

FRONT STREET COMMUNITY PRIMARY SCHOOL BROCHURE

Front Street Country Primary School
Front Street
Whickham
Newcastle upon Tyne
NE16 4AD
Telephone: 0191 4335677
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Dear Parents/Carers

We are very pleased to present you with our School Brochure, which is the result of a concerted effort between our staff and Governors.

We hope that it presents a picture of Front Street Primary School which reflects a caring and stimulating environment in which your child can develop to his or her full potential, academically, socially, morally, physically and aesthetically.

We are delighted that we are able to extend our out of school care provision. We are now able to offer parents / carers childcare from 7.30 -9.00am and from 3.30-6.00pm. Please see the section on Front Street Out of School Club in the prospectus.

Parental support is greatly appreciated in all aspects of school life and we aim to build on the positive contributions of parents/carers to help us achieve our educational goals.

During our inspection last year a parent commented;

‘We feel that Front Street Primary is a very good school that nurtures its pupils and prepares them for their transition to secondary school.’

Please feel welcome to contact the school if you require any further information.

Yours sincerely

Mr R Smith

Chairman of the Governors

Miss H Armstrong

Acting Headteacher

THE SCHOOL'S STATEMENT OF INTENT

It is our wish to create a caring, stimulating environment in this school, and to promote a positive ethos and climate where pupils are encouraged to value people as people, irrespective of their colour, creed, gender or cultural background.

Our aim is to develop each child to his/her full potential academically, socially, emotionally, morally, physically and aesthetically. In order to achieve this aim it is necessary to develop a broad and well-balanced curriculum.

All of our pupils will

1. Develop lively enquiring minds, to question and argue rationally and to apply themselves to tasks and physical skills;
2. Acquire knowledge and skills relevant to adult life and employment in a fast changing world;
3. Use language and number effectively;
4. Acquire respect for religious and moral values and tolerance of other races, religions and ways of life;
5. Understand the world in which they live and the interdependence on individual groups and nations;
6. Appreciate human achievements and aspirations;
7. Develop a sense of self-motivation and to recognise his/her responsibility within the community.

We value and wish to encourage the positive contributions of parents / carers and believe that they are essential in assisting their children to fulfil their potential. Through working in partnership with parents / carers we will achieve our educational goals.

The professional development of staff is valued and promoted for its positive contributions.

As a school we are committed to lifelong learning for pupils, staff, parents / carers, Governors and members of the local community.

It is our aim to maintain the fabric of the school buildings and their environs as a safe, comfortable, effective and inviting workplace.

We value our links with the local community, and aim to consolidate and extend these links for the benefits that accrue to both the children at this school and the local community.

A SHORT HISTORY OF THE SCHOOL

Whickham Front Street Infant School and Whickham County Council Mixed School were opened together in August 1909, under the headships of Miss Morgan and Mr Whitehead respectively. At that time the schools were governed by Durham County Council Education Authority.

The Infant School catered for some 90 children aged 5 to 7 years, which the Council Mixed School housed another 270 children from 7 to 14 years old. Most of the children lived in Whickham and many of those came from mining families. A few children were admitted each year to Blaydon Secondary School at 11 or 12 years of age. This pattern prevailed until summer 1962, when most of the children over 11 years transferred to the new Whickham Secondary Modern School, (the present Comprehensive School).

The County Council Mixed School was then redesignated Whickham County School, and later Whickham Front Street Junior School. In April 1974, as the local boundaries reorganisation came into effect, the schools came under the jurisdiction of Gateshead Metropolitan Borough Council Education Authority, after almost 69 years being under the auspices of Durham.

The school buildings were extended in spring 1950 with the opening of the dining room and the prefabricated classrooms, and again in September 1980 with the Nursery Unit.

In September 1986, the two schools which had been opened together 77 years earlier were at last amalgamated, marking a momentous step in educational provision at Front Street, which presently caters for children in the age range 3 - 11 years.

THE PRESENT SCHOOL ROLL

There are currently 390 full-time pupils organised into 14 mixed ability classes,

In addition we have 52 (part-time) places in the Nursery, in two half-day sessions.

OFSTED

The schools OfSTED report can be accessed on the Internet at www.ofsted.gov.uk, alternatively a copy can be provided by the school office at a nominal charge.

ADMISSION TO SCHOOL

- The School's Governors have agreed to adopt Gateshead Education Authority's admission policies relating to school and nursery admissions. Copies of these policies are available for perusal from the General Information Booklet (which also includes the application form). A copy for reference is kept in the School Library.
- Parents / carers may lodge names of children for admission to the main school in September of the year preceding commencement of school. Allocations are made in April.
- Parents / carers will be informed of the outcomes of allocations as soon as possible after they have been agreed by the School's Governing Body.

- Parents/carers are most welcome to visit the school before admitting their children, by prior arrangement with the Headteacher.
- Early Years staff organise a home visit, by appointment, prior to pupils commencing nursery.
- We do run a programme of pre-school visits for parents / carers and children during the Summer Term. The object of these visits is to acquaint parents / carers with the aims of the school, and to ease the transition from home to school and from nursery to main school for children. Information in the form of booklets will be provided to parents / carers and children at this time.
- In order to help children to settle into the Nursery and the school, a staggered intake is adopted.

