

**VOLUNTARY AIDED**

Easington Avenue, Wrekenton, Gateshead Tyne and Wear NE9 7LH  
Telephone 0191 4878641

**CHAIR OF GOVERNORS**

Mrs Mary Gibson, 13 Waldrige Gardens, Wrekenton, Gateshead Tyne and Wear  
Telephone 0191 4915887

**HEADTEACHER**

Mrs C A Wallace

**ESTIMATED NUMBER OF ROLL**

For September 2011/2012 – 210

**NURSERY PROVISION**

52 part time places

**GATESHEAD LOCAL AUTHORITY**

Group Director Learning and Children and Director of Children's Services  
Gateshead Civic Centre, Regent Street, Gateshead  
Tyne and Wear, NE8 1HH  
Telephone 0191 4333000

St Oswald's is a RC voluntary aided school providing for children aged 3 to 11.

## **ST OSWALD'S RC PRIMARY SCHOOL VISION**

We as staff, governors and pupils of St Oswald's RC Primary School have created a shared vision for our future:

### **FOR OUR ETHOS**

We are committed to making everyone associated with the school feel valued through the living and sharing of Gospel values within our Catholic community.

### **FOR OUR STAFF**

We are committed to:

Being mutually supportive and respectful to each other in order to achieve harmony, well being and Christian love

### **FOR OUR PUPILS**

We are committed to:

Developing self esteem, a positive self image, pride in their achievements and enabling them to reach their maximum potential, physically, academically, mentally and spiritually.

### **FOR OUR PARENTS**

We are committed to:

Fostering a welcoming atmosphere, supportive of parents in the nurture and development of their child's learning and well being.

### **FOR OUR PROFESSIONAL DEVELOPMENT**

We are committed to:

Encouraging each member of staff to pursue their own professional development in order to enrich ourselves and the school.

### **FOR OUR LINKS**

We are committed to:

Maintaining and developing good relationships with parish, community and other schools.

**WE WILL SEE CHRIST IN EVERYONE; WE WILL WELCOME ALL NATIONALITIES CREEDS AND CULTURES. WE WILL RESPECT THEM ALL WITH THE SAME DEGREE OF SINCERITY.**

## **OUR MISSION STATEMENT**

St Oswald's is a school looking to Christ for the basis of its existence. Our intention is to show one another the concern and respect that indicates that we are all sisters and brothers of Christ.

As a school community we are committed to the fundamental truth and worth of Christian values. We believe that these should pervade every part of the curriculum and the way it is delivered.

Authority as to whether or not their child has been allocated a place on the date advised.

### Admissions Policy 2012-2013

This Admissions policy has been formally adopted by the Governing Body of the above Catholic Primary school. The Governing Body is the Admissions Authority and is responsible for determining the school's admissions policy

The Planned Admission Number (PAN) is 30.

The Admissions Policy Criteria will be applied on an Equal Preference basis.

#### **How and When to apply**

Applications must be made on the Local Authority Common Application Form. All forms must be returned by the closing date set by the Local Authority.

#### **Late Applications**

Any applications received after the closing date will be accepted but considered only after those received by the closing date.

#### **Oversubscription Criteria**

Children who have a statement of **Special Educational Need** which names our school will be admitted to the school.

Parents are asked to note that admission to the Nursery unit is no guarantee of entry into the main school.

Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order:

*(First priority in each category will be given to children who will have older siblings attending the school in September 2012)*

1. Catholic Children in the care of a Local Authority.
2. Catholic Children whose home address is within the parish(es) served by the school.
3. Catholic Children whose home address is outside of the parish(es) served by the school.
4. Other Children in the care of a Local Authority.
5. Children, who are baptised or dedicated members of other Christian Churches as recognised by Churches Together in England (see note 4).
6. Children of other Faith traditions.
7. Other children.

If applicants are seeking admission under criteria 5 & 6 above, they will be asked for a letter of support to confirm their church membership from their minister or Faith leader, or suitable equivalent.

#### **ADDITIONAL NOTES**

##### **1. Definition of Catholic**

Children who have been baptised as Catholics or have been formally received into the Catholic Church. All applicants seeking admission under criteria 1, 2 or 3 will

be asked to provide evidence that the child has been baptised as a Catholic or has been received into the Catholic Church. A baptismal certificate or a letter from their priest confirming their baptism or reception into the Catholic Church will suffice.

