

Fellside Community Primary School



**SCHOOL PROSPECTUS
2010 - 2011**

Fellside Community Primary School



'Our School enjoys a hilltop setting in attractive grounds with mature trees and extensive play and games areas.'

'Children from Years 3,4,5 & 6 participate in Gateshead Primary Schools Athletics Festival'



SCHOOL PROSPECTUS

Fellside Community Primary School
Fellside Road
Whickham
Newcastle upon Tyne
NE16 5AY
Tel: (0191) 4887486
Fax: (0191) 4887490

e-mail : fellsidecommunityprimaryschool@gateshead.gov.uk
website : www.fellsideprimary.co.uk

Headteacher: Mr K Doran

LA: Gateshead

Chair of Governors: Mr J Baines BA (Hons) M I Fire E

MISSION STATEMENT

We provide an inspiring, caring environment in which we are all challenged to maximise our potential.

Fellside Community Primary School

Governing Body

Mr J Baines (Chairperson)	Community
Mrs K Tann (Vice-Chairperson)	Community
Cllr G Haley	Co-opted
Cllr J McClurey	LA Appointed
Mrs L Saint	LA Appointed
Mr P Stephenson	Parent
Mrs F Barras	Parent
Mrs L Robinson	Parent
Mrs L Levy	Parent
Mr K Doran	Headteacher
Mrs J Cameron	Teacher
Mrs C Nevin	Staff Member

Dear Parent / Carer

Thank you for taking time to look at our prospectus. We hope it gives you some idea of what you can expect from us for your child.

By its nature the prospectus becomes something of an historical document from the moment of publication – governor and staff changes for example.

For a full picture of life at Fellside please visit our website www.fellsideprimary.co.uk.

We never underestimate the importance of the decision about which school is best for your child. If any information you require is not included in this prospectus or our website please don't hesitate to call the school.

There is a friendly, positive, caring ethos at Fellside. Our children are hardworking, polite and courteous. Our parents and the wider community are very supportive and naturally keen for the very best for their children. We are committed to providing this.

There is a strong sense of energy, enthusiasm and teamwork. Things are happening at Fellside. This is a dynamic school, committed to continuous improvement. We accept change and recognise it as a way of moving forward and providing opportunities for improvement and innovation.

Our commitment to the very best provision is central to our short but very relevant mission statement below.

“We provide an inspiring, caring environment, in which we are all challenged to maximise our potential.”

We look forward to meeting you soon.

K Doran
Headteacher

Fellside Staff

Mr K Doran	Head Teacher, Curriculum, Assessment, Teaching & Learning
Mrs M Maitland	Deputy Head Teacher, KS2 Co-ordinator, Maths, Student & NQT Mentor, Teaching and Learning.
Mrs J Cameron	KS1 Co-ordinator, Science, Music, Modern Foreign Language, Gifted and Talented Children.
Mrs L O'Neill	Design Technology, Geography, Early Years Foundation Stage.
Miss S Moore	History, School Council.
Mrs T Bowron	Religious Education, PHSE, Citizenship, PE
Mrs S Balkwill	Special Educational Needs, Music, Early Years Foundation Stage.
Mr K Ellerbrook	ICT
Mrs J Goodliffe	Learning Support (part time 0.4)

Support Staff

Mrs A Mitchell	Nursery Nurse
Mrs J Wrate	Teaching Assistant
Mrs C Nevin	Teaching Assistant
Mrs S Potts	Teaching Assistant
Mrs M Rutherford	Teaching Assistant
Mrs S Spencer	Teaching Assistant

In addition to this Mrs Arbon and Mrs Nichols provide extra support in school.

Miss J Knox	School Administration Manager
Mrs A Tinson	Receptionist / Administrative Assistant

Part-time

Mr J Fannon	Guitar, Cello	<i>Cook in Charge</i>	<i>Kitchen Staff</i>
Mrs Cuggy	Violin	Mrs D Marshall	Mrs L
Dr N Barker	Flute, Clarinet	<i>Caretaker</i>	Mrs S Feeney
		Mr J Cummings	

Ofsted Inspection

The school was inspected in October 2007. Extracts from the summary of the inspection report are included below:

'This is an outstanding school. Leadership and management are inspirational because of the systematic priority given to continuously maintaining and improving pupils' learning. As a result, standards in all subjects are exceptionally high by the time pupils leave school. The school exudes an ethos of calm and joy in which the achievement, care and personal well-being of all its pupils are evident in all aspects of its work.'

'Pupils love school, and, as parents reported, their children 'jump for joy' on school days.'

'The outstanding teaching challenges and inspires pupils to succeed.'

The full report is available at www.ofsted.gov.uk/reports

In February 2005 (following the school's previous inspection) the school was identified in the annual report of Her Majesty's Chief Inspector of Schools as being "particularly successful ... and extremely effective in providing high quality education and ensuring pupils achieve very well".