SCHOOL UNIFORM

The school uniform consists of grey trousers and skirts or pinafores (these should be knee length), white polo shirts and blouses, red pullovers, sweatshirts and cardigans. Girls' tights should be grey or red for the younger children and black for the older children, knee socks should be white. During the summer girls can wear red checked summer dresses and boys can wear grey shorts. School sweatshirts, polo shirts, coats and fleeces can be purchased through the Parents/Carers' Group (known as 'Friends of Front Street Primary'). Children are asked to wear black shoes for school, not trainers.

Please ensure that your child's name is in all his/her school clothes. Your child will get changed for PE lessons and clothes could become 'mixed up'.

For indoor-based PE lessons children should wear black shorts, white t-shirt and either black gym shoes or bare feet. For outdoor lessons children should have something warm to wear over their indoor kit, tracksuits are ideal and these should be black or navy. A waterproof 2 piece suit can be purchased through the Parents/Carers Group. Trainers can be worn for these lessons.

Earrings are not allowed to be worn in school for safety reasons. For this reason I would ask parents/carers to delay getting any child's ears pierced until the first week of the summer holiday thus enabling earrings to be taken out on PE days.

LOST PROPERTY

Every year we accumulate a small pile of garments and valuables that, despite exhaustive searches, can find no owners. If garments and valuables can be labelled or marked with a name, the job of returning expensive possessions to their owners can be made easier.

Children often have to carry money to school for various purposes. They are encouraged to leave money with their class teacher for safe keeping until it is required, rather than trust it to pockets and bags from which it can easily fall.

HEALTH AND SAFETY

It will be obvious that the health and safety of the children in our care must be of prime consideration. With this in mind we would like to make the following points:

1. As a school we do not give medication of any kind to children, whether for the treatment of headaches, cuts or bruises etc. If this causes any problems, please contact the Headteacher. It would help greatly if teachers were also informed of any medical conditions requiring the occasional or regular use of medication (e.g. inhalers). The only exceptions to this are medication needed to avoid extreme trauma e.g., anaphylactic shock or asthma.
2. In cases where children require any form of medical treatment following an accident, it is vital that we are able to contact a parent or nominated person to be in attendance, or who can take the child for such treatment. We have in school a form on which is written the name, address and telephone number of such a contact. Can you please ensure that we are informed of changes of information for this form promptly?
3. When it is necessary for dental appointments etc to be made during school hours would parents / carers please make arrangements to collect children, as we cannot allow them to leave school unaccompanied, no matter how short a journey this would entail.
4. For safety reasons, children may not wear jewellery or watches whilst doing Physical Education, Games or Swimming. **Pupils must not wear jewellery for school.** We do not allow loop or dangling earrings and for safety, the children are not allowed to wear rings.
5. It should be noted that parents / carers are responsible for their children getting to and from school safely. This has special significance where the crossing of busy roads is involved. If there is no crossing patrol person on duty where one is normally in attendance, responsibility for safe crossing remains with parents / carers.
6. We do have regular fire drill practices to familiarise children with safe escape routines and assembly points in the event of fire.
7. As this is a Health Promoting school, all building and surrounding play areas are smoke free at all times.

THE SCHOOL DAY

The average school day is as follows:

	KS2		KS1	
Curriculum	4hrs	54m	4hrs	27m
Assembly		18m		12m
Registration		6m		6m
Break times		15m		25m
TOTAL	5hrs	33m	5hrs	10m

DAILY TIMETABLE

Nursery

8.30 – 11.30am	Morning Session
12.30 – 3.30pm	Afternoon Session

Reception

8.50am	School Commences
10.00 – 10.20am	Morning Break
11.30 -12.30pm	Lunch break
1.50 – 2.00pm	Afternoon break
3.15pm	School finishes

Main School

8.55am	School Commences
10.20 - 10.35am	Morning Break (Y5/Y6)
10.40 - 10.55am	Morning Break (KS1)
10.40 - 10.55am	Morning Break (Y3/Y4)
12.00 - 1.00pm	Lunch break (KS1)
12.30 - 1.30pm	Lunch break (KS2)
2.10 - 2.20pm	Afternoon break (KS1)
3.20pm	School finishes (KS1)
3.30pm	School finishes (KS2)

All break-times are supervised, whether children are in the playgrounds, the dining hall or in the school building due to inclement weather. Morning and afternoon breaks are supervised by teaching staff on a rota basis, while lunchtime supervisors supervise lunch breaks. Please note that teachers on duty are on hand to deal with any accidents from 8.55am and that parents / carers must therefore accept responsibility for mishaps occurring prior to this time. Ideally, children should not arrive at school much before this time.

At the end of the school day, children are sent home by the teacher on duty, infants, Year 3 and Year 4 children leaving via the gate on Front Street (opposite the Community Centre), Year 5 and Year 6 children leaving via the gate on School Street (opposite Back Row).

Children from nursery to Y2 receive fruit each day in school. The fruit is delivered free to school and there is no charge to the children. Funding is from the National Lottery and the Department for Health. The children are offered the fruit each morning. Over the week a variety of fruit or vegetable is offered.

