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Welcome to Blaydon West Primary School

This booklet is intended to be an introduction to our school. We hope that it will provide you with essential information about the school and through it you will begin to understand what Blaydon West Primary School is really like.

Blaydon West Primary School is a happy and caring school very much involved in the local community. We offer a safe, stimulating and structured environment in which your child can develop. Every child matters to us.

All members of the school staff value our partnership with parents/carers and friends and hope that, through this, mutual understanding and trust can continue to grow.

We hope that whether you are a parent/carer, visitor, or friend you will enjoy and value your contact with the school.

The school has an open door policy for new and existing parents/carers, so please do not hesitate to contact the school if you require a guided visit, information, or have any queries.

In June 2015 there were 144 children on the school roll.

School name and address:

Blaydon West Primary School
Blaydon Bank
Blaydon
NE21 4PY

Tel: 0191 4143286
Fax: 0191 4990680

Head Teacher: Simon Brown
Chair of Governing Body: Jill Chaplin

Local Authority (LA):

Gateshead Council
Civic Centre
Regent Street
Gateshead
NE8 1HH
Tel: 0191 4333000

Introduction

This Prospectus sets out information about the school, which should be of help to those choosing a school and to parents/carers whose children already attend the school.

This prospectus refers to the 2016/2017 academic year. It is possible that changes could affect the things described. If you need clarification, or further information about any part of the Prospectus, please do not hesitate to call into school or telephone. Advance notification is usually given of any changes affecting children or parents/carers.

About the School

Blaydon West Primary School was built in 1909 and is a listed building. It has places for up to 210 children from the age of 3 - 11. There is also a Nursery for children aged 3 to 4 years old, where places are allocated on a part time basis, enabling 26 children to receive Nursery education. If the Nursery is oversubscribed children's names will be held on a waiting list and places will be allocated according to age.

The school is accommodated in two buildings.

The Key Stage 2 building houses the Head Teacher's Room, the School Office, the Kitchen, the Dining Hall, the Library, the ICT suite, the Dance Drama Studio, the Staff Room and 3 classrooms.

The Lower School building houses the Nursery, 3 classrooms and a hall.

School Website

The school has a website which can be found at www.blaydonwestprimary.org. It contains information about school events, classes taken, extra-curricular activities and many other aspects of school life. The website is updated on a regular basis to give up to date information and news about what is going on in school.

OUR MISSION STATEMENT

At Blaydon West Primary School we strive to provide high quality teaching and learning for all within a supportive, stimulating and happy environment, enabling everyone to achieve their full potential, both academically and personally.

We aim to promote the intellectual, physical, personal, social, emotional, spiritual, moral and cultural development of all pupils and prepare them for the opportunities, responsibilities and experiences of life.

In partnership with parents/ carers we aim to help and encourage our pupils to:

- develop lively, enquiring minds, with the ability to question and debate rationally
- develop the essential learning skills of literacy, numeracy and information and communication technology
- acquire, develop and apply a broad range of knowledge, understanding and skills relevant to subsequent stages in their education, adult life and work
- have ambitions and aspirations informed by their understanding of the wider world
- think creatively and critically, solve problems and develop enterprise
- make informed choices for a safe, healthy and active lifestyle
- develop positive self-esteem, confidence and emotional well-being
- develop integrity and autonomy to become responsible and caring citizens
- value and respect the environment in which they live
- be respectful of religious and moral values and tolerant of races and religions

School Staffing

Simon Brown
Colette Bell

Head Teacher
Deputy Head Teacher

Sharon Donnelly	Teacher with TLR responsibility
Zoe Williams	Teacher with TLR responsibility
Lindsay Storey	Teacher
Mandy Henderson	Teacher
Lexie Towers	Teacher
Rebecca Wilson	Teacher
Claire Batey	Teaching Assistant
Danni Jepson	Teaching Assistant
Ellie Moore	Teaching Assistant
Fran Patchett	Teaching Assistant
Alison Ellison	Teaching Assistant
Carolyn Hall	Higher Level Teaching Assistant
Maureen Nacey	Office Manager
Joan Robinson	Admin Assistant
Kevin Graham	Site Manager
Pam Loughhead	Midday Supervisor
Christine Marrs	Midday Supervisor
Shelley Hadfield	Midday Supervisor
Pam Loughhead	Breakfast Club Staff

Governing Body

Jill Chaplin	(Chair of Governing Body)
Simon Brown	Head Teacher
Colette Bell	Staff Governor
Carolyn Hall	Staff Governor
Councillor Malcolm Brain	Local Authority Governor
Councillor Kathryn Ferdinand	Local Authority Governor
Linda Kelly	Community Governor
Nigel Bradshaw	Parent Governor
Reverend Adrian Thorp	Community Governor
Paul Cameron	Parent Governor
Cheryl Cameron	Parent Governor
Sarah Thomas	Parent Governor
Chris Robson	Parent Governor

Inclusion

Everyone at Blaydon West Primary School is pledged to prevent discrimination and to actively promote inclusion for all regardless of race, disability, behaviour, class, gender, age or religion.