ADMISSIONS

This is a Community Primary School catering for pupils from 3- 11 years. At present there are 210 children on the school register and 52 children on the nursery register. Prospective parents wishing to view the school are asked to contact the school to arrange an appointment. New entrants and their parents are invited to spend at least one half day in school during the second half of the summer term. Parents are invited for one evening to meet the staff and see the whole school. Admission to the Nursery and School is in accordance with Gateshead LA policy for admissions.

Admissions to the Nursery

There are 26 am places and 26 pm places.

Nursery

We have a large, attractive, well-equipped nursery offering Early Years Foundation Stage education to 26 children in morning sessions and 26 for afternoon sessions.

The nursery is well resourced with a stimulating outdoor learning area and an indoor soft-play facility.

The Early Years Foundation Stage curriculum is followed through nursery and reception classes. It encompasses six areas of learning;

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

The six areas help practitioners plan the learning environment, activities and experiences, and provide a framework for the Early Years Foundation Stage curriculum. This does not mean that all young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning.

We firmly believe that the education offered in our nursery, the Early Years Foundation Stage curriculum, is exactly as its name suggests – a foundation for future life-long learning.

Our aims are that:

- children enjoy learning
- the needs of every child should be met
- the potential of every child should be fulfilled
- every child should learn to respect their own rights and the rights of others
- every child should learn to see the relationship between dependence, interdependence and independence in society
- every child should expect that their own needs and the needs of others will be met in school and society
- all children need to feel that they are contributing to the making of a society which is supportive of the needs and rights of the diverse peoples of which it is composed
- all children need to feel that they are functioning as effective participants in the communities to which they belong

How nursery can help your child

In the nursery they meet new people, become confident with adults and learn to work together, to share, and to help each other

- they meet with a variety of different activities, equipment and experiences
- they plan, make decisions and choices, concentrate, and work things out
- they express themselves in language, drawing, painting, construction and pretend play
- they become interested in books and writing as a source of enjoyment, interest and information
- they develop a positive attitude to school and regard their Early Years Team as friends and partners in their learning
- they play outside and exercise their bodies using all their rapidly developing physical skills. With care and your help, we can make sure that they grow in confidence and independence which will help them throughout their lives.

When can they start? How are they admitted?

Children normally begin in the September after their third birthday, however if places are available within the nursery we can offer intakes in January (for children whose birthday falls in the autumn term) and April (for children whose birthday falls in the spring term). While your child is on the waiting list or if he/she is about to start, we would be happy to make time for you to visit whether just to say hello or to play a while. There are two sessions each day in the nursery, one in the morning and one in the afternoon. Our children attend in the morning or the afternoon. During the first weeks of September the Nursery Teacher and Nursery Nurse visit the children about to come into the nursery and their parents at home. A home visit is by no means compulsory but it is offered to all children starting nursery.

Why home visit?

- It provides us with an opportunity to talk about your child – their achievements, interests, likes and dislikes
- We can begin to look at the needs of your child
- For the child, the aspect of “the stranger” is removed; the person who is welcomed into the home is to be trusted. It provides a familiar face when the child starts nursery, providing reassurance and dispelling anxiety.

As our aim is make nursery a happy and secure place for your child we admit the children gradually by staggering their entry. Settling in can take a short time or can be extended depending upon your child. Experience tells us our system of induction works and is well thought of by parents. This has been confirmed in Ofsted inspections in 2003 and 2007.

Discipline

Discipline implies far more than children doing as they are told.

- Children learn from adults who, by their example, show them what is acceptable.
- Children should be encouraged to behave sensibly and considerately.
- Children value the security of clear, fair rules which are consistent.
- Children should be given reasons for rules, see the point in them, and join in the rule making.
- When possible children should be encouraged to develop respect for others and themselves.
- We always encourage self discipline and independence.

How parents can help

You are the most important people in your childrens' lives. If you show an interest in his/her education and share in their achievements there will be many rewards and benefits throughout their school life.

We would love you to find time to spend in nursery with us, perhaps for the whole session occasionally or just for an hour. Not only are you extra eyes, ears and hands but your child (and others) gain a lot from your involvement.

If you would like to come on a regular basis please let us know, otherwise feel free to stay any time you can. Extra help with practical things such as sweeping the sand or fastening aprons help the nursery to run smoothly. More important though is having extra adults to talk with and listen to the children and show a real interest in what they are doing. Being with adults is one of the best ways in which children learn. One of the best ways to help children concentrate is by sitting in the book corner and reading to one or two children. Books and reading are the key to education and we hope that by the time they leave the nursery they will all have a love of stories and books and so be well on the way to being able to read themselves. We ask all parents who work with children to apply for Criminal Record Bureau disclosure. Forms are available from school.

Admissions to Primary School

Fellside Community Primary School has an admission limit of 30 pupils in Reception.