It is regretted that parents/carers have a ten minute gap between collecting children from the infant and junior departments, however the School Governing Body feel it imprudent to allow the egress of some 400 children through two small gates at the same time.

TEACHING METHODS

A range of teaching methods are used to achieve our aims. Children are taught in mixed ability classes, using a combination of whole class teaching and group work. It is always the intention to maintain single age teaching groups, where prevailing circumstances allow. There are currently no mixed age classes within the school. Pupils from Y1 to Y6 are grouped for mathematics and English according to ability.

Particular emphasis will be placed on the areas of English and Mathematics. All arrangements will be planned to provide each individual pupil with the maximum support to develop his or her full potential.

CLASS SIZE

The average class size in school is 26 for Nursery, 30 for Reception, Key Stage 1 and Key Stage 2.

WEEKLY PERCENTAGE TIME ALLOCATIONS PER SUBJECT (From Classroom Organisation Policy)

SUBJECT	PERCENTAGE TIME ALLOCATION KS1	PERCENTAGE TIME ALLOCATION KS2
Maths	20%	20%
English	23%	25%
Science	10%	9%
ICT	5%	4%
Religious Education	5%	5%
Geography	5%	5%
History	5%	5%
Art	5%	5%
Design Technology	5%	4%
Music	5%	5%
Physical Education	10%	10%
Misc. PSHE	2%	2%
French		2%

It is recognised that there will be opportunities for children to apply and consolidate skills acquired in English and Information & Communications Technology lessons in work in other subjects.

It should also be noted that in Year 5 due to arrangements for swimming lessons, the PE allocation is approximately 7% and music 3%.

The School Library is an important resource for language development

SPECIAL NEEDS

The curriculum arrangements will include special provision to give additional help to any pupil with special educational needs, identified through a combination of teacher observation and testing. The School has fully implemented the Code of Practice that is outlined in the Special Educational Needs Policy. We have access to a wide range of external support services to advise and assist those pupils who require specialised help. Provision is made in school to support the needs of the more able pupil.

The school follows the Revised National Curriculum, introduced in September 2000 but we also ensure that the children enjoy school with a variety of curriculum weeks and special visits and visitors to school. It is our aim that excellence and enjoyment are a constant thread throughout the curriculum. Progress in the curriculum areas will be measured against national standards at

the ages of 7 and 11. A variety of assessment procedures will be used, including written, oral and practical tests. Parents / Carers will be informed of the outcomes, giving indications of their son / daughter's progress, along with other information.

The Special Educational Needs policy is available for reference from the school office.

Access and Inclusion

- Front Street Primary School is a multiple site school, with Foundation Stage classes, Key Stage 1 and Key Stage 2 classes sharing three levels in the main building and three different sites, separated by a road. The school is built on three levels with stairs from the ground floor to both the first floor and basement. The main entrance to the building is through the main foyer, which is level and therefore suitable for wheelchairs
- There is a toilet for wheelchair users and disabled persons on the ground floor. Separate staff toilets are available.
- We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, curtains). We also have a Loop Hearing system available in reception.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.
- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the School's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Front Street Primary is the first school in Gateshead to receive this full Inclusion Standard Award (spring 2010).

Arrangements for providing access to learning and the curriculum

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse to meet all pupils' needs.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy will have an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the 'hidden curriculum' and extra curricular activities are barrier free and do not exclude any pupils.

EARLY YEARS / FOUNDATION STAGE

Although the National Curriculum specifically deals with the age range of compulsory education, 5-16 years, we are anxious to enhance educational provision for the under-fives. The first years of schooling are the foundation of your child's education. We regard this period as being of such vital importance, as we do the contribution of parents / carers in their children's educational development, that staff have produced separate booklets dealing with information to parents / carers of reception children (4-5year), and home involvement in reading.

The School's Nursery Unit caters for pre-school children, and provides them with experiences and skills that form a valuable basis for development in their infant years.