The implementation and impact of our SEN and Race Equality policies are carefully monitored and the outcomes reported annually to staff, parents/carers and governors.

Current Organisation

Children are in the main school for seven years. There are currently 7 classes in school.

School Day

School begins at	8.55am - 10.15am (Doors open 8:45)
Break	10.45am - 11.00am
Lunch	KS1 12.00 noon - 1.00pm
	KS2 12.15pm - 1.15pm
End of day	3.20pm

Key Stage 1 may take a 10 minute break during the afternoon, where appropriate.

Whole school collective worship takes place on Monday and Friday. On Wednesday each Key Stage has a separate collective worship. On Tuesday there is a whole school hymn practice.

We hold our Star Assembly on Fridays where we celebrate children's achievement in school. Children are nominated by their teacher for a range of reasons, not just academic achievement.

On a Thursday morning we meet together to celebrate our achievements through the week and award certificates. Children are encouraged to bring along any certificates and awards they have achieved in relation to hobbies and interests outside of school.

The total numbers of hours spent on teaching, excluding breaks, registration and daily collective worship, in a week are:

Key Stage 2:	26.16 hours per week
Key Stage 1:	25.5 hours per week

Admissions

Nursery Class

The school has a 26 place Nursery. Parents/carers are encouraged to register their children as soon as possible after their child's second birthday. Children are admitted to the Nursery in September, January or April following their third birthday. If the Nursery is oversubscribed children's names will be held on a waiting list and places will be allocated according to age.

Home visits are arranged prior to admission so that staff can meet children in their home environment. Our reasons for carrying out the home visit are:

- to provide us with an opportunity to talk about your child - their achievements, interests, likes and dislikes
- so we can begin to look at the needs of your child
- to remove the aspect of "stranger" from the child; the Nursery Teacher and Teaching Assistant provide a familiar face when your child starts Nursery, providing reassurance and dispelling anxiety

Our aim is to make Nursery a happy and secure place for your child. We admit the children gradually by staggering their entry. Our experience tells us this induction system works well and is appreciated by parents/carers.

We ask parents/carers, or another adult who knows the child well, to visit the Nursery with the child at least twice prior to admission.

The Nursery children follow the Foundation Key Stage which is based on 7 areas of learning. These are: Personal, Social and Emotional, Physical, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.

The curriculum continues into Reception class and prepares the children for the formal National Curriculum. Throughout the Nursery years we aim to develop the skills, attitudes, concepts, knowledge and understanding of each individual pupil.

Prospective parents/carers are warmly invited to contact the school to arrange a visit, look around the school and discuss their child's educational needs.

Reception Class

Children are admitted to school in the September of the school year in which their fifth birthday falls. Admission of new entrants is staggered over the first week of the term so that children are not overwhelmed and can be given extra time and attention by staff in order to help them settle into school routines. Prior to entry into the Reception class, parents/carers are invited to an induction meeting at school. Children are offered an opportunity to become familiar with the school and staff during a series of induction sessions during the summer term.

Admissions Procedure

From Thursday, 12th September parents/carers can apply for a place in a Reception or Junior class for admission in September 2017 by applying online at www.gateshead.gov.uk. The closing date for applications is Sunday 15th January 2017. Alternatively, parents/carers requiring a paper application form must ensure that they request it in sufficient time for them to complete and return it no later than Sunday 15th January 2017 to the School Admissions Team, Gateshead Civic Centre, Regent Street, Gateshead, NE8 1HH. Any applications received after this date will be considered as "late".

Further details regarding arrangements for informing parents/carers of the school they have been offered for their child can be found in the Gateshead Council Community and Voluntary Controlled Primary Schools' Admission Policy 2017/2018.

Admissions Policy

The school complies with the LA Policy.

Admission Arrangements for Pupils with Disabilities

At Blaydon West Primary School we actively promote inclusion for all. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, social and cultural needs.

No child will be discriminated against because of disability. The school's admission policy reflects this by ensuring all children are considered equal when applying for school places.

We are committed to changing attitudes about disability.

We plan to increase accessibility provision for all pupils, staff, parents/carers and visitors for Blaydon West Primary School through our accessibility plan, which can be obtained from the Head Teacher.

Blaydon West Primary School is committed to the principles of inclusion. We have a caring, supporting ethos that seeks to value all individuals. Our school promotes equality of opportunity for disabled people: pupils, staff, parents/carers and others who use our school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfils an essential component of our ethos.

