant, welcoming environment and where all achievement is celebrated
- A school that has the highest expectations of all members of its community and is dedicated to maintaining and building on the highest possible standards

Our Vision for our Parents/Carers

Parents/Carers are welcomed in school, kept well informed and are fully involved as partners in their child's education.

Our Vision for Teaching and Learning

Teaching and learning is relevant, exciting and creative. Teachers employ a wide variety of effective styles to suit their learner's needs. Tasks are differentiated, challenging and actively involve the children. Learning is constantly assessed to inform future teaching.

Our Vision for our Community

The school is at the heart of the community in a two-way exchange of ideas, skills and purpose. The school serves the diverse needs of the children, parents and local community and is a source of pride for all.

Our Vision for our Children

Children are happy, secure and safe in school. They enjoy learning, have high self-esteem and achieve their full potential. They take responsibility for their actions, know and respect their boundaries and understand their rights and responsibilities.

Our Vision for our Governors

Governors are passionate about our school. They are actively involved in school life and committed to moving the school forward, working together for the children's development and progress. They are welcomed in school and kept informed.

Our Vision for our Staff

Staff are committed, valued and enthusiastic. They are effective and well trained and provide exciting and inspiring opportunities for all children to learn and achieve.

Our Aims

At Falla Park Community Primary School we aim to create and provide a happy, stable and caring environment in which all pupils and adults feel valued, where everyone is treated as an individual and where all pupils are given opportunities to experience and enjoy success. We are determined that all children should develop to their full potential.

All staff in the school are committed to the belief that each individual child has the right to realise his/her full potential, irrespective of sex, race, creed or class.

We strive to help children towards an awareness of Christian beliefs and values, those of other religions and cultures, and to develop respect and tolerance for the beliefs of others.

We aim to prepare children for the opportunities, responsibilities and experiences of adult life.

Safeguarding Statement

Falla Park Community Primary School recognises that it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children, staff and visitors. We will carry out this duty through our teaching and learning, pastoral care, extended school activities and daily site-management. Our Safeguarding Policy focuses on prevention, protection and support. Our policy applies to all pupils, staff, parents, governors, volunteers and visitors. It is expected that our children will at all times, flourish in a safe and stimulating environment; they should feel safe and secure, and encouraged to relate to trusted adults. We will endeavour to provide activities and opportunities in the PSHE curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

If you have any concerns about Safeguarding please see the Head Teacher.

A copy of the school's Safeguarding Policy is available on request.

PARENTAL / COMMUNITY INVOLVEMENT

We value our parents as partners in their child's education. This partnership is vital in our drive to raise standards and ensure that every child meets their full potential. We seek ways to ensure our parents are involved in their child's education, informed of their child's progress, know how they can help at home and also feel welcome in school.

“Children are complete and whole persons. They are not divided into parts, which need to be educated, parts that need to be cared for and parts, which need to be healthy. Ensuring their health, care and education requires a holistic approach. Children need to grow up in a caring educational and healthy environment. Their quality of life must embody these things.”

Cathy Nutbrown - 1984

Home / School Agreement

Children's ability to learn is increased when parents/carers and the school work together. We therefore ask all parents and children to read and sign our Home/School Agreement. This is our contract to work together. We ask you to encourage your child to participate in clubs, to do their homework, to work hard, to come to school everyday and to be well behaved. We encourage you to come to our musicals, sports and arts events. We continually look for opportunities to involve you in school life through inviting you along to special event weeks, open afternoons and workshops to give you an understanding of what we teach in school and how you can support your child and help them learn at home. Through working together your child will get the very best out of school life.

Open Door Policy

Parents are always welcome in school. If you have any questions about this prospectus or about your child's education we will be pleased to discuss them with you. You may come to school at any time without an appointment, but it must be appreciated that the Head Teacher may not always be available immediately. She will, though, arrange a suitable time at the earliest opportunity.

It is requested that all visitors report to the office in the Main Entrance on arriving at school. Parents are requested not to go straight to a classroom to speak to the teacher who will be very busy with a class of children.

Admission to School

For details of our admission policy please see attached in appendix.

