



CAEDMON COMMUNITY PRIMARY SCHOOL
PROSPECTUS 2006/2007

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HERE AT
CAEDMON COMMUNITY PRIMARY SCHOOL

WE WORK TOGETHER
TO ENCOURAGE OUR PUPILS TO

- LEARN**
- by providing a stimulating and interesting environment, which will help every pupil to acquire the knowledge and skills relevant to life in a fast-changing world.
 - by providing a wide range of experiences and opportunities which will help all pupils to develop lively inquiring minds, to question and argue rationally and to strive to achieve success in all aspects of school life especially literacy, numeracy and ICT.
- DEVELOP**
- independence, self discipline and a sense of responsibility
 - self motivation
 - confidence and self esteem
 - a strong sense of citizenship and community links
 - communication and social skills
 - moral and spiritual education which will help pupils to develop personal values, respect for and tolerance of other races, religions and cultures.
- BE HAPPY**
- by caring for our families, friends and school
 - by sharing our time, talents and aspirations
 - by making our school into a safe and secure environment
 - by encouraging pupils to work and play together

These aims will be achieved by building on each child's experiences and interests.

The curriculum is structured to maintain continuity and progression for each child, by reviewing and recording individual progress in order that each child's aptitudes, abilities and difficulties may be monitored and appropriate work programmes developed.

Children will develop skills for a curriculum based on practical experience from which they will develop appropriate methods of recording their own experiences



and presenting them to a wider audience. Children will be encouraged to take an active part in assessing their own achievements within the school's curriculum framework.

In this way it is hoped that children will begin to develop strategies for organisation, co-operation, persistence and self-discipline which will enable them to become confident and happy members of the community.



GOVERNING BODY 2006/2007

The Governing Body meets at least once every term. The minutes of the meetings are available to parents from the clerk and on Parents' notice boards. Once a year the Governors send an Annual Report to all parents which summarises the Governors' activities. A meeting is held soon afterwards for parents to discuss any issues.

LEA Governors	Mr M Marshall - Vice Chair Councillor J Mitchinson
Co-opted Governors	Mrs P Iveson Mr A Symons - Chair
Parent Governors	Miss N Clark Mrs P Drape Mr A Duffy
Staff Governors	Miss A Pallent Mrs M Clennell
Head Teacher	Mrs N P Hardy

Parent governors are elected by the parents of the school. They have a child at the school and serve for a term of 4 years. Parent governors bring the views of parents to the Governing Body; however, they speak and act as individuals. Together the governors act as a kind of Board of Directors and meet at least once a half term to make decisions about the running of the school.

Governors are appointed to help:

- 1 Decide what is taught
- 2 Set standards of behaviour
- 3 Interview and select staff
- 4 Decide how the school budget is spent

School Governors have legal duties, powers and responsibilities. They can only act together; they cannot act individually.

The Governing Body is responsible for the Annual Report to parents which is presented at the Annual General Meeting for parents.



STAFF

Headteacher	Mrs N P Hardy
Nursery	Miss A Pallent
Reception	Miss C Hanratty (Senior Management Team)
Year 1	Miss N King (Senior Management Team)
Year 2	Mrs A Marshall (Senior Management Team)
Year 3	Mrs P Wilson
Year 4	Mr C Wisby (Deputy Head Teacher) /Mrs K Winter O.2
Year 5	Mr T Pearson (Senior Management Team)
Year 6	Mr P Soler
Nursery Nurse	Mrs M Graham/Mrs J Tait
Child Care Assistant	Mrs N Owens
Child Care Assistant/ ALS Support	Mrs G Walsham
Classroom Assistant	Mrs M Clennell Mrs P Drape Mrs L.Roll
Learning Support	Mrs L. Newton
Minority Support Staff	Ms H Graham
Peripatetic Music Staff	Mr A Wilson Mr J Parkin
Educational Psychologist	Mr C Johnson
Education Welfare Officer	Mrs S Lynch
Admin Assistant	Mrs P Swanston Mrs E Trory Mrs K Hewitt
Caretaker	Mr L Johnson
Supervisory Assistants	Mrs M Rankin Mrs L Roll Mrs P Rawlings Mrs T Murphy Mrs S Gardiner
Cook	Mrs L Parker
Catering Assistants	Mrs J Reed Mrs S Coxon



CONTENT AND ORGANISATION OF THE CURRICULUM

The 2002 Education Reform Act required that the following areas of the National Curriculum be taught in schools.