We will involve disabled people in informing the direction our school takes to promote equality of opportunity and accessibility to the school environment. We also seek to encourage full participation of disabled people in the school community even if this requires more favourable treatment.

Our school aims to provide a broad and balanced curriculum in a happy, challenging environment, where each pupil can develop to the maximum of his/her potential and feel valued as an individual who can contribute to the life of our school and society in general.

Where we have disabled staff, parents/carers and service providers we will respond to suggestions on how we can improve our disability scheme and its priorities.

Through our pupil tracking system we aim to ensure that children who require extra support will receive the support they are entitled to.

In order that pupils have full access to the curriculum the school will prioritise aspects of the school Accessibility Plan so that pupils with a disability are ensured greater participation in the curriculum.

The school's Accessibility Plan will be monitored to ensure the school continues with the legal obligations set out in the Disability Discrimination Act 1995.

Transfer to Other Schools

On leaving school at age 11 pupils transfer to the local comprehensive schools in the area. Blaydon West is a link school for Thorpe Academy however, children also transfer to St Thomas More RC School, Whickham School and Sports College and Kingsmeadow School. Children also have the opportunity to apply for

places at Emmanuel College. Gateshead Council operates a Secondary Transfer system that, as far as possible, attempts to cater for parental choice, and many of our children do transfer to other Secondary schools. Some time before transfer all parents/carers of Year 6 receive, from the LA, a transfer booklet containing information on Secondary transfer, current LA policies and a returnable preference form.

Appeals procedures operate for children who do not receive their first choice of Secondary school.

School Attendance

Regular, punctual attendance is crucial to each child's educational development. If your child is unable to attend school because of illness, or for any other reason, please let us know by 10.00am on the first day of absence. This can be done by calling at the school office, by telephoning the school, leaving a message on the answer machine or sending a text message to the school using the school text messaging service on 01915800392. Messages are logged and passed onto the class teachers.

As part of our drive to raise attendance you will be contacted on the first day of your child's absence if we do not have a reason for the absence. Can you please inform the School Office of any changes to contact details as soon as the changes occur?

We are grateful for your support in keeping us informed of the reason for your child's absence.

Parents/carers have a responsibility to ensure their child attends school regularly and arrives on time. As a school we are committed to monitoring absence and punctuality in order to protect the teaching opportunities available to our pupils. Any difficulties are referred to the Education Welfare Officer who will make a home visit.

If it is necessary to take your child out of school for any reason, please ensure that the school is informed of this, collect the child from school, and inform a member of staff that he/she has been collected.

Family Holidays During Term Time

As a result of the Government's revised regulations regarding holidays taken during term time (April 2013) we will not be authorising any family holidays in term time unless there are "exceptional circumstances".

Attendance Figures

School Year - September 2014 - May 2015

Number of pupils of compulsory school age	117
Percentage of half days missed through authorised absence	3.7%
Percentage of half days missed through unauthorised absence	1.3%
Attendance	95%

Health and Safety

Some areas of Health and Safety are covered elsewhere in this prospectus, but we would like parents/carers to particularly note the following:

- We operate a 'no dogs' policy and would ask that you do not bring them onto the premises.
- We would be grateful if any bikes or scooters could be 'pushed' in the school grounds.
- We thank you for not smoking anywhere in the school building or grounds.
- Obviously we understand that, on occasions, older children may need to carry a mobile phone for after school use. These should always be switched off and handed in at the school office for safe keeping.

The Curriculum

The 1988 Education Act requires that the following areas of the National Curriculum be taught in schools.

CORE SUBJECTS	OTHER FOUNDATION SUBJECTS
<ul style="list-style-type: none"> • English • Science • Mathematics • ICT • Religious Education 	<ul style="list-style-type: none"> • Technology • Geography • History • Music • Art • Physical Education • Modern Foreign Language - French

In addition, every school must provide Religious Education. We also teach the framework for Personal, Social, Health and Citizenship Education at Key Stages 1 and 2.

Our Nursery children follow a specially planned Nursery Curriculum based on the 7 areas of learning covered in the Early Learning Goals. Three areas are prime and four are specific areas.

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The programme in Reception class builds on the Nursery Curriculum and prepares the children for the formal National Curriculum.

Foundation Stage Curriculum

The curriculum for the Foundation Stage is designed to underpin all future learning by supporting, fostering, promoting and developing children in the following areas:

Personal, social and emotional well-being: In particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted.

Positive attitudes and dispositions towards their learning: In particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners

Social Skills: In particular by providing opportunities that enable them to learn how to co-operate and work harmoniously alongside, and with each other, and to listen to each other.