Parental Contact

It is vital that we have up to date contact numbers in case of any emergency. If you change your telephone number, address or contact numbers, please remember to give them to us. We may need to contact you urgently if your child is ill or has an accident.

Parents' Evenings

Each term, Parents' Evenings will be arranged. Several evenings will be available to choose from. You will be invited to make an appointment with the class teacher to visit the classroom, look at your child's work and discuss their progress. Please attend open evenings; they are your chance to talk to us about your child. If you can't attend at the given time we will be happy to make another appointment.



Family Learning

The school runs a number of courses for parents over the course of the year. Anyone is welcome to attend. It's a great opportunity to find out what your child is doing in class and how you can help them at home. Look out for details of courses in our Friday letter.

Friday Letter

Every Friday your child brings home our 'Friday letter'. These letters keep you informed about important things happening in school. Please take time to read the letter each week – it will keep you up to date and also give you advanced notice of special events and dates for your diary. Letters are also posted on our school website each Friday.

Friends of the School

The School has an active Parents Group, which support activities that take place in school. Parents organise and run a breakfast club each morning, with new volunteers always welcome. They also plan and organise events to raise funds for the school. For further information regarding the names of contacts and dates of meetings, please contact the school.

Complaints Procedure

Should any parent have a complaint against the school or any individual employed there, the complaint should be made to the Head Teacher in the first instance and the matter discussed. If the parent is not satisfied with the outcome of this meeting, they should then make a formal complaint in writing to the Chair of Governors. The complaint will be dealt with at a meeting of the Governing Body Complaints Panel. If the parent is still not satisfied with the outcome they should make a formal, written complaint to the Director of Education. For full details of the LA complaints procedure, please refer to the General Information Booklet.

Child Protection Arrangements

A copy of the school's policy for Child Protection is available on request.

Official Documents

Documents such as Curriculum Policies and regulations, DCSF circulars etc., may be obtained for inspection from the Head Teacher on request.

INCLUSION

Special Educational Needs

Any child who has a special need has an Individual Education Plan, which is implemented by all staff who teach the child.

Children with special needs are usually supported in small groups within the classroom, although sometimes they work with one-to-one support or in small groups using a specific intervention programme or work related to their individual targets.

We work closely with Educational Psychologists and other specialists. We always work in consultation with parents at all stages of their child's development.

A copy of the school's policy for Special Educational Needs is available on request.

Accessibility

We are committed to ensuring our school is inclusive to all children including those with disabilities. We are conscious that our building is very old but we have an accessibility plan to make it accessible to children and adults with disabilities. The plan includes fitting an Accessible Toilet, fitting a platform lift to allow access to all areas of the school building and purchasing two evacuchairs for use in an emergency. The school has a fixed hearing loop in the Reception and there is a portable loop available for other areas. The school follows the Local Authorities Admission Policy for Children with Disabilities – Please see Appendix.

A copy of the school's Disability Equality Scheme and Accessibility Plan is available on request.

ORGANISATION OF THE SCHOOL

School Uniform



The school has adopted a school uniform, which we encourage all pupils to wear. The school uniform comprises

either : white or grey shirt/blouse and red sweatshirt or cardigan
or : red sweatshirt (available with embroidered motif)
or white polo shirt (available with embroidered motif)

Orders for items of school uniform are taken regularly. Prices are available on request from the school reception.

School Dinners

Children may stay for school lunch or may bring a healthy packed lunch (no sweets, chocolate or fizzy drinks please); dinner money should be paid each Monday morning and should be sent to school in a clearly labelled envelope. If a child stays for lunch at the beginning of the week, they must stay all week or be packed lunch all week. Reception children may only have school lunch in the first term.

Parents who are in receipt of Income Support may be entitled to free school meals for their children. If in doubt please see the school office who are also happy to help you fill in forms.

Attendance and Punctuality

Regular attendance is vital to give children the best chance of settling into school and achieving their potential. If children are absent from school or late for school they miss a huge amount of learning. Children should come to school on time and every day unless they are really ill. Children with good attendance are rewarded with certificates. The class with the best attendance each term is rewarded with a special visit of their choice out of school, e.g. Ten Pin Bowling.