GIFTED AND TALENTED PUPILS

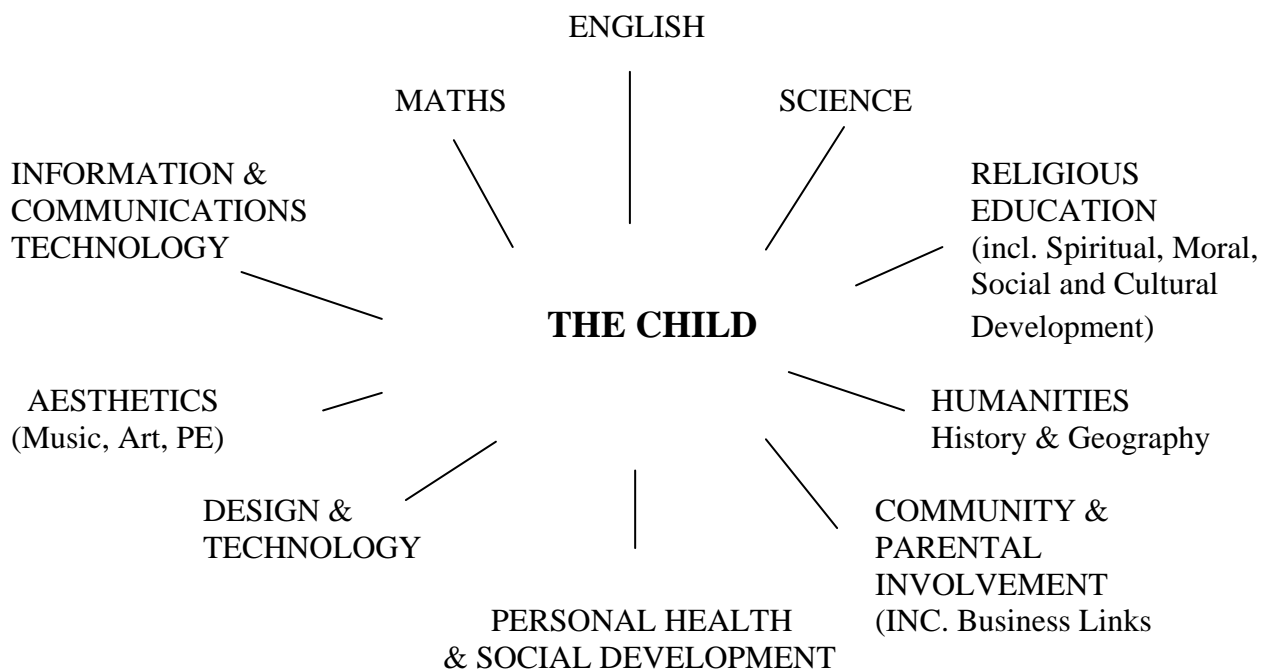
Gifted and talented pupils are identified through our school assessment and testing procedures. Pupils are challenged appropriately through the schools policy of setting for Maths and English and also through differentiation within the class. We also as a school have a strong policy for gifted and talented pupils to promote their learning through special project weeks each term.

THE SCHOOL'S CURRICULUM

Under the provision of the National Curriculum, the core areas are English, Mathematics, Science, ICT and Religious Education. Other curriculum subjects taught are History, Geography, Design and Technology, Art, Music and PE. We have been developing the school's curriculum to make it more Creative. The reasons for developing a creative curriculum are to ensure:

- Direct and memorable experiences are at the centre of all learning.
- Children are active participants, not passive observers.
- Everyone takes risks and understands mistakes are part of the learning process.
- Teaching and learning sparks children's curiosity and makes them question things.

The school also places great emphasis on the cross-curricular area of Personal, Social and Health Education, as well as involvement with parents / carers and the local community.



PERSONAL SOCIAL & HEALTH EDUCATION

Personal, social and health education is concerned with qualities and attitudes, knowledge and understanding, and abilities and skills in relation to oneself and others, social responsibilities and morality. It helps pupils to be considerate and enterprising in the present, while it prepares them for an informed and active involvement in family, social, economic and civic life. We have gained Silver in the National Healthy School Award.

Our 'whole school' policy for child protection is implemented throughout the school. Built into the ethos of the school is concern by staff for the children's welfare. Sympathetic and understanding relationships are built up between staff and children, to help them when faced with such situations as bullying, road safety and abuse. The school nurse and LEA advisors help deliver Sex Education, including smoking prevention at appropriate stages in our pupils' development.

EDUCATIONAL VISITS

Education visits are an important focal point for learning programmes throughout the school. Whenever your child is given the opportunity to take part in an educational visit, the school is required to send parents / carers an information sheet giving details of arrangements of the visit, and a further sheet on which parents / carers indicate their consent for their child to participate in the visit. The consent form must then be returned to the school before the visit takes place. It is vital that we are in receipt of the consent form before we can allow the child to leave the school.

On the question of financial contributions towards expenses incurred in educational visits, such contributions are strictly voluntary. No child will be debarred from taking part in any educational visit as a result of any non-payment of contributions but if we don't receive sufficient contributions then the trip will be cancelled.

VISITS TO WHICKHAM COMPREHENSIVE SCHOOL

Our links with the Comprehensive School to which the great majority of our children will transfer, are very strong. Children in their final year at Front Street have a range of transition experiences designed to avoid the trauma of transfer, which many of their parents / carers will remember from their own schooldays. Our children will have lengthy visits to the school during which they can familiarise themselves with some of the staff, explore the site, partake in lessons and even sample the school's lunch menu! All this helps to dispel the myths that can arise before commencing the final stage of compulsory education.

Race Relations Amendment ACT 2000

Race Equality Policy Statement

The Governors and staff of Front Street Primary School wish to state that we are committed to working with all of our communities to ensure that everyone has an equal opportunity to succeed, and that no member of this school will suffer or be disadvantaged by direct or indirect racial discrimination.

At all times we will be vigilant for aspects of our work and play, which may hurt or disadvantage others. All acts of deliberate bullying and harassment will not be tolerated. Racism in all its forms is not acceptable and will be challenged generally, but particularly where the provisions of the Race Relations Act are broken.