Community and Controlled Primary Schools Admission Policy 2010

We, Gateshead Local Authority (LA) allocate places at our Community Primary Infant and Junior Schools using our policy below. We consult the governing bodies each year about this policy and arrange admissions to the school using our first year of entry co-ordinated admission scheme. We use this policy and a different "In Year" scheme when deciding the allocation of places for In Year transfer admissions to the school

The policy is as follows:

- *Primary schools will normally only admit children who are between 4 and 11 years old.*
- *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 the start of the academic year until no later than the end of the first half term. 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. A deferred entry request will be considered by the Governing Body of the school in liaison with the Head Teacher. Deferred entry will not extend beyond the academic year your child should start school.*
- *We will accept pupils up to their agreed Planned Admission Number for the year group unless we feel there is lawful grounds not to do so.*
- *We will admit pupils who have been referred for placement at a particular school through the LA placement panel who determine admissions under the In Year Fair Access protocol.*

Oversubscription

If there is not enough places available in a school, places will be allocated to children whose parents have put the school as any ranked choice on the application form this is called the Equal Preference System, among those children we will give priority in the following order.

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. ***All other children.***
- *If the criteria above are not enough to help us to decide priority, we will consider the distance pupils live from the school, measured 'as the crow flies' i.e. in a straight line from the centre of the parent's home residence to the school's main entrance. Pupils living nearest to the school will have priority.*
However, children who would not have priority based on this may be considered if they do not have access to primary education at other schools in the area.
 - *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 evidence is not provided. If 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.

We will place children, who we feel have proven the case under exceptional medical or social grounds, after all Category 4 children above but before category 5 children, unless of course they qualify in a higher priority which they would normally have been placed had no such exceptional circumstances applied.

- *“ Children in public care” have particular social needs that we the Head Teacher and governing bodies must have regard for this is why such children are given top priority in our admission criterion. If we, the LA, decide it is appropriate and suitable we may, if there are no vacancies in the relevant year group, decide to admit such a child over the planned admission number of the school providing it would not breach statutory class size legislation.*

We will look only at the parent or legal guardian's address to decide whether a child lives in the school's catchment area

- *If places become available we will consider all relevant applications based on a waiting list. All applicants on the waiting list are placed according to the admission priorities set out above and in accordance with our Co-ordinated Admission Scheme for Infant, Junior and Primary Schools September 2010. However children who have been referred for admission by the In Year Fair Access Protocol placement Panel and are without a school place will receive priority above children in all other criterion except those children in public care. If appropriate we may decide to exceed the Planned Admission number to admit a child who is referred for admission through the In year Fair Access protocol panel and is out of school or is in public care. This waiting list will be kept up to the start of the academic year. After this period the head teacher will commence a new waiting list from only those applicants who contact the school directly at the start of term in September 2010.*
- *Whickham Parochial Church of England Controlled Primary School will give priority to children living outside the catchment area who have a brother or sister at the school rather than to children living in the school catchment area. This means that priorities 3 and 4 above are reversed for this particular school.*

- **Access for children with disabilities**

We have made a commitment that, wherever possible children who have disabilities including those where the disability may not be of a physical nature will be educated in their local primary school. Where possible, the school and we will consider making reasonable adjustments to the building or to our school arrangements to allow your child to go there. If we cannot make the necessary adjustments or changes, we will discuss with you alternative schools that could provide suitable provision. If there is not a place available at an alternative school we will still expect the school's Governing Body to accept your child. An increasing number of Primary Schools already provide access for children with a range of special needs. We have plans to continue to increase this number and will promote improved access to all schools in Gateshead for children with a range of diverse special needs or disabilities.

Important Dates-*The closing date for the return of applications is Friday 6 November 2009 From 11 September 2009 you can apply for a place in a reception or Junior class for admission in September 2010 by applying on-line at www.gateshead.gov.uk you must submit your application by no later than Friday **06 November 2009**. Alternatively you can obtain an application form from the Head Teacher of your first preference school in Gateshead, which must be completed and returned to the same school by no later than Friday **06 November 2009***

Open Days

Open days or evenings are held twice a year when parents are invited into school to see work and discuss any matters with the class teacher. If there are any problems between Open Days parents are welcome to make an appointment with the class teacher and/or Headteacher.

ORGANISATION OF THE SCHOOL

Sessions

Morning 8.55 am - 12 noon Key Stage 1, 12.15 pm Key Stage 2

Afternoon 1.10 pm - 3.15 pm Reception – Year 6

There is a 15-minute break in the morning and a 10-minute break for Reception, Year 1 and Year 2 only in the afternoon. This allows 21 hours and 40 minutes per week teaching time for Key Stage 1 pupils and 23 hours and 45 minutes per week teaching time for Key Stage 2 pupils excluding daily collective worship, registration and break.