Absence

The school should be informed by a note or telephone call if your child is going to be absent from school. When your child returns to school the reason for absence should be given, in writing, to the class teacher. We operate a system of first day response; if you don't ring us we ring you. Poor attendance will be reported to the Education Welfare Officer.

Our attendance in 2010 was 95.4.

School Term Dates

Please see Appendix for school term dates.

Family Holidays during Term Time

Parents should not normally take pupils on holiday during term time. Where parents wish to withdraw a pupil from school for the purpose of a family holiday, they must complete a holiday form and return it to school as soon as possible, and not less than 2 weeks before the first day of the pupil's absence, the Head Teacher is able to authorise 10 days in an academic year for family holiday purposes, any additional time will be unauthorised. (Forms can be obtained from the school secretary).

This is particularly important for Year six children. They cannot take tests at any other time than the official test week. Tests usually take place during the second or third week in May.

Taking Children out of School

If children need to be taken out of school during the school day, it is very important you let us know in advance and collect your child from school. You will be asked to sign your child out. For safety reasons we do not allow children to meet you off the school premises. Please try to arrange appointments after school or during school holiday where possible.

Medicines in School

Medicines in school can be dangerous. We would ask you to keep the following rules and safeguards in mind: -

- Children should not normally bring medicines to school. However, in some cases it is necessary for prescribed medicine to be taken during the day.
- Medicines are not allowed in the classrooms and class teachers cannot be responsible for their administration.
- Parents must have permission for a child to bring prescribed medicine into school. The medicine should be handed over to our office staff and should be clearly labelled with the child's name and the correct dosage. Parents should sign a form in the office. Inhalers are kept in the classroom with the child. Only prescribed medicine (by a doctor) will be administered. All medicines are sent home at the end of each term. It is the parent/carers responsibility to ensure that this medicine is returned at the start of the new term and is in date.

The School Day

8.25	Breakfast Club (Year 1 – 6 pupils)
8.55	Start of school day
8.55 - 9.10	Registration and first session
10.30 – 10.45	Morning break
10.45	Second session
12.00	Infant lunch break begins
12.30	Junior lunch break begins
1.15	Afternoon session begins for all children
3.15	End of school day



Nursery Times

8.45 – 11.45
12.30 – 3.30

The whistle is blown five minutes before the beginning of each session and children are expected to be in the yard at this time. The time spent on teaching in the normal school week, excluding assemblies, registration and breaks, is 22 hours for Key Stage 1 and 24.30 hours for Key Stage 2. This is in line with the recommendations of the Department for Education. To enable us to adhere to these times it is essential that children arrive at school at the proper time.

Assemblies

We have an assembly each day. At the moment, assemblies take the following forms: -

Monday	
2.50	Whole school assembly
Tuesday	
2.50	Class assembly
Wednesday	
2.50	Hymn practice
Thursday	
2.50	Class assembly
Friday	
9.10	Whole school celebration assembly

Our assemblies are open to all children and we encourage all families to allow their children into the assembly each day. Of course, parents do have the right to ask that their children be withdrawn. In such rare cases we do ask parents to come into school and talk through any concerns with the Head Teacher. Parents are welcome to attend our class assemblies and our Friday celebration assembly.

Discipline

It is important that children develop positive attitudes towards themselves and others, together with self-discipline. The qualities of caring, courtesy and respect are encouraged, and it is our aim that the children display independence and a sense of responsibility. It is felt that praise and encouragement; together with positive reinforcement are the most supportive ways of achieving these aims. When poor behaviour occurs repeatedly then parents will be informed, and where appropriate the school will curtail or stop privileges. If poor behaviour persists, then parents will be consulted regarding further action that will be taken. The school's Behaviour Policy sets out the aims of achieving good behaviour in school. This is based on children's rights and responsibilities and links to our rewards through "Golden Time." Our rights and responsibilities are as follows:

Our Rights

- The right to learn.**
- The right to be happy.**
- The right to be valued.**
- The right to be safe.**

Our Responsibilities

- To arrive on time.**
- To dress appropriately.**
- To be prepared for the school day, P.E kit etc.**
- To follow the "Golden Rules."**

Our "Golden Rules" are:

