



# **Whickham Parochial C of E Primary School**

*At the heart of education lies the child*

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**2020 – 2021  
Prospectus**

**HEADTEACHER**

Mr P Armstrong

**SCHOOL ADDRESS**

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**CHAIR OF GOVERNORS**

Mr Chris Liddle

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**GROUP DIRECTOR LEARNING AND CHILDREN  
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M Whellans

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**WELCOME TO  
WHICKHAM PAROCHIAL  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**

September 2019

Dear Parents

Whickham Parochial is one of the family of 56 Church Schools in the Diocese of Durham, in which over 11,000 children are educated. In the past the Church of England did much to pioneer education in this country and this school represents the continuing partnership between Church and State at local and national level in the provision of education today.

Over 20% of all schools belong to the Church of England and they educate over 850,000 children. This is a significant enterprise.

We hope your children will enjoy their time in our school and will use the opportunities given them to develop their abilities to the full in the atmosphere of Christian love and care.

We believe that parents have a vital role to play in partnership with the teachers in the education of their children. We hope that the information contained in this booklet will help you play your part. In the true partnership we can achieve what we all aim for – a happy, successful and well-motivated child.

We hope that your child will find this Church School a happy place and a community in which he or she can grow and flourish.

Yours sincerely

**C Liddle**  
Chair of Governors

**P Armstrong**  
Headteacher

## **CLASSIFICATION**

Whickham Parochial is a Voluntary Controlled Primary School for pupils aged 4 – 11 years, with an intake of 30 in September 2019. The estimated number on roll for September 2019 is 210 and the recommended total capacity is 210 pupils.

## **Gateshead Council Community and Voluntary Controlled Primary Schools Admission Policy 2019/20**

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

The policy is as follows:

- Your child will start school at the beginning of the academic year in which they will reach the age of five. (An academic year lasts from 1 September in one year to 31 August in the following year). However, in many schools the first year will include an induction period, (a period for your child to get used to school life). This period may last from September until no later than the end of the October half term holiday. Parents who wish to defer their child's entry beyond this period must make this request in writing at the time of application for admission to school. Deferred entry must not extend beyond the beginning of the term after the child's 5<sup>th</sup> birthday, or beyond the academic year for which the application was accepted. Deferred entry will be considered by us the local authority (LA) in consultation with the Head Teacher and governors of the school.
- We will accept pupils up to the school's agreed Planned Admission Number for the year group unless we feel there are lawful grounds not to do so.

## **Oversubscription Criteria**

We will consider applications from parents who have named the school as any ranked preference on their application form this is called the Equal preference system. If there are more applications for the number of places available at the school, we will then allocate places by using the following order of priority:

1. Children in Public Care (and as deemed under Section 22 of the Children Act 1989) including a child who was previously "looked after" but immediately after being "looked after" became subject to an adoption, residence, 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](http://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.**

### **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 Childrens Act, for the child.**

### **Tie breaker**

If, within any of the above criteria, there are more applicants than places available priority will be given to those children based on the distance they live from the school, measured 'as the crow flies' i.e. in a straight line from the centre of the home residence to the school's main entrance. Children living nearest to the school will have priority. We measure the distance using a geographical information system (GIS).

### **Waiting list**

If places become available, we will consider all relevant applications based on a waiting list. The waiting list will be maintained by the council from the start of the academic year and be kept for the rest of the academic year. All applicants on the waiting list are placed according to the admission criteria and priorities set out above. However, children who are the subject of a direction to admit by the LA or who have been referred for admission and have been allocated a place through the Fair Access Protocol will take precedence over any child on the waiting list.

### **Important Dates**

The closing date for the return of applications is Wednesday **15 January 2020**.

From Monday 9 September 2019 you can apply for a place in a reception or Junior class for admission in September 2020 by applying on-line at [www.gateshead.gov.uk](http://www.gateshead.gov.uk) you must submit your application by no later than Wednesday **15 January 2020**.

If you live outside of Gateshead and want to apply to a Gateshead school you must obtain an application form from your own Council and return it to them by their closing date or apply through their on-line application system. However you must still consider the information in Gateshead Council's "Admission to Primary school" booklet so that you know what the admission arrangements are to Gateshead schools. This information is available at [www.gateshead.gov.uk](http://www.gateshead.gov.uk) . Your own Council will send us notification of your application and they will let you know the final allocation of a school place for your child.