CORE SUBJECTS

English
Mathematics
Science
Information & Communication
Technology

OTHER FOUNDATION SUBJECTS

Design & Technology
History
Geography
Music
Art
Physical Education

In addition, every school must provide Religious Education. We hope to promote Equal Opportunities and Multi-Cultural Education through the work we do in school. We also aim to develop the Personal and Social Education of our pupils, promoting co-operation, caring and a tolerance, both in our school and in the community. The school also offers French to Key Stage 2 children.

ENGLISH

Speaking, Listening, Reading, Writing, Spelling and Handwriting. As language is fundamental to all areas of the Curriculum, emphasis is placed on its three main elements. Ample opportunities are given to Speaking and Listening so that children can develop effective communication skills. In the spirit of the National Curriculum, Reading is given a high profile as a means of widening the children's horizons and giving them access to a wider knowledge. The children are encouraged to communicate clearly and expressively when writing for a wide variety of audiences and purposes. Strategies for learning spelling patterns and the skills required for developing a clear handwriting style are addressed. The Literacy Hour is now well established throughout the school. During this hour the pupils are taught the skills they need to access the National Curriculum. Current priorities are the use of Literacy across the curriculum and opportunities for extended purposeful writing.

MATHEMATICS

Pupils are introduced to a broad and balanced curriculum incorporating all elements of National Curriculum programmes of study. Pupils are encouraged to articulate their work and communicate their findings in a systematic way and will work both independently and collaboratively. The range of teaching strategies includes exposition, discussion, practical work, consolidation and practice, problem solving and investigation. The Numeracy Strategy is now fully established within the school.

The teaching encourages the effective use of Mathematics as a tool in a wide range of activities within school and everyday life and pupils are encouraged to understand the intrinsic fascination of interrelated structure and pattern, and the vital role of Mathematics in the analysis and communication of information. During Numeracy lessons the pupils are taught the skills they need to access



the National Curriculum.

SCIENCE

In science children are engaged in practical investigations which will involve working both individually and in groups. The development of scientific skills will be within the context of the programmes of study relating to life processes and living things; materials and their properties; and physical processes.

TECHNOLOGY

Information Communication Technology.

The use of ICT is promoted in all subject areas and children use computers to enhance and compliment much of their work in school. Children are given the opportunity to explore and experience a wide variety of hardware and software and become confident in its use. They are encouraged to use the equipment properly, carefully and safely. The school has a well equipped ICT Suite.

DESIGN TECHNOLOGY

Children work with a variety of materials and are taught how to measure, mark out, cut, shape and combine them through focused practical tasks. They work on a number of designs and make projects, which involve researching, making and evaluating their own products. Skills are practised and used in these projects. Health & Safety is an important component of Design Technology and children are taught how to handle tools safely and pay attention to food hygiene.

HISTORY

In history we introduce children to historical personalities and events through stories, poetry, pictures and TV, at local, national and world levels. We use the children's own lives and environment to make them aware of the passage of time. Children are encouraged to use documentary evidence to enhance their understanding and develop their historical skills. Parents and the local community play a very important part in the development of resources and artifacts for this area of work.

GEOGRAPHY

In geography we introduce children to the local area as well as extending their factual knowledge. A wide range of materials is used including maps, photographs, written accounts and other sources. We encourage children to appreciate and protect the environment, the starting point being our school.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

In accordance with statutory requirements for Religious Education, our teaching is focused mainly on Christianity whilst also giving children an understanding of all major world faiths so that they may respect the opinions and beliefs of others and appreciate the richness of the customs and traditions of other cultures.

Caedmon Community Primary School is a non-denominational. The religious education curriculum is taken from Gateshead's Agreed Syllabus, which has been discussed, agreed and ratified by the LEA, local teachers, and



representatives of all major local faiths and denominations. Daily worship is through whole school, classroom or Key stage assemblies. These are Christian based but aimed to ensure that our pupils gain respect, awareness and understanding of other world religions. Worship will highlight moral and ethical issues for the children to reflect upon. Parents have the right to withdraw their children from Religious Education and Worship. Requests to do so should be made in writing to the Head Teacher.