- We are always kind – we do not hurt each other.**
- We always work hard – we never waste time.**
- We listen to people – we do not interrupt or shout out**
- We are respectful – we value everybody and their possessions.**
- We are polite – we show good manners.**
- We are honest – we always tell the truth.**

Bullying

Unfortunately bullying happens in all schools. Falla Park is no exception and from time to time we are faced with the problem of children physically, verbally or emotionally hurting other children. We do respond firmly to such incidents and try very hard to work in partnership with parents to prevent them. We encourage children to talk to us and report any unkind behaviour either to themselves or others. We never ignore complaints made by children. Our first concern is to protect the victim. If a child is persistently aggressive the Governors and Head Teacher reserve the right to exclude or suspend that pupil. At all stages we would work with the parents of the offender to reach a more positive solution.

A copy of the schools Anti-bullying Policy is available on request.

EVERY CHILD MATTERS

At Falla Park Community Primary School, we work hard to ensure that the five outcomes of '**Every Child Matters**' are met in the following ways.

We work hard to ensure that children:

Achieve Economic Well-being

We have established strong links with Heworth City Learning Centre. The children in Year 5 and Year 6 are able to visit the CLC and use state of the art computer equipment.

We also have links with local nursing homes, where the school choir perform at Christmas. We have contact with other local schools and colleges for sporting and other events.

Our curriculum is skills based which provides children with tools for life-long learning. We hold careers week to develop childrens understanding of different types of work and to raise their aspirations for the future and also Enterprise weeks to develop childrens enterprising skills.

Make a Positive Contribution

We have an active School Council who work hard during the year for the benefit of all pupils. This is made up of a boy and a girl from each class from Year 2 upwards. Councillors are elected at the beginning of the school year and provide a voice for all our children. Class council meetings ensure that all pupils can express their opinions on the running of our school and the council seek to make positive changes.

In Year 6, children have the opportunity to become “Buddies”. Buddies help to ensure that the playground is a safe and happy place and organise games. They also befriend smaller children and look after play equipment. Buddies have a sense of responsibility and are proud to wear the special red cap!

Our library is taken care of by Year 5 librarians who wear a special badge and are trained to understand the Dewy Decimal system. They make sure that the library is kept tidy and organised.

Throughout the year, the school is involved in work of a charitable nature, helping the underprivileged, needy and elderly. Money is raised through collections, special days and events e.g. Harvest Collection for local residents and the Newcastle Soup Kitchen, Red Nose Day, Children in Need etc.

Stay Safe

One of our main concerns is to provide a safe learning environment for the children in our care, both on the school premises and during educational visits.

We provide:

- A Whole School Personal Health and Social education program, which teaches children about sun safety, road safety, stranger danger etc.
- We work in consultation with other agencies such as the police and fire brigade.

Jewellery

In order to stay safe jewellery should not be worn in school. If a child has their ears pierced they should be removed for P.E. If pupils are to have their ears pierced they are encouraged to do so at the beginning of the summer holidays. The pupils may wear a watch, but the school cannot accept responsibility for this.

Are Healthy

We aim to improve health. We have achieved ‘*Healthy School Status*’, the ‘*Gold No Smoke Award*’, ‘*Healthy Eating Award*’ and the ‘*Active Mark*’.

This means that at Falla Park we:

- Eat fruit every day.
- Have water in lessons.
- We encourage health and fitness for everyone in school, and provide lots of opportunities for physical exercise.
- We only have healthy food in our packed lunches (i.e. no sweets, chocolate or fizzy drinks).
- We teach children how to deal with social and emotional issues.
- We have rights and responsibilities.
- We encourage and promote self-respect and respect for others.
- Teach sex and relationship education.
- Work with other health education professionals such as the school nurse.



We have trained first aiders in school to help with minor accidents, for any serious accidents at school professional assistance will be sought and parents contacted. All Teaching Assistants have a Paediatric First Aid qualification.

Please inform us if your child has any special medical needs e.g. asthma inhalers, allergies etc.

Enjoy and Achieve

Children have the right to learn, be successful and enjoy a wide range of activities through and beyond the curriculum.