### **Offer Date**

The offer day is Thursday 16 April 2020; a letter will be sent to parents who are Gateshead residents by 2<sup>nd</sup> class post informing them of the school they have been offered for their child. Gateshead residents who apply on-line are informed by email on Thursday 16 April 2020.

### **General Information and definitions**

For information on our admission arrangements and definitions of the terms used in this policy please refer to our "Admission to Primary school" booklet for 2020 available at [www.gateshead.gov.uk](http://www.gateshead.gov.uk) The co-ordinated admission scheme and Catchment areas referred to in this policy can also be viewed at Civic Centre, Regent Street, Gateshead, NE8 1HH and on the website above.

**Parents are most welcome to visit the school, by appointment with the Headteacher, before deciding whether or not to make an application for a place.**

## **MISSION STATEMENT**

Through a partnership between home, church and school we provide a stimulating and caring environment in which to develop the whole child, preparing them for life.

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts no matter how small.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world

We wish every child to take with them happy memories of Whickham Parochial into their future life.

## **SCHOOL AIMS, ETHOS AND PHILOSOPHY**

At Whickham Parochial Primary School we provide an environment in which children are enabled to develop spiritually, culturally, mentally and physically. We believe children learn best where there is care. There is a high value placed on tolerance, security, praise and expectation.

“At the heart of the educational process lies the child”.

We work on the belief that children enjoy learning when they are actively engaged in experience and that they respond best to encouragement, trust and respect.

A partnership of trust between their home and school is vital to the children’s development. There will be many ways in which parents, teachers, support staff and governors can contribute to children’s learning.

We recognise a need to develop in children a sense of their own worth and we acknowledge the contribution they make to the learning of others. At Whickham Parochial, children will be presented with practical ways of responding to experience, expressing themselves in a variety of ways, communicating and using their thinking skills.

We believe that motivation, satisfaction and respect are fundamental ingredients for successful learning at all stages. Classroom organisation will include individual learning, group activities and class experiences.

Our purpose at Whickham Parochial is to provide a happy secure learning environment, where children are stimulated through first hand experience to develop as individuals, with the ability to make rational judgements and communicate expressively to one another. Some will use these qualities in earning a living some will use them later in research or a degree; some will follow them in leisure pursuits.

We encourage courtesy, co-operation, enquiring attitudes and confidence to deal with change.

## **GENERAL INFORMATION**

The full name of the school is “Whickham Parochial Church of England (Controlled) Primary School”. Dr. Robert Thomlinson, who was then incumbent of Whickham Parish Church, founded the school in 1714. It was built as a charity school in order to provide education for the children of the parish. It is reputed to be the oldest Church school in the Diocese of Durham.

In November 1971, the old school in the village closed its doors as an educational establishment and the pupils were transferred to the present building in Broadway.

The school is a one-form entry primary school with seven single age classes. There is a complement of eight teaching staff, not including the Headteacher and six non-teaching staff members.

The facilities are purpose built and include a library and community room as well as classrooms. The school also benefits from extensive playing fields and a newly installed outdoor play area for the “early years”.

The school serves the private housing estates in the surrounding area, including Fellside Park. Additionally, some pupils come from locations outside the catchment area and the school is regularly over-subscribed.

## **TRANSFER OF PUPILS TO SECONDARY EDUCATION**

The majority of our children transfer to Whickham School. Continuity is ensured by close liaison between our schools. Children in their final year at this school have a range of experience designed to avoid the trauma of transfer. Our children have extended visits to Whickham School, when they have the opportunity to meet some of the staff, experience lessons, tour the site and stay for school lunch. Parents are also invited to visit during the term prior to transfer.

At the beginning of the autumn term, parents of all children in Year 6 will be contacted by the Local Authority and invited to make an application for their chosen secondary school. They will also be asked to name two alternative schools. Applications are considered based on criteria set out in Gateshead Council’s Secondary Admissions Policy. Places are offered to parents in early spring.