Attention skills and persistence: In particular the capacity to concentrate on their own play or on group tasks.

Language and communication: With opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practice and extend the range of vocabulary and communication skills they use and to listen carefully.

Reading and Writing: With opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books.

Mathematics: With opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practice and talk about them.

Understanding the world: With opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their lives.

Physical development: With opportunities for all children to develop and practice their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe.

Expressive arts and design: With opportunities for all children to explore and share thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

Curriculum Entitlement Plan

Our whole school entitlement plan fulfils the requirements of the National Curriculum and ensures steady progress in all subjects through both Key Stages. Teaching of all subjects will be carried out through a mixture of whole class teaching and group work. Where appropriate, classes will be taught as a unit, but the development of many skills requires children to work in smaller groups. Groupings within classes, on some occasions, will be designed to enable children of similar abilities to work together while on others the aim of the group will be to enable children of differing abilities to work together.

Within KEY STAGE 1 (5-7) some subjects are taught through topics, which enable work from different curriculum areas to be integrated, although the core subjects of English, Mathematics and Information Communication Technology will be taught separately. Children will be provided with opportunities to practice and apply English, Mathematics and ICT skills across the curriculum.

Within KEY STAGE 2 (7-11) some subjects will be taught through subject specific topics, aiming to ensure that children develop appropriate skills and knowledge; links with other curriculum areas will be made wherever appropriate. Children will be provided with opportunities to practice and apply English, Mathematics and ICT skills across the curriculum.

English

In English pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm, using language to explore real and imaginary situations. They learn to spell and punctuate correctly and apply their speaking and writing to different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in both fiction and non-fiction texts and learn how language works. Language is used in imaginative ways to express their ideas and feelings when working in role and in drama activities. They develop their understanding of the writing process and learn how to use the planning, drafting and editing process to improve their work. They are taught to use a range of strategies to make sense of what they read and increase their ability to read challenging texts independently. Throughout the school they develop and refine their handwriting and presentation in order to develop a legible style and communicate meaning effectively.

Mathematics

In Mathematics pupils develop their knowledge and understanding of the number system through practical activity, exploration and discussion. A range of mental calculation strategies are developed and used in different settings. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a range of mathematical language, diagrams and charts.

Science

In Science, pupils observe, explore and ask questions about living things, materials and phenomena. They work together to collect evidence to help them answer questions and to link this to scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out about scientific language, drawings, charts, graphs and tables. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They talk about their work and review their own work and that of others describing its significance and limitations.

Computing

In Computing pupils learn to use IT confidently and with purpose in order to achieve specific outcomes. They begin to develop their ideas and record their creative work, becoming familiar with hardware and software. Our older pupils use a wider range of ICT tools and information sources to support their work. They begin to question the plausibility and quality of information and how to amend their work and present it in a way that suits its audience.

History

In history pupils learn about people's lives and lifestyles. They find out about significant characters and events from recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present and learn about changes and continuity in their own area, in Britain and other parts of the world. They look at history in a variety of ways and use historical vocabulary to describe events, people and developments. They learn that the past can be represented and interpreted in different ways.

Geography

In geography pupils investigate their local area and a contrasting area in the UK or abroad. They also begin to learn about the wider world. They carry out geographical enquiry asking questions about people, places and environments and use geographical skills and resources such as maps and photographs. They then investigate a variety of people, places and environments at different scales and begin to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They develop their use of resources to include atlases, aerial photographs and ICT.

Art and Design

In Art and Design, pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape, space, pattern and texture; and use these to represent their ideas and feelings.

Music

In Music pupils learn to listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions with increasing confidence and control. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Physical Education

In PE children are encouraged to become active participants in all areas of physical activity and will be helped to develop the skills necessary for this. Emphasis is placed on enjoyment, sportsmanship and fair play within situations that are physically challenging.

Physical Education activities will include work in the areas of gymnastics, athletics, dance, games and outdoor adventurous activities.

All children will receive swimming tuition at some point during Key Stage 2. This is currently within Year 3.

Personal, Social, Health and Citizenship Education

In Personal, Social, Health and Citizenship Education, pupils learn about themselves as developing individuals and as members of their communities. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and for their own and other people's feelings and become aware of the views, needs and rights of other children and older people. They learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood, developing their knowledge and understanding of themselves as growing and changing individuals. We use the SEAL project across the school to develop all children's social, emotional and behavioural skills.

Religious Education

Following the guidance issued by Gateshead LA our RE syllabus is non-denominational and allows for the study of major world religions and development of the understanding and respect for the beliefs of others. Christianity will be studied throughout the school; Judaism, Islam and Hinduism will be the major non-Christian traditions to be studied.