At present the school is divided into 7 classes over the 7 years age range. All classes are of a mixed ability. Various teaching methods are used within the school according to the requirements of the pupils at any particular time. The class may be taught as a whole group or in smaller groups according to the subject and the needs of the pupil. The curriculum is differentiated to take account of the needs of individual pupils in order to support those with learning difficulties and to challenge the more able. All pupils have the right to equal learning opportunities. Ongoing assessment of work ensures pupils are offered a differentiated curriculum according to their needs and ability. The class teachers give homework in accordance with the agreed school policy.

The school has a teacher providing Learning Support, who works with individual pupils on a weekly basis, currently all day Monday and Tuesday. Emphasis is on individual needs and the entitlement of the pupil to a broad, balanced differentiated curriculum. The Special Educational Needs Policy is fully inclusive is reviewed in line with the Code of Practice. Pupils are identified early and assessed by our Learning Support Teacher. Targets are set on Individual Education Plans (I.E.P.s) to match the individual needs of the pupils. A computer programme I.E.P. Writer aids this process. Reviews of pupils' progress are held regularly and attended by parents, relevant professionals and the pupils. External support services and agencies are contacted whenever it is appropriate to meet the needs of the child.

Our school has a fine record of high quality music teaching and instrumental performance. Almost a quarter of our pupils play a musical instrument. Part-time music teachers visit the school weekly to give tuition in string and woodwind instruments.

Curriculum Aims

To create a lively stimulating school where every individual is valued and to maximise the opportunities for intellectual, moral, spiritual, physical, aesthetic and social development within a caring, secure environment.

To support pupils in order to achieve high academic and personal standards.

To help pupils to develop lively, enquiring minds with the ability to question and argue rationally and to apply themselves successfully to tasks, problem solving activities and physical skills.

To develop within the individual a sense of self-respect, self-discipline and the capacity to live as an independent person, self-motivated and confident.

To help pupils to understand the world in which they live and to develop the ability to contribute as a member of a co-operative group and to recognise their responsibility within a community.

To help pupils to acquire knowledge and skills relevant to adult life, at home, at work, at leisure and as consumers and citizens in order to achieve maximum potential.

To encourage the pupil to acquire values, attitudes and concepts which enable the individual to adapt to life in a fast changing world.

To encourage a respect for all and an understanding of various religions and cultures present in our modern society.

To develop an awareness and appreciation of human achievements, whilst recognising mankind's place in the natural world and having an awareness of current and future challenges we face: climate change, population growth, demands on resources etc. Equipping our children with the skills and knowledge to innovate and meet future challenges underpins much of what we do.

To deliver the Early Years Foundation Stage Curriculum and National Curriculum offering a broad, balanced, relevant and differentiated curriculum with particular regard to the basic skills of numeracy and literacy.

To provide adequate facilities for the development of physical skills and team games.

To be aware of equal opportunities for all.

The school offers a wide curriculum to meet present day demands and satisfies the statutory orders of the National Curriculum. The Early Years Foundation Stage Curriculum is taught to children in Nursery and Reception. From Year One children follow the National Curriculum. A Modern Foreign Language (French) is taught throughout the school.

The subjects of the curriculum are:

Core Curriculum:

- English
- Maths
- Science
- Information Communication Technology (I.C.T.)
- Religious Education (R.E.)

Foundation Subjects:

- Design and Technology
- History
- Geography
- Art
- Music
- Physical Education

A variety of teaching styles including whole class, group and individual are used.

The school benefits from visitors who support topic work with accounts based on first hand experience. In recent years artists have worked with pupils on various projects.

The school is proud of the attention it gives to Music, Drama, Art and the display of pupil's work. This quality and commitment is recognised by the school receiving Artsmark Gold award in 2006.

English

The English curriculum contains three major elements – Speaking and Listening, Reading and Writing.

The school has its own structured phonics based reading schemes, and we encourage children to read at home both to and with parents. We also have yearly visits from a Book Fair, where the children and parents can buy books in school. The school receives a book commission for holding these fairs, which increases our library stock. Please support the school by encouraging your child to buy books through the school.

We also have our own well-stocked, recently refurbished library from which the children are encouraged to borrow books.

Considerable emphasis is placed upon children's use and understanding of language through writing and reading. Creativity and imagination are encouraged while at the same time handwriting, spelling and overall presentation are essential elements of the English curriculum that cross into other subjects.

It will be clear from the table on page 12 that considerable time is devoted to English in all classes from Year 1 – Year 6, in line with National and LA guidelines.

How parents can help.

Parents can and do play a crucial role in the areas of language development. From birth onwards, talking, and later reading to and with children, is vital if your child is to develop a capacity for language learning. Please help your child's progression in reading by ensuring that you support the school.

You can encourage your children to use the public library, encourage a love of reading, talk to them about what interests them, read what they write, and listen to what they say. When school and home work in partnership, the child can only benefit.

To enable parents to have a clear understanding of the phonics based teaching in FS and KS1 'Phonics for Families' workshops are held during the Autumn Term.