**2. Definition of Children in the care of a Local Authority**

A child, who is looked after by a Local Authority in accordance with Section 22 of the Children's Act 1989(b) at the time application for admission to the school is made and who the Local Authority can confirm, will still be looked after at time of admission to the school.

**3. Definition of Sibling**

Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

**4. Churches Together in England**

(See [www.churches-together.org.uk](http://www.churches-together.org.uk) for further details on membership)

The Baptist Union  
British Antiochian Orthodox Church  
Cherubim and Seraphim Council of Churches  
The Church of England  
Church of God Prophecy  
Church of Scotland (in England)  
Congregational Federation  
Coptic Orthodox  
Council of African and Caribbean Churches  
Council of Oriental Orthodox Churches  
Ichthus Christian Fellowship  
Independent Methodist Churches  
Joint Council for Anglo-Caribbean Churches  
Lutheran Council of Great Britain  
The Methodist Church  
United Reform Church  
Wesleyan Holiness Church

**Tie-breaker**

Where there are places available for some, but not all applicants within a particular criterion, distance from home address to the school entrance will be the deciding factor. Distance will be measured as the crow flies from the front door of the child's home address (including flats) to the main entrance of the school, (using the Local Authority's computerised measuring system), with those living closer to the school receiving the higher priority.

**Right of Appeal**

Where a parent has been notified that a place is not available for a child, every effort will be made to help the parent to find a place in a suitable alternative school. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process are available by writing to the Chair of Governors at the school address.

### **Home Address**

It is the parental address which will be used in applying the admission criteria. This means that, when stating your choice of school, you should give the parental/guardian address at the time of application. The address of childminders or other family members who may share in the care of your child should not be quoted as the home address.

A Parish Boundary map is available for inspection at the Diocese, St. Cuthbert's House, West Road, Newcastle Upon Tyne NE15 7PY

### **Waiting Lists**

**If your child has been refused admission, a waiting list is available where priority will be given according to the above criteria based on the information provided at the time of application. The waiting list will be open until the last day of the Autumn term.**

### **Application Information**

It is very helpful to have an early indication of the number of children to be admitted to the Reception class in the following September. However, it must be stressed that formal written applications for admission must be made on the form provided by the Local Authority and returned to them by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place.

### Nursery Admissions Policy 2012-2013

This Admissions policy has been formally adopted by the Governing Body of the above Catholic Primary school. The Governing Body is the Admissions Authority and is responsible for determining the school's admissions policy.

The Admission Number (PAN) is 52.

The Admissions Policy Criteria will be applied on a **First Preference basis**.

#### **How and When to apply**

Applications must be made on the **Nursery** Application Form. All forms must be returned by the closing date set by the Local Authority.

#### Late Applications

Any applications received after the closing date will be accepted but considered only after those received by the closing date.

#### Oversubscription Criteria

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Where there are insufficient places available to meet all parental preferences, priority will be given to applications in the following order:

*(First priority in each category will be given to children who will have older siblings attending the school in September 2012)*

8. Catholic Children in the care of a Local Authority.
9. Catholic Children whose home address is within the parish(es) served by the school.
10. Catholic Children whose home address is outside of the parish(es) served by the school.
11. Other Children in the care of a Local Authority.
12. Children, who are baptised or dedicated members of other Christian Churches as recognised by Churches Together in England (see note 4).
13. Children of other Faith traditions.
14. Other children.

If applicants are seeking admission under criteria 5 & 6 above, they will be asked for a letter of support to confirm their church membership from their minister or Faith leader, or suitable equivalent.

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from their priest confirming their baptism or reception into the Catholic Church will suffice.

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The Baptist Union  
British Antiochian Orthodox Church  
Cherubim and Seraphim Council of Churches  
The Church of England  
Church of God Prophecy  
Church of Scotland (in England)  
Congregational Federation  
Coptic Orthodox  
Council of African and Caribbean Churches  
Council of Oriental Orthodox Churches  
Ichthus Christian Fellowship  
Independent Methodist Churches  
Joint Council for Anglo-Caribbean Churches  
Lutheran Council of Great Britain  
The Methodist Church  
United Reform Church  
Wesleyan Holiness Church

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**Right of Appeal**

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members who may share in the care of your child should not be quoted as the home address.