Parents/carers are reminded of their right to withdraw their child from the school's daily act of collective worship and/or religious education. If you wish to withdraw your child from these parts of the school life please contact the Head Teacher to discuss alternative provision.

Sex and Relationships Education

Sex education is usually met in a cross-curricular way and is part of our Health Education Programme. We hope to create a climate in which children feel able to ask questions and to have these answered by the teacher in a frank but appropriate way. Should you have any concerns regarding the teaching of sex and relationships education please contact the Head Teacher who will be happy to discuss the programme with you. Parents/carers have the right to withdraw their child from any aspect of sex and relationships education **except those elements taught as part of National Curriculum Science.**

Please contact the Head Teacher to discuss alternative provision, should this be the case.

Modern Foreign Languages

The children in Key Stage 2 are taught French. We are currently developing international links to further enhance our Modern Foreign Languages teaching.

School Educational Visits

Educational visits play an important part in a child's development at school. Parents/carers are asked to make some contribution towards the cost of any visit made in school time.

No child will be excluded from an educational visit due to lack of parental contribution. Where an activity cannot be funded without voluntary contributions a letter to parents/carers will outline and explain the proposed activity. This will include an indication of the cost per pupil that will be required if the activity is to take place. Whilst no pupils would be omitted from the

activity because parents/carers are unwilling or unable to contribute, equally an activity will not take place if parents/carers are reluctant to support it. In the event of a parent/carer being unable to give financial support, we still require parental consent for a child to take part in educational visits.

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Breakfast Club

We have a Breakfast Club every morning from 8.00am. This costs £1.00 per session. The children are provided with a choice of healthy breakfast cereals, toast and juice. Activities and games are available for the children. No pre-booking is required.

Toddler Group

We hold our Toddler Group every Tuesday between 1.30pm and 3.00pm. The Toddler Group is run by two of our experienced Teaching Assistants and costs 50p per family per session. The Toddler Group is open to parents/carers and children from the Blaydon community. Everyone is more than welcome. Please come and see what we can offer pre-school children at Blaydon West Primary School.

Extra Curricular Activities

We aim to offer an enjoyable programme of activities outside school time that will develop our pupils personally, socially and emotionally as well as across a range of skills. The availability of activities will vary during the year, according to the nature of the clubs and/or staff availability. Some of the courses offered are run by school staff and others are run by professional coaches.

During the current school year the following activities will be taking place:

- CHOIR
- ART CLUB
- PLAYTIME GAMES CLUB
- FOOTBALL TRAINING
- ATHLETICS
- DANCE CLUB
- GARDENING CLUB
- GAMES CLUB
- READING
- MINECRAFT

School Council

We have an active School Council, which has representatives from each class. The School Council meets on a regular basis to discuss school issues and policies. They make a valuable contribution to all aspects of the life and work of the school.

School Buddies

We have a group of volunteers who have been trained as school buddies. They are on duty daily to help children to enjoy their playtimes. They encourage children to join in activities.

Supportive Friends

Some children are trained as mediators. They help children who are having problems on the yard. The Supportive Friends have been very successful and have helped to promote positive behaviour.

Assessment/Reporting to parents/carers

Pupils are formally assessed at the end of Key Stage 1 and Key Stage 2, with individual results reported to parents/carers.

Teacher assessment is ongoing and is used to inform teachers planning to ensure that individual, group and class needs are met. Parents' Evenings are held twice yearly and provide an excellent opportunity for parents/carers to discuss their child's progress. A written report is provided at the end of the Summer Term and an opportunity offered for parents/carers to make appointments if required.

Medical Care and Accident Procedure

Children's health is monitored by the Schools' Health Service, who carry out tests on children's eyesight, hearing and provide dental inspections. Parents/carers will generally be informed of any forthcoming health checks. Parents/carers of children requiring treatment will be notified. Treatment is not carried out on the school premises.

Members of staff who have first aid training will deal with minor injuries in school. In the event of a more serious accident medical assistance will be sought immediately and we will contact parents/carers.

Children must not be sent into school with medicine, pills etc. If it is absolutely essential that children receive medication during the school day, then a parent/carer or another responsible adult may come into school to administer the medication.

Teachers are not allowed to administer medicines. The school gives no guarantee that it will be in a position to administer medicines.

Illness

In the event that your child is ill we request that you keep them at home until fit; especially in the case of infectious diseases in line with the LA guidelines. We request that all parents/carers provide us with an emergency contact telephone number so that you can be notified if a child becomes ill during the school day.

Inhalers

Older children should keep their inhalers with them. If parents/carers wish, the teacher will look after inhalers for younger children. If your child has an inhaler please complete a form to indicate whether you would like your child to keep it or the teacher. School staff have had Asthma Inhaler Training in 2016.