ART

The school follows the guidelines of the National Curriculum. We give the children the opportunity to work individually, as a group and as a class to develop visual perception, record observations, express ideas and feelings, and design and make images and artifacts. Children learn to use a variety of media, eg paint, pastels, clay, textiles, printing materials and collage. We introduce them to arts and crafts in a variety of cultures, both past and present. We take the children to art galleries to see a wide variety of exhibitions. Local artists visit the school to work with them to create and develop ideas as part of larger community projects. The school's work has been exhibited in the Shipley Art Gallery, the Gateshead Library Gallery and the MetroCentre. We encourage pupils to enter both local and national competitions, in which we have achieved some notable successes.

MUSIC

The teaching of music in this school is guided by the National Curriculum Document and practice is based on the programmes of study therein. Music is interdependent upon all cross-curricular subjects. Music is essentially an aesthetic and pleasurable activity and the children throughout the school perform to an audience on a regular basis. The choir in KS2 perform at Gateshead's Music Festival and at outside venues. Gateshead peripatetic music service is used within the school, and visiting musicians perform for the children whenever possible.

PHYSICAL EDUCATION

In physical education children develop their skills in gymnastics, dance and games to develop good body co-ordination and control. We endeavour to give each child enjoyment and satisfaction from physical activity and the opportunity to develop positive sporting attitudes. Each teacher allocates approximately two hours a week to physical activities. There are opportunities for pupils to increase this time by attending extra curricular activities. These take place at lunchtime or after school. Pupils who are selected to play in school teams will increase their activity still further.

All staff are qualified to teach Physical Education and have completed the Top Play and Top Sport training programme.

Key Stage 2 children experience a block of swimming each year.

We welcome visiting coaches into school, eg Gateshead Leisure Services, Coaches from Newcastle Eagles Basketball Club, Sunderland Football Club, Gateshead Football Club, Newcastle United Football In The Community Project. Many of our



pupils attend Gateshead Leisure Centre, which offers a wide range of sporting activities. Swimming Club and Martial Arts classes are very popular.

PE Kit - we ask that children have shorts, T-shirts and sandshoes for indoor lessons and trainers for outdoor lessons. Children do apparatus and games lessons in bare feet in the hall. PE kit should be kept in a drawstring bag with the child's name on it. These are available for purchase from the office.

HEALTH EDUCATION

The importance of Health Education is emphasised within integrated topics with the aim of encouraging the children to adopt healthy lifestyles. Sex Education is taught as an integrated part of the Curriculum and not as a separate subject. There is consultation between Parents, Governors and outside agencies. We have been awarded the Healthy Schools Bronze Award.

CITIZENSHIP AND PHSE

Our Multi-Cultural Society is reflected throughout the curriculum, equipment and books that are used in order to reflect the society in which we live and so that our children may know about and understand people of other cultures.

PHSE is developed throughout the curriculum and also as a subject in its own right.



CURRICULAR PROVISION AND ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATION NEEDS

Provision is made for children who have learning difficulties identified within areas of the curriculum. A learning support teacher is used both in the classroom and to withdraw children where it is felt to be more appropriate. After consultation with parents, we make use of the Medical and Psychological Services whenever necessary. Where particular learning difficulties are identified, the children are placed on our Special Education Needs Register. Parents are informed and asked to visit the school to discuss their child and the provision, which will be made for him/her within the classroom. Individual Education Plans are drawn up with the co-operation and involvement of parents and children. Specific targets are set and review regularly as laid down by the Code of Practice. Children who are identified as being "more able" are offered more challenging activities, which will extend their knowledge and understanding.

CLASS ORGANISATION

We organise our classes by age, each class containing children from across the whole range of ability.

Each class has one teacher for the academic year, at the end of which the children move automatically to the next year group.

Year groups are divided into:

- Nursery (3-4 years)
- Reception (4-5 years)
- Key Stage 1: Years 1 and 2 (5-7 Years)
- Key Stage 2: Years 3 to 6 (7-11 years)

At the end of the primary stage, children transfer to secondary education. At times classes may combine to study particular topics. Teacher exchanges may also occur between classes for some subjects such as music, PE and drama.