The school has a wide range of extra-curricular clubs. Staff in school run a range of music, sporting and craft activities (e.g. netball, football, drama, chess, computers, guitar, gardening, cookery, art and craft). Throughout the year we organise outside companies to come in and run specialised clubs, (Art, Drama, Cheerleading, Judo, Street Dance, Magic, Fashion and Beauty, Storytelling, Karate etc).

We also run family clubs throughout the year so parent/carers can learn alongside their children (e.g. Spanish, Self Defence, Computers).

THE CURRICULUM

Early Years Foundation Stage

We encourage children to use, practice and develop skills that they learn in lots of different ways by building on children's past experiences, interests and what they already know. We make learning interesting and fun by linking subjects together around a different topic each term. Staff also take into account the interests of children when planning.

The Foundation Stage includes Nursery and Reception. Learning is divided into 6 areas:

- **Personal, Social and Emotional Development**
This area includes:
 - Social skills
 - Attitude to school life and learning
 - Relationships with adults and other children
 - Knowing the difference between right and wrong
 - Personal hygiene
 - Dressing and undressing

- **Communication, Language and Literacy**
This area includes:
 - Reading
 - Phonics (letter/sound knowledge, word building)
 - Writing
 - Speaking and listening
 - Understanding and use of spoken language

- **Problem Solving, Reasoning and Numeracy**
This area includes:
 - Number recognition
 - Counting
 - Adding and taking away
 - Solving problems
 - Shape
 - Measuring

- **Knowledge and Understanding of the World**
This area includes:
 - IT
 - Designing and making
 - Scientific investigation
 - A sense of time
 - A sense of place
 - Learning about other cultures

- Physical Development
This area includes:
 - Small movements – using pencil/scissors
 - Large movements – running, jumping etc
 - Handwriting
 - Awareness of space
- Creative Development
This area includes:
 - Music
 - Role play
 - Art
 - Using imagination

We encourage children to use, practice and develop skills that they learn in lots of different ways by building on children's past experiences, interests and what they already know. We make learning interesting and fun by linking subjects together around a different topic each term. Staff also take into account the interests of children when planning.

A wide range of activities are available on a daily basis and your child will be free to choose from these. These include:-

- Sand and water play
- Computer
- Large and small construction
- Writing area
- Home corner
- Role play
- Cut and sticking activities
- * Clay/play dough
- * Painting and drawing
- * Listening area
- * Book area
- * Number activities
- * Jigsaws and games
- * Woodwork

All activities are play based and are relevant to an individual child's stage of development. Staff model, support and extend children's play. In addition, staff also provide small group, adult led activities which all children will be encouraged to join in.

The Curriculum Key Stages One and Two (Years One to Six)

Children are taught in a more formal way but they are still encouraged to investigate, explore and share. In year one teaching is less formal and builds on Early Years practice.

We aim to develop co-operation and tolerance in all pupils as well as respect and high moral standards. We want children to think carefully for themselves and be able to justify their actions. Many lessons are taught using computer technology. We also teach using a variety of different teaching styles.

We want school to be as interesting and exciting as possible. Wherever we can we include visits out of school or ask visitors into school to help enliven and explain all areas of the curriculum.

Children are taught:

The core subjects – English, Mathematics, Science and ICT (Information Communication Technology).

Foundation subjects – Design Technology, History, Geography, Music, Art and Design, Physical Education.

Children are also taught Religious Education, Personal, Social and Health Education and Citizenship.

The Foundation subjects are taught through our Creative Curriculum which is a theme based approach. Subjects are taught through the six areas of learning (See Early Years Curriculum). Literacy and Numeracy skills are also consolidated and applied through the Creative Curriculum.

Communication, Language and Literacy

All children will have experience in the following areas:

- Speaking and listening
- Reading and writing
- Spelling and handwriting

The Primary Framework for Literacy is used to plan and teach the English curriculum. Literacy, guided reading and phonics/spelling are taught daily. In addition to this there are several opportunities to teach handwriting skills within the week. Writing skills are also taught through our Big Writing approach. Every other Tuesday, children have “Talk Homework” which they discuss with you at home. The following Thursday the whole school takes part in the “Big Write” which helps children to apply the writing skills they have learned. The following Monday is a Literacy morning and teaching is focussed on children’s targets as identified through assessment of the previous week’s Big Write.