Homework

Parents'/carers' support for children's work is of great importance and there is much that parents/carers can do to help and support their children's learning.

Homework will be sent on a weekly basis to cover such areas as Reading, Writing, Spelling and Mathematics. Homework set will be appropriate to the child's needs and ability. The type and amount of homework will depend upon the age of the child.

All children will be encouraged to take books home to read and share with parents/carers. Home/school reading records are provided to enable parents/carers to comment on how their children have enjoyed reading. Parents/carers will be given guidance by teaching staff as to the most effective way of helping children with their reading.

Family Learning

Workshop sessions are held during the year, giving parents/carers the opportunity to understand current teaching methods and helping with the way children may be supported with their learning at home.

Special Educational Needs

Many children will, at some time in their school lives, experience some difficulties. These may be academic, emotional or behavioural and may be of a relatively short duration or longer lasting.

The school provides a broad and balanced curriculum, relevant to the needs of each child. This will cover a wide range of ability. We work hard to provide suitably differentiated activities for the children and offer a range of strategies appropriate to the child's learning needs at that time. Children who appear to have learning difficulties are brought to the attention of the Special Needs Co-ordinator (SENCO) for further advice. Parents/carers are normally involved at this stage.

The SENCO helps to draw up an individual education programme and in some cases the school's Educational Psychologist may be consulted, depending upon the level of support or resources needed. We try to ensure that support is provided in a sensitive manner to maintain the child's self esteem. We have access to a wide range of external support services to advise and assist those pupils who require specialised help. Pupils with special needs such as disabilities are given equal opportunities and equal access to all parts of the curriculum at this school. Parents/carers will be informed of the outcomes given, along with other information, as indications of their child's progress.

Gifted and Talented Children

At Blaydon West Primary School we are very proud of our children's achievements in all areas and provide every opportunity for individual talents to flourish. We have enabled our pupils to develop their gifts in the areas of literacy, numeracy, science, the arts, music and sport and we feel that excellence can be achieved both in and out of the classroom.

Child Protection

Parents/carers should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a pupil may be subject to ill-treatment, neglect or other forms of abuse, staff have no choice but to follow Child Protection procedures and inform Social Services of their concern.

Pastoral Care and Wellbeing

Every care is taken to ensure the well-being of children. They are carefully supervised, both in and out of the classroom and all teaching and non-teaching staff show great concern for the welfare of all the children. Each teacher is responsible for his or her own class for most of the programme of work and in consequence a close relationship can develop between teacher and child. A caring atmosphere is fostered in which children feel confident in the support of all members of staff.

School Discipline

We expect all pupils to operate within our Behaviour Policy, which promotes positive relationships and takes into account mutual respect, consideration for others and groups, good manners, acceptable speech and the gradual achievement of self-discipline. This is essential to ensure the safety of the children, the smooth running of the school and to maximise the learning opportunities for all pupils.

We very much appreciate the support of parents/carers in this area of school life.

Home/School Agreement

In accordance with Government guidelines September 1999 all parents/carers and children, where appropriate depending on age, are asked to sign a Home/School Agreement. This agreement emphasises the importance of the partnership between home and school.

Parents/Carers

We encourage parents/carers to work with children in the classroom in a variety of different activities. Any help greatly enhances the children's learning and is a good way for parents/carers to gain a better understanding of what goes on in

school. All helpers are required to undergo a CRB check. Please call to the School Office for further information.

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Complaints

The school has a formal complaints policy.

We hope to be able to resolve any complaints that you may have. In the first instance complaints should normally be made to the Head Teacher. In most cases we find that complaints can be dealt with successfully at this informal level. However, should you still be dissatisfied with the response from the Head Teacher you should write to the Chair of the school's Governing Body, care of the school, outlining what concerns you feel have not been addressed by the Head Teacher. The Chair of Governors will then acknowledge your letter and outline what steps they will take to investigate your concerns and the timescale for this.

If you are still unhappy with the response please contact Pupil and Parent Services at Dryden Professional Centre, Evistones Road, Low Fell, Gateshead, Tyne and Wear. NE9 5UR or Telephone 0191 433 8589.

Should a parent/carer wish to make a formal complaint relating either to the curriculum or collective worship, it should be addressed to the Clerk of the Governing Body. The matter will be referred to the Governing Body.

Charging and Remissions Policy

The Education Act 1988 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/carers will be asked to make a voluntary contribution towards the cost. No child will be excluded from the activity through 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.

School Meals

Children may choose to buy a school meal, bring a packed lunch or go home. School meals are cooked on the premises.

Children are asked to make a choice as to whether they want to have a school meal or bring a packed lunch to school each Monday or the first day they attend school each week. Once the meal pattern is set for the week it cannot be

changed until the following week. The payment for the whole week's meals should be paid on a Monday morning using the envelopes provided.