HOMEWORK

Homework is used to enhance and reinforce the School curriculum. In Key Stage One it will consist of reading, spelling and mathematics. In Key Stage Two it will extend to tasks where children apply their learning.

Reception and Key Stage One: 10 – 20 minutes per night to include Reading, Spelling and Mathematics.

Key Stage Two: 20 – 60 minutes per night to include Reading, Spelling Mathematics and Science. Projects related to current topics may also be included.

OTHER CURRICULUM INFORMATION

By law schools must make certain information available for viewing by parents or members of the public. All the documents listed below are available for viewing at the school.



- Any Statutory Instruments (including those for national curriculum subjects) circulars and administrative memoranda relating to powers and duties under the "Curriculum" Section of the Education Reform Act.
- Any published HMI or Ofsted Reports on the school
- Any schemes of work and syllabuses currently used by teachers in the school
- A full copy of curriculum complaints procedure
- The local education authority's agreed syllabus for RE.



ASSESSMENT/REPORTING TO PARENTS

Pupils are formally assessed at the end of Key Stage I and Key Stage II. Individual results will be available to parents and the results for the school provided for children in year 2 and 6. No pupil will be named in these results. Teacher assessment is ongoing and assists in planning work appropriate to each individual, group or the class.

We hold parental interviews in the Autumn and Summer terms. A written report, in line with legislation, is provided in the Summer Term and parents are invited to discuss these reports with their child's Class Teacher – if they so wish.

In the Spring Term parents are invited to view their children's work in class.

SCHOOL DAY

08.50 am	Morning session begins
09.05 am	Collective Worship (10 minutes for classroom Assembly)
10.25 am KS1	Break
10.40 am	Morning session continues
10.45 am KS2	Break
11.00 am	Morning session continues
12.00 noon	Lunch Break KS1 + Yr3 and Y4
1.00 pm	Afternoon session begins
12.30 pm Y5 + Y6	Lunch Break
1.30 pm	Afternoon session begins
2.20 pm	Afternoon break Rec-Y2
2.30 pm	Afternoon session continues
3.05 pm	School closes Rec-Y2
3.15 pm	School closes Y3-Y6

TOTAL TEACHING TIME

Key Stage 1	4 hours 25 minutes
Key Stage 2	4 hours 45 minutes
Nursery	Morning Session 9.00 - 11.30 am Afternoon Session 12.30 - 3.00 pm

ATTENDANCE

Regular attendance is crucial to every child. Should your child be absent because of ill health, or for any reason, it is your responsibility to contact the school. This can be done by: a telephone call, a note on your child's return to school or a personal visit.

ATTENDANCE PERCENTAGES

Number on roll September 2005
Overall percentage attendance
September 2004 - July 2005
Overall percentage of authorised absence
Overall percentage of unauthorised absence

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



systems are in place to encourage and sustain good attendance.

MEDICAL PROCEDURES

We ask all parents to provide us with an emergency contact number so that they can be notified in the event of a child becoming ill or having an accident. We have a qualified First Aider on the staff who deals with any emergency as it arises. Parents will be contacted immediately should a child become ill or have an accident. Medication accepted in school must be prescribed by a doctor and parents are requested to complete a permission slip for staff to be able to give it. These can be obtained from the school office.

SCHOOL MEALS

Pupils must stay on the premises at lunchtime for either a school meal or a packed lunch, or they may go home. If you wish at any time to change your child's lunchtime arrangements from dinners to packed lunch or vice versa, we ask for one week's notice.

The price of a school meal is £1.45 or £7.25 a week. Dinner money is collected on **MONDAY** mornings. Please send all dinner money in an envelope or moneybag (moneybags are available from school), clearly labelled with the child's name and class. If you think you may be entitled to free meals, please speak to the school clerk. She will advise you of the procedure and the necessary forms to be filled in. Please note even if you do not wish to take up free school meals, the fact that you are entitled brings more funding to the school. Packed lunches are eaten in the dining room. Please do not send glass bottles. Children going home for dinner should not return until 5 minutes before the end of break.

SCHOOL UNIFORM

The wearing of school uniform is encouraged. It consists of red sweatshirt /black sweatshirt, red or white polo shirt, grey or black skirt or trousers, appropriate shoes (not sling backs or high heels). A red or black fleece jacket is also available. Please contact Mrs Walsham if you wish to purchase school uniform.