#### Waiting Lists

**If your child has been refused admission, a waiting list is available where priority will be given according to the above criteria based on the information provided at the time of application. The waiting list will be open until the last day of the Autumn term.**

#### Application Information

It must be stressed that formal written applications for admission must be made on the form provided by the school and returned to them by the stated date. Places will then be allocated by strict application of the above criteria, with no reference to the date of application. Parents will be notified as to whether or not their child has been allocated a place during the term before they are due to be admitted.

## **SCHOOL DRESS**

**GIRLS:** Red polo shirt, bright red jumper, sweat shirt or cardigan, grey skirt or pinafore. Trousers can be worn after the autumn half term until the beginning of Easter term. In the summer term a red striped or checked dress can be worn. Footwear will be plain black flat shoes.

**BOYS:** Red polo shirt, bright red jumper or school sweat shirt. Black or grey trousers and plain black flat shoes.

Uniform can be ordered as and when required. Order forms are available from the office. All other items are obtainable from most department stores. School uniforms are easily lost so please put your child's name on the label and attach it to clothing, shoes etc.

No earrings or jewellery are to be worn in school.

**PE KIT:** sandshoes without laces, football boots for any child playing football. Plain black shorts, not cycling shorts, as these are dangerous on equipment, white t-shirts. Swimming costumes and towels will be needed in the juniors.

## **SCHOOL MEALS**

Dinner money should be brought in for collection on a Monday morning in a container with your child's name on it. Free school meals are available to those who qualify. Information regarding free school meals can be obtained from the local rent office or call the Benefits Section at the Civic Centre on 0191 4333729.

## **CHARGES AND REMISSION**

There are a number of occasions when in order to fulfil the requirements of the National Curriculum teachers will want to take children on environmental visits, the school will not exclude children who have not made the voluntary contribution, however such visits would not be able to take place unless parents are willing to contribute to the cost.

## **SECURITY**

Children are asked to arrive no earlier than 8.50a.m. Parents and children will wait in the infant yard until the main gate is opened at 8.55a.m.

No one should enter the school without first having received a visitor's badge from the school office. Anyone doing so will be asked to leave or collect a visitor's badge.

## **THE SCHOOL DAY**

Morning session:	8.55a.m – 12 noon	Juniors
	8.55a.m – 11.45a.m	Infants
	9.00a.m – 11.30a.m	Nursery
	11.30a.m – 12 noon	Nursery Flexible Provision
Morning break	10.40a.m – 10.55a.m	
Afternoon session	12.55a.m – 3.15p.m	Juniors & Infants
	12.30p.m – 3.00p.m	Nursery
	3.00p.m – 3.30p.m	Nursery Flexible Provision
Afternoon break	2.05p.m – 2.15p.m	

Parents are advised that children should not be in the playground before 8.50a.m unless the children come to the Breakfast Club

#### Year Groups 2011-2012

Reception	30
Year 1	28
Year 2	34
Year 3	36
Year 4	27
Year 5	33
Year 6	22

#### WHO WILL BE CARING FOR YOUR CHILD?

The staff of St Oswald's is made up of a number of professional people who are able to offer a variety of valuable expertise all of which contribute to the well-being and development of your child.

The teaching staff consists of a head teacher and nine other teachers. All teachers have responsibility for their own class in particular but also share responsibility for the ethos of the school. Every teacher has a curriculum area for which they are responsible, there are additional posts held by certain teachers. There is a full time special needs support teacher who works mornings in the Rainbow/Nurture Room with Early Years and KS1 children and afternoons addressing the needs of individual and groups of children.

We have five Level 3 teaching assistants and they all hold appropriate first aid qualifications. One is assigned to the nursery but also plays an important part in other areas of school life. All teaching assistants help the teachers with non-teaching duties, in particular those teachers involved with early years. The teaching assistants assist in a number of ways with the smooth running of the school.