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The school employs four Supervisory Assistants whose main duties are to supervise the children and to assist with the meal time routines. The Head Teacher is responsible for the overall organisation of the lunch period.

Packed lunches should be brought in an appropriate bag or box and marked with the child's name. Please do not send drinks in a glass bottle. As a school we are committed to promoting healthy eating and therefore no fizzy drinks, chocolate bars or sweets are allowed. This is in line with the Governments Every Child Matters Agenda.

Free School Meals

Families receiving state benefits will be eligible for free school meals. Applications for these should be made to the Welfare Benefit Section, Gateshead Civic Centre or by calling into the Council Benefits Section based in Blaydon Library.

School Uniform

We hope that all parents/carers will support our policy of the wearing of school uniform as we believe it has many advantages. The uniform comprises of:

- Blue sweatshirt
- Yellow polo shirt
- Skirt - grey or black
- Trousers - grey or black
- Shoes - black

The blue sweatshirt and yellow polo shirt are available to order with the school logo from the school office, or, alternatively can be purchased from other suppliers

Trainers are not part of the school uniform and shoes with high heels are potentially unsafe and, therefore, are not allowed.

Please mark all items of clothing with your child's name.

PE Equipment

- Plain white tee shirt
- Plain dark coloured shorts (no logos)
- Trainers
- Tracksuit or sweatshirt and jogging pants for colder weather (no logos)

Football strips are not part of the PE uniform.

The children will take part in outdoor games lessons in cold weather, therefore it is important that they have warm clothing.

Swimming

- Towel
- Swimming trunks/costume

Please mark all items of clothing with your child's name.

Jewellery

The school policy is that no jewellery should be worn at all in school other than a watch.



Partnerships with Parents/Carers and the Community

Parents/carers are children's first and most enduring educators. We believe that good relationships between home and school are vital to children's education and development. As a school we place great value on the support given to us by parents/carers. This can take many forms including support for school dress, rules and routines, helping with homework, or attending Parents' Evenings and curriculum information meetings.

At Blaydon West Primary School parents/carers are actively involved in their children's education and in the life of the school through:

- Regular parents'/carers' meetings
- Occasional workshops giving information about the curriculum and teaching methods
- Attendance at assemblies, concerts and special ceremonies and events

- Working with children in the classroom, supporting the teacher and sharing their skills

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There is a newsletter with information about school activities. This is sent home on a Friday. It is also available to view on the school website:

www.blaydonwestprimary.org

Friends of Blaydon West

The Friends of Blaydon West arrange fundraising activities and subsidise school outings etc. Ideas/Sponsorship for fundraising are always welcome.

The school is most grateful for all of the equipment it has received to enhance the children's education from the hard work done by the Friends of Blaydon West.

For further details about the Friends of Blaydon West and how you may be able to contribute please contact the Friends of Blaydon West via the School Office.

A copy of the latest Ofsted report/Monitoring Reports can be obtained via the internet by visiting www.ofsted.gov.uk

School Term Dates and Holidays 2016/2017

	From	To	Half Term
Autumn Term	Tuesday 6th September 2016	Friday, 16 th December 2016	Monday, 24 th October to Friday, 31 st October 2016 (inclusive)
Spring Term	Monday, 3rd January 2017	Friday 7th April 2017	Monday, 20 th February to Friday, 24 th February 2017 (inclusive)
Summer Term	Monday, 24 th April 2017	Friday, 21 st July 2017	Monday, 29 th May to Friday, 2 nd June 2017
All dates are inclusive			

In addition to the above, three days within the above terms are to be used for professional development. These dates will be notified when agreed.

One further occasional day will be taken during the summer term 2017.

Results Report

KS2 Cohort Size 11	% at L4+	% at L5+	% 2 levels progress	% 3 levels progress
Reading	73%	0%	73%	18%
SPAG (Spelling Punctuation and Grammar)	55%	36%	Not previously tested	Not previously tested
Writing (TA)	63%	27%	82%	36%
Maths	73%	9%	73%	9%
Reading and Writing and Maths Combined	55%	0%		

**Gateshead Council Community and Voluntary Controlled Primary Schools
Admission Policy 2017/18
(including Kibblesworth and Riverside Primary Academy)**

We allocate places at Community Primary, Infant and Junior Schools using the policy below and co-ordinate admissions to Gateshead schools using the 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 the following year). Children are entitled to a full time place as soon as they start school, however in most schools, the first term will include an induction period, (a period for your child to get used to school life gradually, generally lasting from September to October). Although, you may request that your child attends school part-time until later in the school year, but not beyond the point that your child reaches compulsory school age.