A number of children also choose to go to Emmanuel College, applications are made at the end of Year 5. Once a place is secured transition days are organised by Emmanuel.

Pupils' records are passed on to the secondary school and every effort is made to ensure a happy and confident transfer.

## **HOME-SCHOOL LINKS**

Education is a continuous process that starts in the home. Central to a good school ethos is parental involvement in its life.

At Whickham Parochial, we encourage links between parents and teachers. The education of our children involves a three-way partnership, which links child, parent and teacher. When this partnership is complete, the child benefits

It is accepted that parental involvement produces positive results for the child and the School. We believe that to state clearly what the school agrees to provide, along with the statement of the part that parents can play, reflects a willingness to work in harmony, thus enhancing the opportunity of the children.

### **Home-School Partnership**

The School agrees to:

- Provide a full and balanced curriculum
- Strive to educate each pupil to the best of his or her ability
- Provide records and information about your child's educational progress as well as the child's development in practical and social skills
- Arrange meetings with your child's teacher and be available at other times when you have concerns or questions
- Send home books to read
- Let you know immediately if your child is having any difficulties at school
- Keep you informed about new policies and developments in school
- Welcome all parents who wish to be part of any programmes for parents to help in the daily work of the school.

The School hopes that the parents will:

- Support and work with the school and encourage a positive attitude to education
- ensure that their children attend school regularly and punctually

- ensure that their children have a reasonable night's sleep before coming to school
- ensure that their children wear school uniform and have the required equipment
- give time to talk and listen to their children and give positive support to efforts and progress the children have made
- attend meetings at school to discuss the children's progress and become familiar with the work of the school
- contact the school if there are any concerns about the children's education
- inform the school of any factors which may affect their children's performance in school
- encourage their children to read at home and endeavour to listen to them regularly
- encourage their children to use social media, including mobile phones responsibly and not to the detriment of others

All parents are welcome to feel involved with the school. It is not essential to seek an appointment to see the Headteacher. Whenever a problem or difficulty arises, parents are free to call, although a prior telephone call could prevent a wasted journey.

It is essential that parents should feel able to talk freely with the Headteacher about matters that may be of concern to them regarding their children's educational and general well-being. Parents must regard Whickham Parochial as an "open" school and that access is freely available.

Much use is made of parental help in school. Assistance with the organisation of the library, cooking, art and craft are activities where parents can help. If you can help in any way, please contact the Headteacher.

Parent evenings take place twice each year. On these occasions, parents discuss their children's general progress and levels of attainment, with the teachers concerned. In addition, school reports are made available to parents during the summer term.

## **“FRIENDS OF WHICKHAM PAROCHIAL SCHOOL”**

The Friends is an active association of parents who work closely with the school for the benefit of all children. Their aim is to raise funds to allow the school to purchase equipment and subsidise activities that the school could not otherwise afford. The adventure trail, stage, gardening areas and iPads are examples of projects funded by the Friends.

There are a number of different activities during the year, including; Summer and Christmas Fayres, sponsored walks and discos. There are also social events for parents and the committee meet regularly to discuss future events.

If you would be interested in meeting other parents and helping school please contact the school office to volunteer.

The “Friends” are established as a most supportive group and the School benefits considerably from their efforts.

## **THE SCHOOL CURRICULUM**

The curriculum is based on the following general aims:

- (a) to help pupils to use language and number effectively  
(English and Mathematics)
- (b) to help pupils to develop lively, enquiring minds;  
(Science, Technology and Information & Communications  
Technology)
- (c) to help pupils understand the world in which they live;  
(Environment Studies – History and Geography)  
(Modern Foreign Languages)
- (d) to instil respect for religious and moral values;  
(Religious and Personal Education)
- (e) to encourage aesthetic awareness;  
(Art and Music)
- (f) to develop physical skills:  
(Physical Education)

Each of the above aims and corresponding curricular areas must not be viewed in isolation. Each area is related to the other areas and each is dependent upon the others to achieve a balanced curriculum.

The curriculum arrangements will include special provision to give additional help to any pupils with **Special Educational Needs**. Particular emphasis will be placed on the areas of English and Mathematics. All arrangements will be planned to provide each individual pupil with maximum support to develop his or her full potential.