Mathematics

Fellside places prime importance on mathematical understanding and practical application of what is learnt. We acknowledge that mental ability is of great importance, and we therefore teach a variety of strategies to improve mental performance, from the Early Years Foundation Stage through to Year 6. Children are encouraged to calculate accurately and efficiently both mentally and with paper and pencil. Computers and calculators are used in various and investigative ways to support our teaching of mathematics and motivate children's learning. Knowledge and understanding of multiplication tables and number bonds is also an integral part of our mathematics scheme.

From Early Years Foundation Stage, children learn to explore number, use mathematical vocabulary and work with shapes and measures. Practical application of number and shape skills are developed as children measure and learn to interpret data. Children are encouraged to investigate, and are given open-ended tasks to promote their mathematical thinking. Ultimately, the work covering number, calculations, measure, shape and space and handling data, is designed within a problem solving context.

Maths is taught within the framework of the National Strategy with daily direct and interactive oral work, mental calculations and differentiated individual or group activities.

How parents can help

As parents you can do much to support your child in Maths. The locality is full of shapes, for example church steeples, traffic roundabouts, patterns in clothing, wall and floor coverings. Practice in tracing, making and naming shapes is an important part of early Maths. Children can help with shopping so that they become familiar with coinage, costs and aspects of a household budget. Baking together is an opportunity for your child to learn how to weigh and measure; further development can involve fractions, e.g. cut a cake into equal parts.

Asking children to explain something to you is a good way to help their understanding. You can help your child practise and learn number facts, such as number bonds and multiplication tables. A thorough knowledge of tables is regarded as very desirable, if not essential in upper Key Stage Two.

Playing games with your children is a great help to their mathematical thinking and understanding, in a fun, relaxed way. A pack of cards or a set of dominoes are both full of potential number investigations and conversations; any dice game involves number work; many games involve working out strategies to win. Homework activities may well include maths games provided by the school.

The daily maths lesson will provide opportunities for children to practise and consolidate their skills and knowledge, to develop and extend their techniques and strategies. These opportunities will be extended through the variety of homework activities where parents have the opportunity to play an active part in helping their child to become numerate.

The school is aware that the strategies used in teaching of maths have changed in recent years. To help parents understand methods used in school maths workshops have been held, others will follow, and a parent's guide to teaching calculation is available for all families.

Science

Children are involved in a wide range of scientific activities throughout their time in school, which will teach them basic scientific principles.

Children participate in various studies such as:

- Looking at how plants grow
- Observing how animals live
- Investigating diet
- Comparing everyday materials
- Constructing simple electrical circuits
- Studying how forces move objects

Our study of Science covers biology, chemistry, physics, astronomy and the earth sciences, through investigation, experimentation and interpretation.

The school's Work Schemes forge links between Science and other parts of the curriculum. For example, measurement is used both in scientific experiments and in the study of Mathematics. Another example is when children write and speak about their activities in a variety of ways to different groups. In this way, English is integrated into their study of scientific themes.

How parents can help

Parents can play an essential role in developing a young child's curiosity and interest in science. For example, by keeping plants and animals, children can learn about the conditions that are needed for healthy living.

Involving children in everyday activities in the home can demonstrate to them how science is an integral part of their life, e.g.

- Helping with cooking will show the effects of heat on food and the benefits, the potential dangers and the need for safety
- Using batteries to operate toys and games will help to explain simple electrical circuits
- Visiting museums, garden centres and the countryside will develop a child's interest and knowledge in the environment
- Planting seeds and experimenting with a variety of growing conditions can teach a child how to develop a fair and balanced approach to scientific investigation
- Naming parts of the Body and using names correctly develops valuable scientific knowledge for younger children
- Using computers to access electronic information provides a child with up-to-date information about the modern scientific world

History, Geography, Art and Design

Since September 2009 we have adopted a creative cross curricular approach to teaching and learning in these subject areas. Full account has been taken of the requirements of the National Curriculum in the planning of what we teach. Equally we have considered the needs, aptitudes and abilities of the children in our school, designing a curriculum tailored specifically for our children. Cross curricular topics are designed to inspire and interest, extending knowledge and importantly, skills. It is clear that in a fast changing world our future adults will need thinking, research and problem solving skills adaptable to situations we can already envisage and many that we cannot predict. Many people today are employed in roles and situations which simply did not exist only a few years ago!

Our creative curriculum reflects current thinking and best practice models.

Parents can help in all these subjects by talking to their children about what they are studying at school, and supporting our topics, for example by taking children on visits to museums, the library for supplementary books and going on trips to the coast or countryside can begin to develop the child's understanding of the locality in which they live.

Providing real experiences and extending vocabulary and general knowledge are of immense importance. Answering children's questions is a starting point in helping their understanding of the world around them. Making your child aware of how things work develops technology skills. Helping to navigate with a road map when you're out and about supports the Geography work at school by developing spatial awareness.