This school will work within the provisions of the law, and do everything to meet the Standards for Race Equality as laid out by the Commission for Racial Equality in 'Learning for All'. We understand and agree that these provisions are the minimum we expect of our school and in order to meet them we will:

- Audit our provision according to the 7 standards:
Policy, Leadership and Management
Curriculum, Teaching and Assessment
Admission, Attendance, Discipline and Exclusion
Pupils – Personal Development, Attainment and Progress
Attitudes and Environment
Parents / carers, Governors and Community Partnership
Staffing – Recruitment, Training & Professional Development
- Highlight those areas, which need further attainment (review schedule) and Publish in our School Plan, the ways we will need to change and develop. We will identify key areas for development.
- Recognise that Race Equality is integral to a good school. We will, therefore, use the standards to evaluate all our policies and provision. The standards will be integrated into our review cycles, (Performance management, school improvement, target setting and meeting targets, and continuing professional development)
- Monitor closely the attainment and achievement of all ethnic groups (majority and minority groups), both of our pupils and our staff.
- In line with the Council's equal opportunities policy, make a commitment to ensure that our staff reflect the local community and that training and promotion opportunities are seen to be an equal aspiration for all our Governors, teaching and non-teaching staff.
- Welcome comments at any time from parents / carers, staff, Governors and pupils themselves about how our school is developing, and how it can be improved.

RELIGIOUS EDUCATION AND ASSEMBLIES

The school has no affiliation with any particular denomination. Parents / carers may exercise their right under section 9 of the 1988 Education Act to withdraw their children from religious assemblies and religious education.

Children in the school assemble daily for an act of collective worship, in which prayers, storytelling and singing are integral components. The opportunity is used to read out important items to the whole school, usually concerning impending visits by a variety of guests, notable achievements of particular children or groups of children, news of the school sports teams and choirs, house points and a variety of other points of information. Assemblies are seen as important and valuable times in the school day, when children and staff gather for a time of quiet reflection and preparation. If any parents / carers have any concerns to the form of service observed, it would be appreciated if they would make arrangements to see the Headteacher to discuss them.

SEX EDUCATION

Each school is required to publish a statement of its aims with regard to sex education. The School Governing Body has prepared the following statement: The Governors agreed that sex education should form part of the school's curriculum, not as a separate topic, but as part of a personal and social development programme in line with the following guidelines:

- a) Care should be taken to match teaching with pupil maturity;
- b) Teaching should help children cope with growing up and give them a basic understanding of human reproduction;
- c) Questions should be answered factually bearing in mind any religious or cultural matters;
- d) Parents / carers' rights should be safeguarded;
- e) Teaching should be set in a moral framework within the family;
- f) The school nurse will be involved where possible in puberty talks for Y5 and Y6. Videos will be used in these presentations.

Parents / Carers have the right to withdraw their children from sex education lessons. If a parent wishes to withdraw their child from sex education they should contact the Head Teacher to discuss/arrange alternative provision.

Arts Policy and Provision

As a school we believe that art has a very important role in the development of the whole child. Art is an important means of communication that for young children preceded writing. Art is a means of expression offering spontaneity and creativity that may not always feature in other areas of the curriculum. The delivery of the arts curriculum is planned to comprise both knowledge and understanding along with investigating and making.

Annually we offer all children in school the opportunity to experience art in all its forms during art week. This is achieved through inviting professional artists into school to offer their expertise.

Charging

The Governors have agreed that no charges should be made to parents / carers for curriculum provision. The only exception to this policy is a charge for music tuition delivered by specialist music staff from the LEA. The Governors have agreed a charge of £4 per week for this tuition. This charge will not be applied to those children qualifying for free school meals.

Sporting Aims

PE within the curriculum aims to involve pupils in a range of physical activities that involve the whole body, maintaining flexibility and developing strength. Physical Education also aims to develop positive attitudes in our pupils, fair play, honest competition, good sporting attitudes and the ability to accept victory and defeat.

We have excellent links with Whickham School Sports College utilising their facilities and coaching expertise.

Children are also encouraged to take part in a wide range of extra curricular sporting activities. These include football, rugby, swimming, hockey, cricket, judo, and gymnastics.

As a school we enter many competitions in a variety of sports and have achieved notable successes in many of them.

Music

Our main aim is to provide enjoyment and the opportunity to participate in individual and group music making. A sensitive approach to sounds around us and organised patterns of sound that we know as 'music' is encouraged. Progression of an alternative means of expression for ideas and feelings therefore enhances skills and concepts developed in other curriculum areas. An awareness of our musical tradition and those of other countries is also encouraged. Musical productions provide activities in which many of our children take part in addition to their class music making. The school makes use of the LEA's music service to assist in the teaching of music and a number of specialist music teachers deliver lessons in school. Annually we offer all children in school the opportunity to experience music in all its forms during Music Week. This is achieved through inviting musicians into school to offer their expertise.

DISCIPLINE

- School discipline is normally maintained by example and by a code of behaviour involving courtesy, friendliness and consideration of others.
- Parents / carers and children are informed of school rules and the expected level of behaviour at the admission meeting for reception pupils, and at individual meetings for pupils admitted throughout the year.
- Lesser misdemeanours are punishable by withdrawal of privileges.
- A 'house system' is operated within the school in order to reinforce good behaviour, manners, courtesy and good progress with work (please see below). Throughout the school we also award 'Caring Certificates' to those children who demonstrate good manners or assist others.
- The Headteacher or Deputy Headteacher deals with major disciplinary matters. Parents / carers are informed of persistent bad behaviour.
- In the case of extreme misbehaviour this may result in exclusion for a number of days and in Whickham all Primary Schools have agreed that such children will attend Swalwell Primary School for the duration of the exclusion.
- Corporal punishment has effectively been abolished under the Education (No. 2) Act, 1986.