In addition you may request that your child be admitted to school later in the school year following September 2017, but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year (i.e. April 2018).

- We will accept pupils up to the schools agreed Planned Admission Number for the year group unless we feel there are lawful grounds not to do so.

Admission of children outside their normal age group

- Parents may request a place for their child outside their normal age group, for example gifted and talented children, children that have suffered ill health or parents of summer born children (children born from 1 April 2013 to 31 August 2013).

All cases of admission of children outside their normal age group must be discussed with the LA prior to the application being made.

Such requests must be made on the Common Application Form which is available from 9th September 2016. You must detail the circumstances of your case and include any supporting information from relevant professionals.

The LA will consider each case individually and you will be notified of the outcome of your request on or around 18 April 2017.

Please refer to the 'Admission to Primary School' Booklet for further information regarding deferred entry and admission of children outside their normal age group.

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 than number of places available at the school we will then allocate places by using the following order of priority:

Co-ordinated Admissions Scheme for Secondary Schools in the area of Gateshead Local Authority September 2017

Introduction

1. This Scheme is made by Gateshead Council under the Education (Co-ordination of Admission Arrangements) (Secondary) (England) Regulations 2002 and applies to all Secondary schools in Gateshead.

Interpretation

2. In this Scheme

"the LA" means Gateshead Council acting in their capacity as local authority;
"the LA area" means the area in respect of which the LA is the local authority;
"primary education" has the same meaning as in section 2(1) of the Education Act 1996;

"secondary education" has the same meaning as in section 2(2) of the Education Act 1996;

"primary school" has the same meaning as in section 5(1) of the Education Act 1996;

"secondary school" has the same meaning as in section 5(2) of the Education Act 1996;

"school" means a community, foundation or voluntary school (not a special school) which is maintained by the LA;

"foundation schools" means such of the schools as are foundation schools; "VA schools" means such of the schools as are voluntary-aided schools; "Academy" means such of the schools have academy status;

"CTC" means City Technology College (Emmanuel College in Gateshead)

"admission authority" in relation to a community or voluntary controlled school means the LA and, in relation to a VA school or Academy means the governing body of that school.

"the specified year" means the school year beginning at or about the beginning of September 2017;

"Academic year" means a period commencing 1st September and ending 31st August;

"admission arrangements" means the overall procedure, practices, criteria, and supplementary information which govern the procedures and decision making for the purposes of admitting pupils to the school;

"CAF" means the common application form that must be used by the parent to apply for a school place for the normal admission round (first year of entry);

"GCAF" means the common application form for "in year" transfers outside the normal admissions round.

"Home LA" means the local authority in which the child resides;

"Equal preference System" means all preferences for each school listed by parents on the CAF are considered against the schools oversubscription criterion without reference to the parental ranking nominated on the CAF. However where a child may be eligible for a place at more than one school ranked on their CAF, then the rankings given will be used to determine the final single offer that will be made by selecting the school that was ranked highest on the CAF for which the child is eligible for an offer.

"Parent or Legal Guardian" means any person who holds parental responsibility, including carers, as defined under the 1989 Children Act and with whom the child normally resides.

"In Year Admissions" means any application for a place in any year group for secondary school received during the academic year commencing in September 2017.

"eligible for a place" means that a child has been placed on a school's ranked list at such a point which falls within the school's published admission number or is eligible following determination under the Fair Access protocol.

Commencement and extent

This scheme applies in relation to the admission arrangements for the schools and Academies for the admission year 2017/2018 (the specified year). The LA will include in its admission arrangements for the specified year the provisions set out in Schedule 1 of this scheme, or provisions having the same effect. The governing body of each of the VA and foundation schools will include in its admission arrangements for the specified year the provisions set out in the Schedule, so far as relevant to that school, or provisions having the same effect.

The Scheme

1. The Scheme shall be determined in accordance with the provisions set out in Schedule 1 and processed in accordance with the timetable set out in Schedule 2.
2. The Scheme shall apply to every secondary school in the LA area including academies, as identified in Appendix 1 (except special schools and the Emmanuel College).

1. Children in Public Care (as defined under Section 22 of the Children Act 1989) including a child who was previously "looked after" but ceased to be so because they were adopted (or became subject to a child arrangements order or special guardianship order (see definition*).
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. (see definition*)
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.

(*see definitions of our criteria in priority 1, 2 and 4 above in our parent's information booklet and at www.gateshead.gov.uk)

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.

Oakfield Junior School

The school has the same oversubscription criteria as priorities 1 to 5 above, however they have an additional criteria (7 in total). Criteria 6 is also different from that above. Please see below:

Criteria 1 to 5	Same as criteria 1 to 5 above
Criteria 6	Children that attend Oakfield Infant School
Criteria 7	All other children

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