There is a Senior Administrative Officer and an Administrative Assistant; these two people contribute greatly to the smooth running of the school. There are seven supervisory assistants who are responsible for the general supervision of the children during the lunch time session. There is always a Teaching Assistant who has a first aid qualification available throughout the school day. There is a cook in charge of a number of kitchen staff; this team provide the school with nourishing, varied and appetising menus throughout the school year. The Caretaker is responsible for the cleanliness of the school yards and of designated school areas; other areas are the responsibility of contract cleaners who work for the LEA.

Two school crossing patrols are assigned to the school area to ensure the safety of the children crossing at the end of Easington Avenue and on the High Street opposite the church.

#### ILLNESS DURING THE DAY

If your child is ill during the school day, then we will attempt to contact you immediately. It is important that we are left with at least one other contact number besides your own so that we can make arrangements for your child's care with someone that both you and your child know and trust.

No child can be allowed home unaccompanied through the school day if they are ill. If you have arranged for someone else to collect your child, then you must inform the school before hand so that we can be sure that your child is safe.

## SCHOOL CURRICULUM

### AIMS

To ensure pupils receive their entitlement to a broad balanced and differentiated curriculum the school carried out its obligation to include in its curriculum all the requirements of the National Curriculum. This consists of core subjects. Maths, Science, English and ICT plus six foundation subjects which are Geography, History, Art, PE, Design and Technology and Music. RE also a core subject has a special place on the school curriculum.

### PASTORAL CARE/CITIZENSHIP

This is an important aspect of our school life; our groups deal with issues such as bullying, relationships, staying safe, self esteem and the environment.

Each child is assigned a pastoral care group, made up of children from all age groups. These groups meet once a week to pray together and consider issues such as self esteem, bullying and citizenship.

### RE

The school follows the 'Here I Am' religious education programme. This programme recognises the importance of the links forged between school, home and church, in the context of prayer and worship, the scheme deals with a number of themes which have relevance to the way we express our Christianity in our day to day living. Mass is celebrated every Friday morning in individual classes during term time, parishioners and parents are welcomed at these masses. The children are responsible for the organisation of their class mass. At the beginning of term and the end of term the whole school comes together to celebrate the liturgy of the Eucharist.

There are also separate assemblies each week for infant and juniors and one whole school assembly. These assemblies encourage children to perform and carry out a presentation in front of their peers. The head teacher assemblies celebrate the success of children's work and behaviour. Parents are invited to attend class assemblies.

For children preparing to make their First Holy Communion and confession a preparation scheme is used. This scheme involves the whole parish, the school and the home working together to support the child on his/her journey towards the most important of sacraments. First Holy Communion takes place in Year 3. Governors are required to remind parents of their rights of withdrawal of their children from religious education. However parents are also reminded that the school exists to give a Catholic education to its pupils and therefore they are expected to be in sympathy with its aims.

## ENGLISH

### READING:

English is taught through the literacy hour plus weekly allocated time. Reading must be viewed as one of the greatest skills given to human beings, therefore a careful nurturing of a love for books is paramount importance. It is important that children do not become alienated from the reading process by an anxiety about book levels or by a spirit of competition, children relax into reading, they learn to read firstly by recognising it to be a source of joy and information. Jolly Phonic and the Oxford Reading Tree scheme is used in the early years and Ginn 360 and Oxford Reading Tree are used through our KS2. There are also books such as the Wellington Square series used to support children with special needs. There is a wealth of other texts including Kaleidoscope Books which are to be found in all the classrooms.

Classes visit the local library every week.

Children are encouraged to take their reading book home with them, where they can be encouraged to enjoy the reading experience with their families.

## SPEAKING AND LISTENING

The development of good oral skills goes hand in hand with the development of self confidence. Children are given the opportunity to both speak and listen to other members of the school community.

Children need to extend their language skills by having the opportunity to present and take part in school and class assemblies.

It is through effective communication that human beings are able to solve problems and come to a deeper understanding of humanity therefore the skills is not under estimated in our approach to the curriculum.

## MODERN FOREIGN LANGUAGE

All children from nursery to Year 6 have the opportunity to learn a foreign language. Each class teacher will teach a modern foreign language using Petit Pont in the ICT Suite.

We have a Spanish Teacher who comes into school every Tuesday and works with Y2 – Y6 children.