Children are encouraged to communicate their ideas through speech, poetry and prose and to read for meaning and enjoyment. We have a “Talk for Writing” approach. Drama and talk activities underpin children’s exploration of a text and ability to develop ideas into their own writing. Children are encouraged to record their responses in a variety of ways. We teach children speaking and listening skills to enable them to be confident speakers who can express their options and needs clearly and who listen to others.

Whenever possible, strong emphasis is placed on teaching Literacy through a cross-curricular approach. Reading and writing activities will link, where possible, to the current class topic. Emphasis is placed upon the need to develop skills for reading both for pleasure and information. We actively encourage parents to help at home with reading and use our home/school reading books to share ideas and comments between parents and teachers. Children visit Felling Library fortnightly and are encouraged to enjoy books from the library, Boy/Girl Zone and our twice yearly book fairs.

The Literacy curriculum is enriched through special reading and writing weeks and celebrations such as World Book Day. Children enjoy visits (e.g. theatres, Seven Stories) and visitors (e.g. storytellers, drama groups, published authors).

Modern Foreign Languages (MFL)

French is taught through the school from Reception to Year 6. In Key Stage 2, the MFL Co-ordinator teachers half an hour per week. This focussed lesson is built upon by the class teachers. In lower Key Stage 2, Key Stage 1 and Early Years the emphasis is upon speaking and listening. The language is taught through drama, role play and song. In Years 5 and 6 there is a greater emphasis on reading and writing in French. As well as French, the MFL Co-ordinator also teaches languages which are spoken by children within our schools, such as Russian, Kurdish and Portuguese.

Numeracy

We believe that children should have a sound practical understanding of everyday mathematics, therefore many opportunities are organised to give children the first hand experiences they need. Our aim is for children to become confident mathematicians who understand numbers and use calculation strategies they are taught with confidence and ease. We know that basic numeracy will always be important, together with a good understanding of which processes to use in order to solve a problem, so we want to send children out into the world that can use maths confidently and in a variety of new situations.

The primary framework for Numeracy is used to plan and teach mathematics through lively, practical and exciting lessons. Children are taught skills and strategies in maths lessons and then have time to apply them in real life contexts. They are challenged to become independent learners who can think logically and in an ordered way. There is a strong emphasis on oral and mental work. Key skills and strategies are then practised across the curriculum.

ICT is used regularly in lessons, to enhance teaching and learning and allow children to practise their skills. We also provide each child with a log on and password for a computer programme called 'Mathletics' to encourage children to practise their mental maths both in school and at home.

Understanding ICT

Our school provides children with the essential skills they need to survive in the 21st century. They learn the key knowledge, understanding and skills in ICT and how to use these both in their learning and in everyday contexts. Children learn how to become independent and responsible users of technology, recognising opportunities and risks in order to keep themselves safe.

Children use the latest technologies such as laptops, mp3 players, digital cameras, microphones and video cameras. Children also visit the local City Learning Centres giving them the opportunity to use state of the art equipment.

Science

The teaching of science focuses on the development of key investigative skills through engaging pupils in discussions on scientific ideas and issues, as well as having lots of opportunities to extend their scientific enquiry skills through practical, investigative work.

Science teaching in school offers opportunities to:

- Develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences.
- Learn about ways of thinking, finding out and communicating ideas.

This is through studying aspects of the living world, physical processes and materials.

Each year we celebrate National Science and Engineering Week in School, which helps to link science, technology and real life situations, as well as bringing the awe and wonder of the scientific world to the classroom.

Design Technology

The key aim of design and technology is to help children to creatively contribute towards and improve the rapidly changing world of technology they find in today's society. Children love problem solving, inventing and being creative. During design technology lessons children are given opportunities to use a range of tools, materials and skills and techniques to explore, design and make new products for a purpose. They learn to evaluate their work and the work of others and suggest improvements. As well as learning new skills, they are able to practise skills from other subjects – measuring, data handling, ICT, science.

Understanding the Arts

Children learn how to express their thoughts and emotions, use their imaginations, experiment and develop creativity. They learn how to do this through a range of art forms including dance, music, drama, art, craft and design.