Boys and girls are given **equal opportunities** and equal access to all parts of curriculum in this school.

## **THE CURRICULUM**

The curriculum at Whickham Parochial School is geared to meet the requirements of the National Curriculum in Key Stage One (Reception – Year 2) and Key Stage Two (Years 3 – 6).

In Parochial children are taught Maths, English, Science, PE and RE as separate lessons while the other subjects are largely taught as part of our Creative Curriculum which aims to motivate and engage our children.

Under the provisions of the National Curriculum, the core subjects are given major emphasis. These are:-

English, Mathematics, Science,  
Religious Education and  
Information and Communications Technology

In addition the children study the foundation subjects:-

Art and Design; Geography; History; Music; Physical Education.

The teaching of the core and foundation subjects takes place through subject teaching and integrated projects. This enables each pupil to study a broad balanced curriculum.

The school has a set of working policy documents, which cover each major area of the curriculum. These policies are considered, developed and revised by staff through regular in-service sessions both at school and elsewhere. Copies of these documents are available at school for consultation by parents.

### **English**

Our programmes of study follow those required by the National Curriculum. Competence in the English Language grows through the interaction of writing, talking, reading and experience. All forms of learning depend upon the capacity to use language. Consequently, English, as a means of communication, is essential to all areas of the curriculum.

The English programme will work towards attainment targets or the components of: speaking and listening, reading, writing, spelling and handwriting. Children are encouraged to read for pleasure as well as to seek information. They will experience a wide range of writing forms, will be taught spelling, aspects of grammar and punctuation and to write in a legible style. They will be introduced to and encouraged to read good quality literature, both prose and poetry.

## **Mathematics**

The National Curriculum establishes five areas of content: number, algebra, measures, shape and space and handling data. Our programmes of study aim to prepare the children for the demands of society in general and for their subsequent learning and education in mathematics in particular. Children will be given opportunities to become competent in handling mathematics mentally and to make effective use of calculators and computers.

Ultimately, we aim to produce children with lively, enquiring minds who have a favourable attitude to learning mathematics and who enjoy this subject.

## **Science**

The National Curriculum defines the attainment targets and programmes of study for science education. Science forms a major component of our curriculum throughout the school. The work is approached by themes or topics and covers both physical and chemical aspects of science as well as the natural and environmental. Much of the work is experimental in nature insofar as children are asked to make, measure or observe things. Emphasis is equally strong on the processes of science as in the acquisition of scientific knowledge.

## **Computing**

Pupils will be taught to extend the range of IT tools that they use for communication, investigation and control, becoming discerning in their use of IT, select information, sources and media for their suitability for purpose and assess the value of IT in their working practices. This national emphasis on Information and Communications Technology now presents the school with the opportunity to consider a more extensive and co-ordinated development programme in the coming years.

## **Humanities**

The National Curriculum specifies History and Geography as two of the foundation subjects. Our thematic approach ensures that the key historical and geographical concepts are contained within the programmes of study followed by our children. In this way we are able to maintain the important wholeness of learning across the curriculum, while maintaining the essential disciplines contained within these two subject areas.

## **Art and Design**

The programme for Art will follow the requirements of the National Curriculum. As they progress through the School our children will have the opportunity to experience a balanced programme of art, craft and design activities. Among the opportunities provided will be painting, drawing, printmaking, textiles, collage and modelling. Children will be introduced to varied works of art.

## **Music**

The National Curriculum requirements will feature in our music provision. We aim to provide opportunities for children to undertake a balanced programme of activities involving performing and listening to music in a variety of styles from different periods and cultures. Ultimately, our goal has to be to produce children who enjoy both the making of and listening to music. Specialist music tuition is available to children in school through the peripatetic music service.

## **Physical Education**

Physical Education makes a unique contribution to children's education. Our children learn skills in body management in a variety of settings. They will come to understand how their bodies respond to activity. They will develop habits leading to healthy lifestyles and appreciate the means through participation in physical activity. Our children will participate in athletics, dance, games, gymnastics, outdoor education and swimming.