Children are requested to bring appropriate clothes for physical education – a tee shirt, shorts or games skirt, sandshoes or trainers. Clothing and personal belongings should be clearly marked with the child's name. Nametapes can be ordered from Mrs. Walsham.

Jewellery, except for an inexpensive watch, should not be worn for school. Studs are only acceptable for children who have recently had their ears pierced. When the ears have healed the studs should be removed. Watches should be removed for PE lessons.

BEHAVIOUR

We expect high standards of behaviour from all our pupils. The staff will always listen to children, and treat them fairly. In return pupils are expected to treat all staff, both teaching and non-teaching, with respect. Pupils should tell the truth at all times. We always look towards the positive aspects of children's behaviour and



reward them appropriately.

The following rules should be accepted

Pupils should be polite and well mannered.

Pupils should behave in a friendly way.

Pupils should be able to apologise and forgive.

Pupils should not bring sweets, valuables, toys or dangerous items to school.

Pupils should be able to listen to others and do as they are asked without a fuss.

Pupils should tell a teacher or another adult if there is a problem and not take the law into their own hands.

In general, discipline is maintained by censure with a variety of strategies being employed for more serious misdemeanours, such as loss of playtime or privilege, or writing a letter of apology. Consistently bad behaviour is discussed with parents and a range of procedures for reporting and dealing with bullying have been developed.

We expect all pupils to operate within our Behaviour Policy, which promotes positive behaviour. This is essential to ensure the smooth running of the school and to maximise the potential learning opportunities available for all pupils.

The policy states that bullying in any form will not be tolerated. We would encourage any parent who has concerns over incidences of bullying to contact the school at the earliest time possible. Staff will provide support, counselling and guidance for all parties concerned.

We encourage pupils who break the rules to consider the effects of their actions, and where appropriate, sanctions including the loss of privileges or playtime will be used. Wherever possible we try to involve the parents in making sure that school behaviour improves. If necessary, the pupil can be excluded temporarily or even permanently.

OUT OF SCHOOL ACTIVITIES

At present we are able to offer Choir, Football, Netball and Basketball and Drama and Dance. French, Reading, Play Club, Keep Fit and Breakfast Club.

EDUCATIONAL VISITS

Educational visits are organised for all pupils throughout the year. They will support and develop the learning opportunities for each topic. Parents are asked to make a voluntary contribution towards the cost. All pupils participate in these visits and will not be excluded for reasons of non-payment.

PASTORAL CARE

Close contacts are encouraged between home and school to ensure the well being of all children. All members of staff, teaching and non-teaching, take great care of the pupils in their charge. Any problem affecting the welfare of a child will be dealt with, either by the class teacher or the Headteacher. Parents are requested to inform the school of any problem, which could adversely affect the child's educational progress. If the school feels any concern for a child, parents



will always be contacted by letter or telephone asking them to see their child's teacher or the Headteacher if appropriate. Similarly, parents are asked to contact the school at any time if they have a concern about their child. A copy of the school's Home/School Agreement is given to parents together with a variety of forms for information, which the school requires. This information is regarded as confidential for the school's use or LEA statistics.

All staff, volunteers and parents working with children have to be CRB cleared.

CHARGING AND REMISSION POLICY

The Education Reform Act 2002 prohibits charging for activities during school time. We aim to provide a range of activities to enhance the children's learning therefore from time to time parents will be asked to make a voluntary contribution towards the cost. No child will be excluded from the activity through an inability to contribute. However, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled.

GUIDELINES FOR SAFE USE OF THE INTERNET

A responsible adult in charge will supervise all work with the Internet. If pupils are left alone for a very short period of time the adult must make appropriate checks eg access the history folder.

Teachers should guide pupils to selected sites to limit time wasting searching the Internet for a given topic. Pupils should acknowledge the source of all materials used within their work.

Access to computer facilities within school is to be used for educational purposes only.

Each class has an e-mail address and this should be used for pupils to send and receive e-mails. Individual pupils do not have their own address. All who e-mail will be courteous in their communication with others.