Children experience the creative and cultural aspects of the local area either through visitors to school or visits out of school. They work with local artists and designers and are supported to develop their own voice and work with others to communicate with different audiences through a variety of media.

Music

Children learn skills in performing, composing and listening. They do this through singing and playing instruments individually as a class and as a school. Children are encouraged to take part in musical productions and can benefit from instrumental tuition if they wish.

Understanding Physical Development, Health and Well Being

Our aim is that children at Falla Park learn how to make more confident choices about their health including the benefit of regular exercise and healthy eating. We teach children to identify factors that affect emotional health and wellbeing, enabling them to make informed judgments and decisions to resist negative peer pressure around issues affecting their health and wellbeing.

Each child in our school has at least two hours of physical development each week. The children have opportunities to develop a range of skills in gymnastics, dance, games and adventure play. Throughout the Physical Development curriculum we promote co-operation and teamwork as well as personal enjoyment of physical activity.

The school runs many after school sports clubs throughout the year across the key stages such as: football, kwik cricket, netball, break dancing, line dancing and cheer leading. The children also have the opportunity to take part in festivals and competitions with other schools such as athletics, football, basketball, netball, cross country and the swimming gala. Pupils in upper key stage 2 also have the opportunity to take part in a cycling proficiency programme.

As part of our Physical Development curriculum we actively promote healthy living and lifestyles. Pupils are taught how to explain and apply basic safety principles in preparing for exercise, describing what effects exercise has on their bodies, and how it is valuable to their fitness and health. We have been awarded the Healthy School Award and the Active Mark.

SEAL (Social, Emotional Aspects of Learning) materials are used across the school and children have the opportunity to participate in discussion and circle time activities. Additionally, social skills groups are organised to target certain areas and ensure that all children's social and emotional needs are met.

Pupils at Falla Park are encouraged to feel positive about themselves by having their achievements recognised and by being given positive feedback about themselves, seeing their mistakes, making amends and setting personal goals.

Pupils are taught to recognise the different risks in a range of situations and then decide how to behave responsibly, including sensible road use, judging what kind of physical contact is acceptable or unacceptable and also the risks and affects of drugs and alcohol.

Food education is taught systematically across the key stages as part of the creative curriculum linked to Science, Design Technology and PHSE. Healthy cooking skills, food hygiene, health, safety and nutrition are taught across the school both in classes and after school clubs, focusing on encouraging pupils to make healthy choices.

Sex and Relationship education (SRE) is in accordance with government recommendations and has been approved by the school governors. SRE is incorporated into our Science and PSHE+C education programmes. The SRE curriculum is taught by teachers and other health education professionals such as the school health adviser in years 5 and 6.

Parents are always given the opportunity to see and discuss the programme offered to their child. You have the right to withdraw your child from any sex and relationship education lessons. Please contact the head teacher if you wish to discuss this matter.

We wish to create a climate where children feel confident to ask questions and discuss some of the bodily and emotional changes at puberty, so they are able to demonstrate some ways of dealing with these in a positive way. We encourage and promote self-respect and respect for others, enabling pupils to develop the skills to be effective in relationships.

Religious Education

We follow Gateshead's Agreed Syllabus for Religious Education.

Children learn about Christianity, Judaism, Islam, and Hinduism.

We aim for children to have an awareness of their own spirituality as well as respect and tolerance for all people and their religion.

We have developed relationships with local churches and vicars come in regularly to hold assemblies. We also undertake religious visits and invite visitors into school to enrich the curriculum.

Geographical / Historical Development

History and Geography skills are taught through our creative curriculum. The creative curriculum topics cover a wide range of key skills. The key skills get increasingly challenging throughout the school as does the range of geography being taught. It is expected that children will learn about the local community and the UK in key stage 1 and then Europe and the wider world throughout key stage 2. Throughout the year, the Humanities key skills are enriched by visits and visitors.