Outdoor games include football, mini-rugby, netball and hockey during autumn and winter with athletics, cricket and rounders being incorporated into the programmes for the summer term. Swimming lessons usually begin in Year 4 at Blaydon Leisure Centre. Wherever possible we endeavour to use expert coaches from the community to enhance our provision.

## **Religious Education**

Religious Education is part of the basic curriculum and will be taught in accordance with the LA's Agreed Syllabus and The Diocese of Durham Syllabus, copies of which are available in school for consultation by parents. These reflect that the religious traditions in this country are in the main Christian. However, in order that we provide a relevant syllabus for the needs of our children we must also make them aware of other religious beliefs and cultures, as they exist in our society.

It is expected that all children will be involved in religious education but alternative arrangements can be made for pupils whose parents request that their child be excused from receiving religious education. Such requests should be made in writing and addressed to the Headteacher.

## **Modern Foreign Languages**

French is taught across both key stages. It is a statutory requirement in Years 3, 4, 5 and 6. In Reception, Years 1 and 2 children are introduced to the basics, such as numbers, names and greetings, even though it is not a statutory requirement.

## **A STATEMENT ON THE SCHOOL'S SPORTING AIMS**

Whickham Parochial School has a differentiated scheme for Physical Education, which covers Dance, Gymnastics, Swimming, Athletics and Outdoor Activities.

### **Aims**

At Whickham Parochial we aim to provide a high-quality physical education curriculum that inspires all of our pupils to succeed and excel in sport and other physically demanding activities.

We aim to provide opportunities for our pupils to become physically active and confident in a way which supports their health, wellbeing and fitness as they move towards making their own choices as young adults and beyond. In addition, we aim to provide opportunities for children to develop their potential and compete in activities that will help them build character and embed values such as teamwork fairness and respect.

### **Traditional Team Sports**

During their time at Whickham Parochial School children will participate in most of the following: - Basketball, Football, Cricket, Short-tennis, Rounders, Hockey and Rugby.

### **Time allocated to individual and Team sports in the Formal Curriculum and beyond**

2 hours

### **Extra-Curricular Opportunities**

Professional coaches, including parents, run an after school club in Gymnastics. Irish Dancing is also taught by a specialist dance teacher. For younger children Little Kickers football coaching takes place after school and for older children Newcastle Community Soccer run after school sessions. The teaching staff coach, Football, Cricket, Short-tennis and Swimming squads. These compete in school, inter school Leagues and tournaments.

Karate is taught by professional coaches in pre-school sessions on Thursday and Friday mornings.

## **Facilities Available**

Large Hall with wooden floor. A soccer pitch, marked in summer for athletics, cricket and rounders. Hard play area containing one netball court. Use of Blaydon Leisure Centre for swimming lessons.

## **P.E. and Coaching Qualifications held by Staff**

Mr P Armstrong	-	Top Play/Top Sport trained
Mrs H Dillon	-	DfEE P.E. Qualification
Mrs J Latham	-	DfEE P.E. Qualification
Mrs L Williamson	-	DfEE P.E. Qualification
Mrs J Beasley	-	DfEE P.E. Qualification
Mrs C Stephenson	-	DfEE P.E. Qualification
Mrs R Walton	-	Top Play/Top Sport trained
Mrs R Jackson	-	Top Play/Top Sport trained
Mrs C Saint	-	Top Play/Top Sport trained

## **Links with Local Sports Clubs**

There are very close links with Whickham School, which is a specialist School for P.E. We also have a link with Whickham Cricket Club who coach children in Year 5 and 6.

## **A STATEMENT OF THE SCHOOL'S ARTS POLICY**

Whickham Parochial School recognises the wealth of enriching learning opportunities for children, which is available from the arts.

The School makes use of resources, which are not available in school, artists in residence, museum and art gallery teachers, theatre and musicians are among the specialists who share their expertise with our pupils. During these projects the children have the opportunity to acquire new practical skills, find different ways of appreciating and understanding performances, paintings and artefacts, which can develop their own work. There is an emphasis on first-hand experience of quality and on collaborative group activity.

Much of the work attempted cuts across the subject boundaries and shows how many areas of the curriculum can be related. They are accessible to pupils of all abilities. They provide a motivation for learning by exciting interest, developing self-confidence and widening contacts with talented groups and individuals.