Anything you can do at home to develop your child's natural curiosity about the world is of help to their all round education.

Music

The school has a strong music tradition. As well as National Curriculum Music, which is offered to all children, we also offer instrumental tuition for violin, flute, clarinet and cello. For these lessons we ask for a parental contribution to supplement the substantial contribution made from the school's budget. Currently over a quarter of our children play an instrument. There are many opportunities for children to perform in Friday assemblies, our annual traditional carol service at St. Mary's Church and at our major music event in June, the 'Strawberries and Wine' Concert, which in recent years has featured our own orchestra. A rare feature in a primary school.

Information and Communications Technology

The school has a, purpose built, ICT suite with 31 networked computers. In addition classes have access to a computer in their room. All classes now have broadband internet access. All classes have computer and video linked data projectors and interactive whiteboards as a teaching and learning resource.

We are committed to an ongoing programme of development and training in ICT to ensure our children have the best opportunities in ICT now and in the future. ICT is taught both as a specific timetabled subject area but also with considerable cross-curricular application. Full account is taken of the requirements of National Curriculum requirements but in reality many of our children far exceed these national expectations.

Aware that many children have access to computers at home we would always encourage them to further develop their skills at home and make full use of the internet as a learning resource.

Since May 2008 we have subscribed to the web based maths resource 'Mathletics'. Children can access this at school and at home.

Useful Websites

There are many good websites for family learning [and presumably just as many poor ones!]. A little time on a search engine typing a key phrase may turn up something useful.

Please let us know if you find sites we should recommend to others. Please remember our own website (www.fellsideprimary.co.uk) has a considerable amount of information, including this prospectus. There is a massive amount of content reflecting life at Fellside. The website receives regular updates.

Religious Education

Religious Education is broadly Christian and is provided in accordance with the LA's syllabus. Emphasis is placed on positive attitudes towards each other and people in the community. Parents wishing to withdraw their child from Religious Education or Collective Worship should contact the Head Teacher. Once a year each class produces an assembly to which parents are invited.

Sex Education

Sex Education is dealt with informally and information is given to pupils as necessary and appropriate. Pupils are informed about the Body and the function of the main organs. During upper Key Stage Two the school nurse visits the school to talk to the pupils about changes in the Body. This is done with the parents having given their prior consent. Resources used in these lessons such as DVDs and videos are available to parents prior to the lessons.

Physical Education

Physical Education is an important part of the school curriculum. Pupils receive a minimum of 2 hours PE a week Apart from formal PE and games lessons, pupils participate in after school clubs in netball and a variety of other sports such as football, rugby and basketball. There are excellent links with Whickham Comprehensive School, a designated Sports College.

School teams compete with regular team and individual successes in a variety of sporting events such as football, swimming galas, cross country events, rugby, cricket and Gateshead West School Sports Day. Our school Sports Day is held in the Summer Term.

Adjacent to the school buildings are good playing fields and a hard area used for a variety of sports such as netball, tennis and basketball. A large hall provides for indoor PE and a covered area provides for soft play PE for Nursery and Reception children. Swimming instruction at Dunston Baths is provided for pupils from Year Four until they have achieved level/stage 4 (25 metres certificate).

Clothing for PE

Key Stage 1 and Key Stage 2 pupils require plain black shorts and a white T-shirt. Key Stage 1 pupils need black plimsolls, kept in a cloth bag with a drawstring, for outdoor PE and Key Stage 2 pupils require suitable footwear for outdoor PE.

Pastoral Care

All members of staff see to minor cuts and bruises that may occur during the day. Three staff members have recognised first aid training. If a pupil becomes ill in school the parents are contacted. If parents cannot be contacted we use alternative contacts suggested by parents. It is therefore essential that the relevant **emergency contacts are completed and the school is informed of any changes.**

Special Educational Needs

The school policy for pupils with special educational needs follows LA guidelines and includes procedures for administration which fully comply with the Code of Practice for Special Educational Needs. On going assessment and regular reviews with parents, children, teachers, and where necessary, appropriate outside agencies ensure the best provision and help determine the nature of each Individual Education Plan (IEP) The school's learning support teacher works two days each week supporting children often in small group situations using a range of appropriate resources. Detailed records and the accurate tracking of attainment enable us to monitor the progress of all children.

Disabled Pupils

In line with the LA's equal opportunities policy and the schools own Disability Equality Scheme, all reasonable efforts will be made in order to treat pupils who have disabilities in the same way as other pupils. Some measures are in place to allow access into the school and playgrounds for disabled pupils. There are ramps to the main entrance and Key Stage One entrance, grab rails in the toilets and a toilet suitable for use by a disabled adult in the nursery. The ICT suite has wheelchair access and a height adjustable workstation. There is also an induction loop system in the main reception area and in the school hall.