Pupils must not reveal any details of a personal nature to other Internet users, as there is no means of checking the integrity of other computer users. No pupils will be identified by name on the school website. Any pictures should be of groups of children, again without individual identification.

COMPLAINTS PROCEDURE

A Complaints Procedure relating to curriculum matters is provided in the Education Reform Act 2002. In the first instance complaints should be made to the Head Teacher and in most cases we find that complaints can be dealt with successfully at this informal level. If not satisfied, parents should then write to the Clerk to the Governing Body. The full document is available in school on request to the Head Teacher.



SCHOOL TERM DATES 2006/2007 SCHOOL YEAR

	School Opens:	School Closes:	Half-Term Break Inclusive:
Autumn Term 2006	4 September 2006	22 December 2006	23-27 October 2005
Spring Term 2007	8 January 2007	30 March 2007	19-23 February 2007
<i>MAY DAY HOLIDAY</i>	7 May 2007		
Summer Term 2007	16 April 2007	20 July 2007	28 May- 1 June 2007

NOTE:

In addition to the above dates, two additional days within the above terms are to be utilised for in-service training activities. These dates to be determined and agreed by individual School Governing Bodies. In addition, one occasional day within the above Summer term 2007 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.



Nursery Education – Admission Policy 2006

Governing Bodies of schools providing nursery education allocate places at their school using the Local Education Authority's admissions policy. We consult the Governing Bodies each year about this policy.

This policy is as follows.

- To offer most children a part-time place for either five morning sessions or five afternoon sessions.

We aim to provide a quality service. So we feel that we should offer at least five sessions per week. However, if you ask we may offer your child fewer sessions.

- The school governing body will decide who to offer the places to. They will do this in consultation with the Head Teacher and LEA.
- If there are not enough places available in a nursery classes, then priority will be given to children who are living in Gateshead. Among those children priority will be given to those who will become four during the year and would only have the opportunity to benefit from three terms of nursery education.

If your child will only reach the age of three during the academic year in question, priority will be given to children who become three during the Autumn term, then the Spring term and then the Summer term. However a place can only be offered to your child in these circumstances if we can confirm that the place is not needed for another child who will become four during that year.

- At first the school governing body will offer places to children whose parents have put the school as their first choice. Among those children they will give priority in the following order.
 1. Children who live in the school's catchment area.
 2. Children who live in Gateshead 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 Gateshead.
 4. Children who live outside Gateshead, but only if places are otherwise likely to remain available during the academic year.
- If the criteria above are not enough to help the Governing Body to decide priority, they will consider the distance pupils live from the school, measured 'as the crow flies'. 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 nursery education at other schools in the area.

- Governing Bodies have the right to consider individual applications, particularly in cases involving medical or social needs. Looked after children have particular social needs which Governing Bodies will have regard for. This kind of application must be supported in writing by relevant professional agencies.

The Governing Body will look only at the parents/guardians address to decide whether a child lives in the school's catchment area

- Governing bodies will keep an up-to-date waiting list if there are more children applying than places available at their school. If you apply late, your child's name may be added to the list by using the priority order described above.
- If places then become available, the school's Governing Body will consider all the applications on the waiting list based on the priority order set out above. It will not matter at this stage whether the school was your first choice.
- Bensham Grove Nursery will use the priority order set out above if they receive more applications than they have places available.
- The catchment area for Barley Mow Primary School includes the catchment area for the former George Street Primary School.

Access for children with disabilities

- We have made a commitment that, wherever possible children who have disabilities will be educated in their local primary school. Where possible, the school and we will consider making reasonable adjustments to the building to allow your child to go there.

If we cannot make the necessary adjustments, we will discuss with you an alternative school that could provide suitable facilities. If there is not a place available at this 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.

To apply for a place in a nursery class for September 2006, you must complete and return your application form to the Head Teacher of your chosen first preference school by **02 December 2005**.



COMMUNITY AND CONTROLLED PRIMARY SCHOOLS ADMISSION POLICY 2006

Governing Bodies of community and voluntary controlled schools allocate places at their School using the Local Education Authority's admissions policy. We, the LEA, consult the governing bodies each year about this policy and co-ordinate the admissions to the school for the first year of entry.

The policy is as follows.

- Primary schools will normally only admit children who are between 4 and 11 years old.
- Your child will normally start school at the beginning of the academic years 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).