HOUSE SYSTEM

A house system is operated within the school, wherein each child is put into one of four 'houses'; Sunnyside (yellow), Broom (Green), Derwent (red) and Fellside (blue). Children with older brothers and sisters in the school will be allocated to the same house.

Children are given merit marks for good behaviour, individual progress, helpfulness and good manners. The merit marks are collated weekly and displayed on charts in the infant and junior halls. Children gaining a certain target of merit marks are awarded merit certificates to celebrate their achievement.

Stickers are awarded in the Early Years and Key Stage 1 for good behaviour, helpfulness or good manners. These provide the child with an immediate reward that helps to promote these positive attitudes. Once the child has obtained a certain number of these stickers they receive a 'special' caring certificate signed by Mr Sergison.

OUT OF SCHOOL ACTIVITIES

There are many opportunities for children to participate in team sports after school, supervised by various members of staff e.g. cricket, football, netball and basketball that often involve matches with other school teams. Other clubs which meet weekly are gymnastics, taekwondo, karate and cheerleading.

The school also has a strong tradition of choral singing. The choir has often entertained the local communities too, singing for the sick and the elderly at venues in and around Whickham.

OUT OF SCHOOL CARE

The programme of activities and the atmosphere of our OSC aims to encourage confidence, independence and enjoyments. Our work has, as its core, the aim of enabling children to develop their emotional, social, cognitive, interpersonal and physical skills, and their desire to explore, discover and be creative.

The OSC will provide a well-planned and organised play environment that offers children rich and stimulating experiences, alongside opportunities to explore, experiment, plan and make decisions for themselves. The programme of activities will recognise and take into account the different ages, interests, backgrounds and abilities of the children.

Activities are carefully planned to allow children to build on their natural curiosity, advance their thinking, use their imagination and develop positive social relationships. At all times, the OSC will recognise a child's individuality, effort and achievement.

Wherever appropriate, children will be involved in the process of planning activities so that the programme reflects their opinions, and so that children feel some ownership over the OSC.

For enquiries please call Mrs Lena Pratt on 0191 4335674 or 07981820837.

HOMEWORK

Your role as a parent is extremely important in contributing to your child's success in school. We really appreciate your help, encouragement and support for your children both in school and in their work assignments at home.

It is the policy of this school to encourage pupils to continue their school-initiated assignments at home, on a limited basis. Children have a School Homework diary in KS1 and 2. These help the children to complete their homework tasks effectively and allows them to evaluate their progress as well as providing communication between teachers, pupils and parents / carers.

Children in the infant department will have regular homework assignments, the great majority of which will be language or reading work.

Children in the junior department will, as a rough guide, have one assignment per week, based on a wider spectrum of work, for example spelling, research investigative work, and creative writing. This homework rate may be increased as the children progress through the junior classes (KS2), in order to prepare them for an increased workload in home assignments in the secondary school.

HOW PARENTS / CARERS BECOME INVOLVED IN THE LIFE OF THE SCHOOL

'Friends of Front Street Primary' is an active parents/carers group that meets regularly, prepares a newsletter for circulation to parents/carers, and engages in many enjoyable and very successful fund raising events. All parents/carers and friends are welcome to attend these events.

Open Evenings are held each term to enable parents/carers and teachers to discuss children's progress and to set achievable targets with the children. Through this process we hope to focus the child's learning especially in English and maths.

There are many aspects of the educational experiences offered to children at this school that are enhanced by parental support, subject to police clearance. Parental involvement plays a vital role, which is much appreciated, in facets of school life such as educational visits, practical work in classrooms, homework support, library administration and home reading.

THE SCHOOL GOVERNING BODY

	Term of Office Expiry
Chair	
Mr R Smith	20/10/12
Local Education Authority Representatives	
Councillor C J Ord	05/10/12
Councillor M Wallace	04/10/12
Parent Governors	
Mrs. J H Callum	20/10/12
Mrs D Coleman	10/11/12
Mrs L Dick	10/11/12
Community Governors	
Mr R Beckwith	05/11/12
Mrs. J Casey	31/10/12
Mrs. B A Hedley	31/08/12
Acting Headteacher Governor	
Miss H Armstrong	
Staff Governor	
Mrs. L Apomah	27/02/14
Miss E Hind	27/02/14
Miss D Walby	09/03/13
Observer	
Deputy Headteacher	

THE SCHOOL STAFF

Teaching Staff

Name

Mr P Sergison
Miss H Armstrong

Mr D Lakey
Miss J Wade
Mrs R O'Neill
Miss L Hoult
Mrs C Whitton
Mrs A Kitshaw
Mrs S Burdon
Mrs J Robson
Mr P Holmes
Mrs J MacDonald
Mrs N James
Mrs S Marshall
Mrs E Smith
Mrs L Apomah
Mrs D Stephenson
Mrs K Sutherland