Discipline

We believe in a positive approach to discipline and have the highest expectation of our pupils. They are disciplined in a firm, fair manner. Rules are few but relevant (essentially work hard and have fun!) and pupils are frequently reminded of these by all staff at appropriate times. Courtesy, good manners and co-operation are practised by all members of staff to model appropriate behaviour. Everyday misdemeanours are dealt with by the staff while rare, more serious, inappropriate behaviour is reported to the Headteacher and parents contacted if necessary.

A weekly assembly highlights and celebrates achievement, of which there is always much. We are aware that many of our children are actively engaged in clubs, teams and activities out of school, in some cases to a very high level. We are keen to acknowledge and celebrate these achievements at school so please keep us informed.

Dress

The school uniform is worn by all pupils and parents are requested to encourage all children to wear it. The uniform is as follows:

Grey shorts/trousers/skirt/pinafore

White polo shirts

Royal blue sweatshirt – Embroidered sweatshirts and other items of uniform can be purchased from

Tots to Teams at www.totstoteams.co.uk

Black shoes – low heels please.

During the summer term the girls can change to blue and white school dresses.

Please ensure that all items of clothing are clearly named.

Hair longer than shoulder length should be tied back.

Jewellery is not allowed in school, except for watches, which have to be removed for PE, Games and Swimming etc., so please ensure they are not valuable.

If parents want to have their children's ears pierced, it is suggested this is done at the beginning of the Summer Holiday, so that by the time the Autumn term starts, studs may be removed. **Any child who has not followed this advice will not be able to do PE of any sort**, and will be asked to remove any ear-rings during the school day. If a child cannot remove his/her own ear-rings they will be asked to put a plaster over them, to avoid any potential accidents in the playground.

This is a policy of Gateshead LA, in line with national guidance, and our school supports it.

School Meals

These are prepared and cooked on the premises. Our kitchen staff ensure a healthy nutritional balance and a good variety of options for children. The current charge is £1.80 and a register is kept recording payments made and meals taken. Envelopes are sent home (or available from the office) for you to send dinner money in to school. Payment may be made by cheque (please be aware that we are unable to give change) or cash. All cheques should be made payable to Gateshead Council. Please pay all dinner money on a Monday morning. Pupils not wishing to eat a school meal can bring a packed lunch packed in a suitably sized container. For reasons of safety please don't include hot food eg. soup in flasks. We make every effort to ensure a healthy, balanced menu is provided for those staying for school meals. For obvious reasons we strongly encourage parents to provide healthy meals for those staying for packed lunch.

Extra-Curricular activities

There are various clubs and activities held during lunchtime, before or after school. Some of these operate free of charge, others, from private providers, incur charges. Currently we provide more than a dozen clubs and extra curricular activities for children from Reception to Year Six. The programme develops and changes – please contact school for details of activities on offer at any one time.

Educational Visits

We recognise the importance of educational visits both locally and further afield (The School's Educational Visits policy is available on our website). Consent for each visit is sought for all visits apart from those in the immediate locality e.g. visits to Whickham School, local shops, traffic counts etc.

Year Six have a three day residential visit each year.

Childcare at Fellside

From September 2007 Fellside FunClub (operated by a private provider) has provided out of hours childcare on-site from 7.45am to 8.50am and 3.15pm to 5.45pm. For further information or to register your child this please contact Rachel Wilson on 07541227842 or email fellsidefunclub@blueyonder.co.uk.

Absences

(a) Number of Registered pupils of compulsory school age on roll at September 2008 - 210

(b) Percentage of half days missed through authorised absence –3.4% (academic year 2007/2008)

(c) Percentage of half days missed through unauthorised absence - 0% (academic year 2007/2008)

SCHOOL HOLIDAY DATES (Academic Year 2009/2010)

<u>School Terms</u>	<u>School Opens</u>	<u>School Closes</u>
Autumn	Mon 7/9/09	Fri 18/12/09
Spring	Mon 4/1/10	Thu 1/4/10
Summer	Mon 19/4/10	Fri 23/7/10

Half Term

26-30 October 2009
15-19 February 2010
1-4 June 2010
May Day Holiday – Mon 3 May 2010

In-Service Training Days for Teaching Staff

Two further days within the above terms are to be utilised for in-service training activities. These dates are to be determined and agreed by the School Governing Body.

Occasional Days

In addition, one day within the summer term 2010 is to be utilised for the purpose of closure in the event of Government elections. This day to be used near the end of the summer term at the discretion of the Head Teacher and Governing Body.

Special Advice

This information relates to the academic year 2010/2011 which begins in September 2010. The particulars contained within this document are correct at the time of publication, but it must not be assumed that there will be no changes affecting relevant arrangements or certain matters before the start of, or during the year or in subsequent years. Such changes could arise from variation in Government legislation or LA policy, insofar as these would affect schools. Documents relating to the Education (School Curriculum and related information) Regulations 1989 are also available in school. Under Section 22 of the regulations parents will be provided with assessment results.