## WRITING

Writing is a process which takes many years to refine; it involves a vast range of skills which are acquired at different stages of development. The single most influential factor in acquiring writing skills is motivation. Children need to write for a purpose, for an attentive audience, they need to be given the opportunity to draft and re-draft their work so that the finished product is a reflection of the skills of good grammar, spelling and presentation.

English is an area of the curriculum which cross-connects with every other curriculum subject. There are times when certain grammatical skills will be taught separately but because of the very cross-curricular nature of language these are constantly being reinforced in a purposeful context.

One writing lesson per week is devoted to 'Big Writing'. In this lesson children focus on VCOP – vocabulary, connectives, openers and punctuation.

## MATHS

Maths is delivered through the National Numeracy Strategy. Maths lends itself to both a cross-curricular and single subject approach, there is a place for both these approaches in the Primary school. Children are encouraged to see the existence of mathematical problems in many areas of the experience. There is a presence of a mathematical dimension in most situations. Children are encouraged to make these conceptual connections so that mathematical skills acquired in the classroom may be put to practical use in a broader context.

## SCIENCE

Science is pursued throughout the primary school. It involves an element of practical investigation that children find compelling and exciting. Science is the development of such skills as detailed investigation, fair testing and accurate recording of data. Within a cross curricular context it provides many subjects with a practical dimension which gives children a sense of satisfaction in having discovered a little bit more about their world through direct observation and contact.

## DESIGN AND TECHNOLOGY

Technology is an exciting and creative area of the curriculum and can be truly cross-curricular in nature. It entails a process of detailed planning, making or doing and then reviewing, Technology provides children with the opportunity to express their own limitless imaginations and create their own artefacts within an educational structure.

## HISTORY

History is made up of a number of study units. National Curriculum History in the Primary School spans from the Ancient Greeks to much more recent times. There are a wealth of historical visits which offer the children a colourful and lively approach to history. History now demands a degree of questioning such as “from whose point of view was this written?”

Our own locality offers us a wealth of historical experiences and opportunities.

## GEOGRAPHY

Not only does National Curriculum Geography look at the way in which the earth is structured, it provides the opportunity to look at European and Third World countries. This can be linked with such concepts as trade and industry in a global context. Environmental trips and visits have to be made as there is a requirement for children to look at contrasting areas.

## ART

National Curriculum art provides children with the opportunity to look at the work of the world's most gifted artists, it also allows for the use of a range of different materials. Children are also encouraged to see the inspiration supplied by their own environment and express this in an artistic way.

## MUSIC

The music co-ordinator and peripatetic music teacher organises a lunchtime school orchestra. Singing, appreciating and music making are all features of music in school. We have to encourage children to recognise that they do not have to have an exceptional ability to be able to sing, make and enjoy music. There are a number of violins, recorders, flutes, guitars and brass instruments available and tuition by peripatetic music teachers is available.

## PE AND SPORTING AIMS

Physical education starts with physical confidence, a child needs to feel that whatever they undertake is within their capabilities and is safe to do. Physical education is about developing awareness in the child of the wonder of movement, grace, speed and skill. Education should exclude the negative aspects of sport.

In St Oswald's we aim to celebrate sport through sports day, fun events, dance and gymnastics displays and football and netball skills. Sport is essentially an enjoyable activity from which children learn a multitude of skills which include many very important social skills. Sport facilities are a field, track and hall.

## INFORMATION COMMUNICATION TECHNOLOGY

ICT is now a core subject of the curriculum with four aspects of study; finding out, developing ideas and making things happen, exchanging and sharing information, reviewing, modifying and evaluating work as it progresses. Children will develop the ICT skills as they work with a range of information, explore a variety of ICT tools and investigate and compare different uses of ICT. These will include word processing, data handling, assembling text and pictures, finding information using CD-ROMS, reference materials and the Internet, e-mail to share information. ICT will continue to make an important contribution to Literacy and Numeracy. We now have a purpose built ICT suite.

## SEX EDUCATION

Relationships and sex education are taught throughout the school through our health topic and pastoral care groups. It is dealt with much more specifically in year 6 to prepare our children for leaving and starting comprehensive school. Year 6 parents are invited into the school to view the video used to support the teaching of sex education and talk to the co-ordinator.