PSED (Personal, Social and Emotional Development)

PSED is an integral part of teaching and learning across all key stages at Falla Park. The key skills of PSED underpin teaching sequences across the curriculum and all classes take part in weekly sessions focussing specifically on an area of learning. These include:-

- Citizenship including community cohesion and socially and morally responsible behaviour.
- Health, nutrition and drugs awareness.
- Sex and relationship education.
- Emotional health and wellbeing.
- Environmental awareness and sustainability.
- Anti-bullying and prejudice.
- Developing financial capability (to live confident, independent lives).

SEAL (Social, Emotional Aspects of Learning) materials are used across the school and children have the opportunity to participate in discussion and circle time activities.

Special weeks take place during the year such as 'Healthy week' and the 'Positive contribution event', to enrich particular areas of learning.

Additionally, social skills groups are organised with 'Children North East' and Mrs Riley to target certain areas and ensure that all children's social and emotional needs are met.

Homework

Throughout the school, we encourage you to support your child with completion of homework tasks. All children are given a reading book and reading diary which should be signed by the parent/carer and returned to school each day.

Pupils in Key Stage One and Two are given two pieces of homework per week. One will be English based and one Maths. Homework set consolidates and extends learning in the classroom and must be completed and returned on time.

In Reception, children have a reading book, a word folder, a Jolly Phonics action book and a game to play. Nursery children will be given five books a fortnight, with the Lending Library.

APPENDIX

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 5th 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 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. 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 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.

The Community School Nursery Education Admission Policy 2012/13 was not available at the time of publication and will be available from September 2011.

KEY STAGE 1 COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2011) and nationally (2010) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 26

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	School	6	17	72	-	-	-	6	0	0
		National	3	13	66	-	-	-	18	0	0
	Girls	School	0	0	75	-	-	-	25	0	0
		National	1	8	65	-	-	-	25	0	0
	All	School	4	12	73	-	-	-	12	0	0
		National	2	11	66	-	-	-	21	0	0
Reading	Boys	School	0	28	-	22	17	17	17	0	0
		National	4	15	-	14	24	22	22	0	0
	Girls	School	0	25	-	13	25	13	25	0	0
		National	2	9	-	11	22	26	30	0	0
	All	School	0	27	-	19	19	15	19	0	0
		National	3	12	-	12	23	24	26	0	0
Writing	Boys	School	6	33	-	28	22	11	0	0	0
		National	5	19	-	23	27	16	8	0	0
	Girls	School	0	0	-	38	25	38	0	0	0
		National	2	11	-	18	29	24	16	0	0
	All	School	4	23	-	31	23	19	0	0	0
		National	4	15	-	21	28	20	12	0	0
Mathematics	Boys	School	0	33	-	6	39	17	6	0	0
		National	2	10	-	16	25	24	23	0	0
	Girls	School	0	13	-	13	38	25	13	0	0
		National	1	8	-	16	28	29	18	0	0
	All	School	0	27	-	8	38	19	8	0	0
		National	2	9	-	16	26	26	20	0	0
			W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	School	6	22	56	-	-	-	17	0	
		National	2	11	65	-	-	-	22	0	
	Girls	School	0	13	75	-	-	-	13	0	
		National	1	8	70	-	-	-	20	0	
	All	School	4	19	62	-	-	-	15	0	
		National	2	9	68	-	-	-	21	0	

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.
U represents children for whom it is not possible to determine a level.

KEY STAGE 2 COMPARATIVE REPORT

These tables show the percentage of year 6 pupils achieving each level in 2011, compared to national end of key stage 2 teacher assessment levels and test results for 2010.

The number of eligible children is: 26

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	4	15	46	35	0	0	0
	National	1	1	3	14	49	32	0	0	0
Mathematics	School	0	0	0	19	46	35	0	0	0
	National	0	1	3	14	46	35	0	0	0
Science	School	0	0	0	12	62	27	0	0	0
	National	1	0	2	12	49	36	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered [#]	Pupils absent
English	School	4	15	46	35	0	0
	National	6	13	48	33	0	1
Reading	School	12	12	42	35	0	0
	National	8	8	33	51	0	1
Writing	School	4	15	42	38	0	0
	National	5	23	50	21	0	1
Mathematics	School	0	23	46	31	0	0
	National	5	14	46	35	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English or mathematics, pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

represents pupils working at the levels of the tests, but unable to access them