Responsibility

Headteacher (Long term sick)
Acting Headteacher/Staff Development Officer
Able, Gifted & Talented Coordinator
Acting Deputy Head & ICT
Foundation Stage Coordinator & Maths
KS1 Coordinator & Literacy
Lower KS2 Coordinator & Assessment
Technology
Science
Library
Art
Physical Education
Geography
SEALS & Targeted Mental Health
Community Cohesion & MFL
Upper KS2 Coordinator, Music & PSHE
History & PSHE
SEN Coordinator & LS Support Teacher
RE

Physical Education and Coaching Qualifications held by staff at this school

Swimming: Mrs C Whitton, Mrs J MacDonald
Football: Mr P Holmes
Cricket: Mr P Holmes

Visiting Coaches

Coaches have visited the school to give training to children in specific sports such as rugby, tennis, cricket, basketball and football.

Peripatetic Music Staff

Strings: Mr J Finnon
Woodwind: Mrs Blakey
Keyboard: Mr D Jobson

Brass: Mr G Parnaby
Violin: Mr E Evans

Non-Teaching Staff

Teaching Assistants: Mrs P Jobling, Mrs M Scott, Miss D Walby, Mrs L Youssef
Mrs M Croft, Mrs M Reid, Mrs D McCready, Mrs E Armstrong, Miss L
Scott & Ms K Scott

School Clerks: Mrs T Johnston, Mrs G Tasker & Mrs E Vardy

Site Manager: Mr P Caddle

Cleaners: (Allocated by the Local Authority)

Midday Supervisor: Mrs E Vardy

Supervisory Assistants: Mrs P Foster, Mrs S Leonard, Mrs M Crosby, Mrs H Bruce, Mrs H
Boyd, Mrs D Stokell, Mrs H Walmsley, Miss C Gill & Mrs K Little

Canteen Supervisor: Ms Suzanne Gibbons

Education Welfare Officer: Trish Harvey

COMPARATIVE REPORT

These tables show the percentage of year 6 pupils achieving each level in 2010, compared to national end of key stage 2 teacher assessment levels and test results for 2009.

The number of eligible children is: 61

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disappplied	Pupils absent
English	School	0	0	3	8	39	49	0	0	0
	National	1	1	4	15	49	30	0	0	0
Mathematics	School	0	0	3	5	31	61	0	0	0
	National	0	1	3	15	46	33	0	0	0
Science	School	0	0	0	7	41	52	0	0	0
	National	1	1	2	11	48	38	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered [#]	Pupils absent
English	School	0	10	50	40	0	0
	National	6	14	51	29	0	1
Reading	School	2	7	44	46	0	0
	National	7	7	38	47	0	1
Writing	School	0	16	59	23	0	0
	National	5	27	48	19	0	0
Mathematics	School	0	10	33	57	0	0
	National	5	15	44	35	0	1

Attendance for 2009 - 2010 94.5%

Targets for 2011

	L4+	L5
English	90%	35%
Maths	89%	40%

Compulsory targets 2011

Level 4+ in both maths and English	85%
Level 5 in both maths and English	30%
2NC levels of progress in English	90%
2NC levels of progress in maths	86%
 Attendance Target 2010	 95.4%

FRONT STREET PRIMARY SCHOOL HOLIDAY LIST TO SUMMER 2012

Holiday	School Closes P.M.	School Opens A.M.
2010		
SUMMER (incl. 1 INSET day)	Friday 23.07.10	Tuesday 07.09.10
Autumn Mid-term (incl. 1 INSET day)	Thursday 21.10.10	Monday 01.11.10
CHRISTMAS	Friday 17.12.10	Tuesday 04.01.11
2011		
Spring Mid-term	Friday 18.02.11	Monday 28.02.11
EASTER (including May Day)	Friday 15.04.11	Tuesday 03.05.11
Summer Mid-term	Friday 27.05.11	Monday 06.06.11
Occasional Day	Friday 24.06.11	Tuesday 28.06.11
SUMMER	Friday 22.07.11	Monday 05.09.11
Autumn Mid-term	Friday 21.10.11	Monday 31.10.11
CHRISTMAS	Friday 16.12.11	Tuesday 03.01.12
2012		
Spring Mid-term	Friday 10.02.12	Monday 20.02.12
EASTER	Friday 30.03.12	Monday 16.04.12
May Day	Friday 04.05.12	Tuesday 08.05.12
Summer Mid-term	Friday 01.06.12	Monday 11.06.12
SUMMER	Friday 20.07.12	

NB: Y6 SATs will take place during the week commencing **9th May 2011**. It would be appreciated if parents would take this into account when booking holidays as these tests cannot be taken at any other time.

(Printed July 10)

CURRICULUM COMPLAINTS PROCEDURE

The 1989 Education Act required all schools to publish information relating to the arrangements for lodging curriculum-related complaints. The School Governing Body has agreed to adopt Gateshead Education Authority's complaints procedure, which is detailed below.

1.0 *Introduction*

Under Section 23 of the 1988 Education Act every school has to provide a parent or guardian with an opportunity to raise concerns about curriculum related matters with his or her son or daughter's (or ward's) teacher or headteacher. This is nothing new, and all schools would encourage this kind of 'discussion' to take place whenever there is cause for concern in order to avoid further anxiety for both parent and pupil. In the great majority of cases parental concerns are satisfied in this way.