Parents have the right to remove their children from sex education except that part which forms part of the National Curriculum Science.

#### IDENTIFICATION OF NEEDS

Teachers are constantly assessing and recording the work of their pupils and decisions regarding differentiation are based upon these observations. Classroom organisation and strategies will depend upon a whole range of associated factors such as the age group of the children and the subject. The way in which the class teacher has elected to teach the content in a particular lesson will depend upon a variety of factors.

#### SPECIAL EDUCATIONAL NEEDS

All class teachers differentiate work within the class so that children are given work adjusted to their ability, however, there are some children who will need extra help from the learning support teachers or specialist input from the support services in Dryden Road.

The school has a Special Needs policy in line with the code of practice, this policy is available to any parent wishing to view this document. Our practice reflects all those requirements laid out in the Special Educational Needs code of practice.

#### DISABILITY PROVISION

The governors of the school are committed to a policy of maximum inclusion of all children with special educational needs. There is an access ramp into the main building and also a ramp into the ICT suite, units 1 and 2. We also have a disabled toilet which is located on the Junior corridor. The steps leading into the building have been high-lighted to assist the visually impaired.

Our accessibility plan is available in school.

#### GIFTED AND TALENTED

The school has a policy for gifted and talented pupils.

#### RAINBOW ROOM

We have a Rainbow Room which caters for children in KS1 who benefit from working in small groups to develop their self esteem, their numeracy and literacy skills within a nurturing ethos. Approximately 12 children are allocated places each term. These children receive one hour of additional tuition currently focusing on developing writing skills.

#### HOMEWORK

If work is sent as homework by the teacher it will be for a number of reasons including preparation and research at the library for topic work. Work not completed in class because a child has been inattentive may also be sent home. Revision work is done at home in the upper juniors.

Reading books are regularly sent home for the children to enjoy with their families. All children are provided with a homework diary in KS2 and with a reading report book in KS1. However, most of the formal academic work undertaken by Primary School children takes place in school. Parents are asked to support the school if their children are requested to complete work.

Teachers are not obliged to provide homework for children who are taken out of school for holidays.

#### DISCIPLINE

Good discipline should be reasonable and just, with clear rules which are understood by all. It should be administered with an understanding that each child is an individual and will respond to being treated as such. Discipline should eventually lead to self discipline in children, it is not a series of punishments to be handed out for various misdemeanours, it is gradual socialisation of a child into society which values and protects its children. If home

and school support each other in this process, the child will recognise structure and security and a sharing of responsibility. If your child is experiencing difficulties then we will contact you and arrange a meeting where we will discuss ways in which we can solve the problem. Behaviour policy is available from the headteacher.

#### EXTRA CURRICULAR ACTIVITIES

There are a number of activities available after school,

These include sporting activities, such as football training, Fun and Games, Art Club and Dance. Booster classes for Y6 also take place near the KS2 SATs.

#### ASSESSMENT

Assessments are carried out routinely in school; this consists of continuous teacher assessment and NFER tests, Salford KS1 and optional SATs.

#### PARENTAL COMMUNICATION

Regularly termly letters are sent home. Parents are invited to two open nights per year. The Governors report to parents is an important annual event. Parents are invited to fill in a comment slip at the end of every parent's letter.

#### TEACHING TIME PER WEEK

Reception and KS1	23 ¾ hours per week
KS2	25 hours per week

#### CURRICULUM COMPLAINTS PROCEDURE

The complaints procedure is intended to deal with curriculum and general related matters and is a 4 stage process, although it is not expected that the 4 stages will be required. The four stages are as follows.

- |         |   |
|---------|---|
| Stage 1 | Concerns raised by parents should be discussed with those directly concerned with the issue i.e. the teacher and/or the headteacher                                 |
| Stage 2 | If the matter is not fully resolved it may be referred to the governing body in writing (or a sub group of the governing body) for their consideration              |
| Stage 3 | If the complainant is still dissatisfied then the matter will be referred to the LEA designated officer who will refer the matter finally to a panel of LEA members |
| Stage 4 | In the final instance the complaint will be referred to the Secretary of State for her/his consideration  |

#### PARENTAL LINKS

There is a Parents, Parish, School Association and any parent wishing to take an active part in this association is warmly welcomed. Parishioners and parents meet after Friday morning mass for coffee and a chat. Social events are organised on a regular basis, notice of these events are advertised in school newsletters.