SCHOOL HOLIDAY DATES (Academic Year 2010/2011)

<u>School Terms</u>	<u>School Opens</u>	<u>School Closes</u>
Autumn	Mon 6/9/10	Fri 17/12/10
Spring	Tues 4/1/11	Fri 15/4/11
Summer	Tues 3/5/11	Fri 22/7/11

Half Term

25-29 October 2010
21-25 February 2011
30 May-3 June 2011
May Day Holiday – Mon 2 May 2011

In-Service Training Days for Teaching Staff

Two days within the above terms are to be used for in-service training activities. These dates are to be determined and agreed by the School Governing Body.

Occasional Days

In addition, one day within the summer term 2011 is to be utilised for the purpose of closure in the event of Government elections. This day to be used near the end of the summer term at the discretion of the Head Teacher and Governing Body.

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 4-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.

However, the four stages of the procedure are envisaged as follows:

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 LA designated officer who will refer the matter finally to a panel of LA members.

Stage 4 (Formal)

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

A copy of the complete Procedure is held in school in the LA General Information Booklet.

Charges for School Activities

Following regulations laid down in the Education Reform Act 1988, the Governors' policy on charging pupils for various school activities is in accordance with that of the LA.

The school is keen to maintain its tradition of taking children on school visits to places of interest as part of the learning process. Bus fares and entrance fees can make such visits expensive. Likewise, visits by school Theatre Groups tend to be costly.

Since neither the school nor the LA are able to fund such visits, the school will continue its policy of inviting parents to make voluntary contributions to finance these activities although no distinction will be made between pupils on the basis of whether or not their parents have contributed. Of course what is clear and obvious is that any planned activity may not be viable if there are insufficient contributions.

Similarly, it is school policy that parents be encouraged to contribute on a voluntary basis, any ingredients, materials and equipment needed at times for practical subjects such as

cooking or craft/technology. Again there is no obligation to do so, although the feasibility of carrying out the activity will depend on parent support.

Title Documents

Under Section 17(1) of the Education (No.2) Act 1986 and the 1989 Education Regulations, parents can have access to a variety of documents including LA and School Policy Statements, Schemes of Work and relevant OFSTED reports. These are available for inspection during term time from the school secretary. Copies may be obtained on payment of the printing costs.

The 2008/09 SATs for the end of Key Stage 1 and Key Stage 2 were completed and the results were reported to parents. These results are included below:-

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 30

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
<i>Speaking and listening</i>	<i>Whole School</i>	3	0	57				40	0	0
	<i>National</i>	2	11	65				21	0	0
<i>Reading</i>	<i>Whole School</i>	0	7		0	40	10	43	0	0
	<i>National</i>	3	13		13	22	24	25	0	0
<i>Writing</i>	<i>Whole School</i>	3	3		10	40	17	27	0	0
	<i>National</i>	5	15		22	27	19	12	0	0
<i>Mathematics</i>	<i>Whole School</i>	0	7		7	20	27	40	0	0
	<i>National</i>	2	8		16	25	27	21	0	0
<i>Science</i>	<i>Whole School</i>	0	3	53				43	0	
	<i>National</i>	2	9	67				22	0	

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

COMPARATIVE REPORT

These tables show a summary of the National Curriculum results of pupils in the school (2009) and nationally (2008) at the end of Key Stage 2, as a percentage of those eligible for assessment.

The number of eligible children is: 30, Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT 2009 and NATIONAL 2008											
		Percentage at each level								Pupils disappled	Pupils absent
		W	1	2	3	4	5	6			
<i>English</i>	<i>School</i>	0	0	3	3	23	70	0	0	0	
	<i>National</i>	0	1	4	16	49	30	0	0	0	
<i>Mathematics</i>	<i>School</i>	0	0	7	0	17	77	0	0	0	
	<i>National</i>	0	1	4	16	46	33	0	0	0	
<i>Science</i>	<i>School</i>	0	0	3	3	10	83	0	0	0	
	<i>National</i>	0	0	2	12	47	38	0	0	0	

TEST RESULTS 2009 and NATIONAL 2008								
		Percentage at each level					Pupils not entered[#]	Pupils absent
		Below level 3*	3	4	5			
<i>English</i>	<i>School</i>	0	7	10	83	0	0	
	<i>National</i>	6	13	51	30	0	1	
<i>Reading</i>	<i>School</i>	0	3	7	90	0	0	
	<i>National</i>	6	6	38	49	0	1	
<i>Writing</i>	<i>School</i>	0	7	27	67	0	0	
	<i>National</i>	6	26	48	20	0	1	
<i>Mathematics</i>	<i>School</i>	7	0	13	80	0	0	
	<i>National</i>	5	15	47	31	0	1	
<i>Science</i>	<i>School</i>	0	7	0	93	0	0	
	<i>National</i>	2	8	44	44	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, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

pupils working at the levels of the tests, but unable to access them, formally referred to as disappled.