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.

- The school's Governing Body will normally accept pupils up to their agreed Planned Admission Number for the year.
- The school and we will try to offer your child a place in your first-choice school. However, this may not be possible.
- If there are not enough places available in a school, places will be allocated first to children whose parents have put the school as their first choice. Among those children they will give priority in the following order.
 1. Looked After Children (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 the Governing Body to decide priority, they will consider the distance pupils live from the school, measured 'as the crow flies'. 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.

- Governing Bodies have the right to consider individual applications, particularly in cases involving medical or social needs. This kind of application must be supported in writing by relevant professional agencies.

Looked After Children have particular social needs which Governing Bodies must have regard for.

- **The Governing Body will look only at the parent's/guardian's address to decide whether a child lives in the school's catchment area**
- Governing Bodies will keep an up-to-date waiting list if there are more children applying than places available at their school.
- If places then become available, the school's Governing Body will consider all relevant applications based on the priority order set out in the Gateshead Co-ordinated Admission Scheme for Infant, Junior and Primary Schools September 2006.
- The catchment area for Barley Mow Primary School includes the catchment area for the former George Street Primary School.
- 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 will be educated in their local primary school. Where possible, the school and we will consider making reasonable adjustments to the building to allow your child to go there.

If we cannot make the necessary adjustments, we will discuss with you an alternative school that could provide suitable facilities. If there is not a place available at this 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.

- To apply for a place in a reception class for September 2006, you must complete and return your application form to the head teacher of your chosen first preference school by **04 November 2005**.



~~School Key Stage 2 Results 2005~~

These tables show the percentage of eligible year 6 children achieving each level in the school 2005.

The number of children in Year 6 is 22.

Figures may not total 100 per cent because of rounding.

Teacher Assessment	Below Level 3*	3	4	5	Pupils disapplied	Pupils absent
English	0%	9%	45%	40.5%	4.5%	0
Reading	0%	0%	40.5%	54%	4.5%	0
Writing	0%	13.5%	45%	36%	4.5%	0
Mathematics	0%	9%	51.5%	36%	4.5%	0
Science	0%	%	50%	45%	4.5%	0

Test	Below Level 3*	3	4	5	Pupils disapplied	Pupils absent
English overall	0%	13.5%	40.5%	40.5%	4.5%	0
Reading	0%	4.5%	40.5%	49.5%	4.5%	0
Writing	0%	40.5%	45%	9%	4.5%	0
Mathematics	0%	4.5%	55%	36%	4.5%	0
Science	0%	0%	50%	45%	4.5%	0

2005 Key Stage 2 SAT's Results Caedmon Primary School

English	Level 4+ = 82%	Level 5 = 40%
Mathematics	Level 4 += 91%	Level 5 = 35%
Science	Level 4 += 95%	Level 5 = 45%



School Key Stage 1 Results 2005

These tables show the percentage of eligible year 2 children achieving each level in the school 2005.

The number of children in Year 2 is 29.

Figures may not total 100 per cent because of rounding.

Teacher Assessment	Below Level 1*	2c	2b	2a	3	Pupils disappplied	Pupils absent
English	10.5%	7%	17.5%	31.5%	35%	3.5%	0
Reading	10.5%	7%	17.5%	31.5%	35%	3.5%	0
Writing	10.5%	3.5%	17.5%	42%	28%	3.5%	0
Mathematics	7%	0%	14%	38.5%	42%	3.5%	0
Science	3.5%	3.5%	3.5%	24.5	59.5%	3.5%	0

Test	Below Level 1*	2c	2b	2a	3	Pupils disappplied	Pupils absent
English overall	10.5%	7%	10.5%	45%	31.5%	3.5%	0
Reading	7%	3.5%	10.5%	49%	31.5%	3.5%	0
Writing	7%	7%	14%	38.5%	28%	3.5%	0
Mathematics	3.5%	3.5%	7%	42%	42%	3.5%	0
Science	NA	NA	NA	NA	NA	NA	0

2005 Key Stage 1 SAT's Results Caedmon Primary School

English	Level 2+= 87%	Level 3 = 31.5%
Mathematics	Level 2+= 93%	Level 3 = 42%
Science	Level 2+= %	Level 3 = %