2.0 *Formal Complaints*

Where such discussion fails to satisfy the parents / carers or guardian of a pupil, the parents / carers or guardian is then entitled to refer the complaint. Where a parent or guardian feels that he or she is not satisfied with his or her discussion with the teacher (or headteacher) concerned, he or she would inform the headteacher who will provide him or her with the name and address of the Clerk to the Governing Body of the School or to the Deputy Director (Curriculum). The complaint must now be put formally in writing stating:

- i. the nature of the complaint;
- ii. the name of the pupil involved; and
- iii. the school, class or group to which the pupil belongs.

3.0 *Action by the Clerk to the Governing Body or Deputy Director*

The Clerk to the governing body, or Deputy Director (Curriculum), having received a written complaint, will acknowledge it within 7 days of receipt, and refer it to the governing body or sub-committee of the governing body who will then consider the complaint. It will be possible for the parent or guardian involved to appear in person at the specially arranged hearing where he or she can present the complaint orally. The clerk to the governing body will arrange by letter a time and place for the complaint to be presented and will invite the complainant to bring a friend and interpreter if necessary.

4.0 *Action following the involvement of the Governing Body*

The appeal panel of the governing body will not give a decision to the complainant at the time of the hearing but will write to the complainant through the Clerk to the Governors within 10 days of the hearing, stating the outcome and any requests made to those complained against to take particular actions to resolve the matter. At this stage the parent or guardian will also be informed how he or she can take the matter further if still dissatisfied with the outcome.

5.0 *Complaint to the LEA*

- (a) If the complainant is still not satisfied with the outcome of the appeal to the governing body panel,
or
- (b) if the complaint is something which is solely the responsibility of the LEA (and not the school);

Then the matter may be referred to a panel of LEA members. At this stage the complaint should again set out the complaint in writing giving the information stated in para (2) and send it to the Deputy Director (curriculum), who will acknowledge receipt of the complaint within 7 days and

will refer it to the LEA complaints panel. (Where the complaint concerns the curriculum, other than R.E and Worship, in an aided school, the LEA panel will also include a representative of the Diocesan Authority).

The LEA panel will inform the complainant, through the Deputy Director (Curriculum), of a time and location at which the complaint can be heard and the complainant can once more be accompanied by a friend and interpreter. Having considered the complaint the LEA panel will write through the Deputy Director (Curriculum) to the complainant indicating any action to be taken and requests made to those complained against to take particular actions to resolve the matter. At this stage there is no further involvement of the LEA panel.

6.0 Action following Involvement of the LEA Panel

If at this stage a complainant is still not satisfied with the outcome of the LEA panel, he or she will be informed by the Deputy Director (Curriculum) that he or she can finally refer the complaint to the Secretary of State (at the Department of Education and Science).

Access to Published Documents Relating to Educational Provision

The relevant documents which are required to be made available under the Education Act (School Curriculum and Related Information) 1989, will be available from:

The Education Department
Civic Centre
Regent Street
Gateshead
NE8 1HH Tel. 0191 433 3000

Please note that all parents / carers have the right of access to all school policies, which are available from the school office.

Charging Policy for Use of School Premises

With reference to charges for the use of the school's facilities, the School Governing Body has agreed that charges for the use of the school's facilities are made in accordance with the needs and priorities of the groups wishing to make use of the school as identified by the Governors. Specific charges are available from the Headteacher.

Holidays

Details of school term holidays and training days are appended on a separate sheet enclosed in this booklet. If parents / carers wish to keep their children from school to go on holiday during term time, please inform the school on a holiday form, clearly stating the exact periods of intended absence. Please note that children should not have more than two weeks total holiday leave in any year.

THE INFORMATION IN THIS BOOKLET WAS CORRECT
AT THE TIME OF PUBLICATION, BUT
MAY BE ALTERED IN THE LIGHT OF CIRCUMSTANCES

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

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

The policy is as follows:

- Your child will start school at the beginning of the academic year in which they will reach the age of five. (An academic year lasts from 1 September in one year to 31 August in the following year). However In many schools the first year will include an induction period, (a period for your child to get used to school life). This period may last from September until no later than the end of the October half term holiday. Parents who wish to defer their child's entry beyond this period must make this request in writing at the time of application for admission to school. Deferred entry must not extend beyond the beginning of the term after the child's 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 Children's 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 Saturday **15 January 2011**.

From 10 September 2010 you can apply for a place in a reception or Junior class for admission in September 2011 by applying on-line at www.gateshead.gov.uk you must submit your application by no later than Saturday **15 January 2011**. Alternatively you can obtain an application form from the Head Teacher of your first preference school in Gateshead, which must be completed and returned by no later than Saturday **15 January 2011**

General Information and definitions

For definitions of the terms used in this policy please refer to our “Admission to Primary school” booklet for 2011 a copy of which should be included with this policy. Alternatively it is available from the School Admission Team at the Civic Centre, Regent Street Gateshead NE8 1HH and on Gateshead Council website at www.gateshead.gov.uk The co-ordinated admission scheme and Catchment areas referred to in this policy can also be viewed at the address and website given above.