#### DOCUMENTATION

Statutory instruments; Ofsted Reports; Schemes of Work can be reviewed at parental request.

## ATTENDANCE

Below are percentages of authorised and unauthorised absences for academic year from September 2010 – May 2011

Attendance	94.1%
Authorised absence	4.7%
Unauthorised absence	0.8%

## CURRICULUM REGULATIONS

Parents have a right to view copies of the LEA's statement setting out their policy on the curriculum. Documents can be obtained from the Dryden Professional Development Centre, Evistones Road, Gateshead NE9 5UR Telephone Number 0191 4338500.

## SAT's REGULATIONS

The number of children in the final year of KS1 was 36 and in KS2 there were 29 children. The results are attached to this document.

## CATHOLIC SECONDARY EDUCATION

Our local Catholic Secondary School is Cardinal Hume, Secondary School, Wrekenton. The children leaving St Oswald's are expected to attend the local Catholic Comprehensive School recommended by the Diocesan School Commission.

### *Please note*

Information in this document cover 2011/2012 academic year. Whilst every attempt has been made to give accurate information some changes may occur.

## SCHOOL TERM DATES 2011/2012

<u>Terms</u>	<u>School Opens</u>	<u>School Closes</u>
Autumn	Tuesday 6 <sup>th</sup> September 11	Friday 23 <sup>rd</sup> December 11
Spring	Tuesday 10 <sup>th</sup> January 12	Thursday 5 <sup>th</sup> April 12
Summer	Monday 23 <sup>rd</sup> April 12	Friday 20 <sup>th</sup> July 12

## HALF TERM HOLIDAYS (SCHOOL CLOSED)

Monday 24 <sup>th</sup> October 2011	Friday 28 <sup>th</sup> October 2011
Monday 13 <sup>th</sup> February 2012	Friday 17 <sup>th</sup> February 2012
Monday 4 <sup>th</sup> June 2012	Friday 8 <sup>th</sup> June 2012

## INSET/ PROFESSIONAL DEVELOPMENT DAYS – PUPILS ON HOLIDAY

Monday 5<sup>th</sup> September 2011  
Monday 21<sup>st</sup> November 2011  
Monday 13<sup>th</sup> February 2012  
Tuesday 14<sup>th</sup> February 2012  
Friday 20<sup>th</sup> April 2012

May Bank Holiday – 7<sup>th</sup> May 2012

Occasional Day – T.B.A for Local Elections

## SCHOOL RESULTS

These tables show the percentage of eligible year 2 children achieving each level in the school in 2010.

The number of children in year 2 = 36

Figures may not total 100 per cent because of rounding

<b>Teacher Assessment</b>							
<b>Percentage at each level</b>							
	W	1	2	3	4+	Pupils disappled	Pupils absent
Speaking and Listening	3	8	89	0	0		
Reading	3	17	64	17	0		
Writing	3	17	72	8	0		
Mathematics	3	6	78	14	0		
Science	0	6	86	8	0		

## SCHOOL RESULTS

These tables show the percentage of eligible year 6 children achieving each level in the school in 2010.

The number of children in year 6 = 29

Figures may not total 100 per cent because of rounding

<b>Teacher Assessment</b>									
	<b>Percentage at each level</b>								
	W	1	2	3	4	5	6	Pupils disappplied	Pupils absent
English	0	0	0	21	38	38	0	1	0
Reading	0	0	3	21	34	38	0	1	0
Writing	0	0	0	21	41	34	0	1	0
Mathematics	0	0	0	34	31	31	0	1	0
Science	0	0	0	14	69	14	0	1	0

<b>TEST RESULTS</b>							
	<b>Percentage at each level</b>						
	Below level 3	3	4	5	6	Pupils disappplied	Pupils absent
English	3	24	45	28	0	1	0
Reading	7	14	41	38	0	1	0
Writing	3	28	59	10	0	1	0
Mathematics	10	24	48	14	0	1	0
Science	3	14	69	14	0	1	0

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

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