## Results of Statutory Testing and Assessment

These assessments were completed during the Spring and Summer terms of 2019. The results were as follows:

### Foundation Stage

86.7% of Reception children achieved a Good Level of Development (expected or exceeded grade in all Prime and Literacy and Numeracy areas) This year the Average Total Point Score is 41.5. Last year's National Average Point Score was 34.6.

#### Number

100% of children achieved ELG expected or higher; 37% achieved an exceeding grade.

#### Reading

90% of children achieved ELG expected or higher; 27% achieved an exceeding grade.

#### Writing

90% of children achieved ELG expected or higher; 13% achieved an exceeding grade.

### Year One Phonics test

93% of children passed their Phonic Screening Test.

### Key Stage One Statutory Tests

#### Maths Test and Teacher Assessment Outcomes

84% of children achieved expected levels or more; **71%** were teacher assessed at expected. 29% of children achieved a 'high standard'\* in their maths test; **29%** were teacher assessed at Greater Depth  
In the tests, our average scaled score was 105

#### Reading Test and Teacher Assessment Outcomes

81% of children achieved expected levels or more; **81%** were teacher assessed at expected. 41% of children achieved a 'high standard'\* in their reading; **19%** were teacher assessed at Greater Depth  
In the tests, our average scaled score was 105

#### Writing Teacher Assessment

**61%** of children achieved expected levels or more.  
**10%** of children demonstrated greater depth in their writing

\* A 'high standard' refers to the child's achievement of a scaled score of 110 or above.

### Key Stage Two Statutory Tests

#### Maths

**90%** of children achieved expected levels (National 79%)  
**30%** of children achieved a high standard (National 27%) \*  
Our average scaled score was 106, compared to National average scaled score of 105

#### Reading

**67%** of children achieved expected levels (National 73%)  
**27%** of children achieved a high standard (National 27%)  
Our average scaled score was 104 compared to National average scaled score of 104

#### Writing

Writing is judged from teacher assessment of work gathered across the year and this year was moderated by the local authority who approved all judgements.

80% of children achieved expected levels (National 78%)

10% of children achieved greater depth in their writing (National 20%)

#### **Grammar, Punctuation and Spelling**

93% of children achieved expected levels (National 78%)

57% of children achieved a high standard (National 36%) \*

Our average scaled score was 110, compared to National average scaled score of 106

#### **Combined Scores**

60% of children reached the expected standard across Reading, Writing and Mathematics (National 65%).

7% of children reached a 'higher standard' across Reading, Writing and Mathematics (National 11%)

\* A 'high standard' refers to the child's achievement of a scaled score of 110 or above.

## **COLLECTIVE WORSHIP**

Collective Worship in the form of a whole school assembly takes place each day and is led by different members of staff. We regularly welcome clergy of the Parish and representatives of other denominations in Whickham are welcome to visit school.

The school assembly and the school curriculum should interact with each other at many places. Opportunities will be given for quiet reflection and prayer. Assemblies enable participating children to gain confidence. This also establishes the whole school community in a secure and warm atmosphere and to communicate the requirements of living together in harmony.

Parents have the right to withdraw their children from Acts of Collective Worship. Any such request should be made in writing and addressed to the Headteacher.

The school was inspected by the Church of England Inspection team in July 2013 and found to be 'Outstanding' in all areas.

## **SEX EDUCATION**

A programme of sex education is provided in accordance with the policy laid down by the School Governors. This is covered through a framework of Health Education, normally as part of topic work. This is based on Christian principles and is geared to the child's stage of development. The children are supported in developing a growing awareness of themselves, their place in society and their relationship with others. As they grow in maturity, the wider will be the range of sex issues brought to their attention. Parents are always informed if anything of a specific nature is to be discussed in class or by outside agencies. Parents have the right to withdraw their child from all or part of sex education offered, except those taught as part of National Curriculum science.

## **EDUCATIONAL VISITS**

Much that is of value, in broad educational terms, can be gained from the local and wider environment. This complements themes being undertaken in the classroom and thus supports the work of the school. Where admission and travel costs are involved, we ask for voluntary contributions from parents and stress that children will not be treated differently according to whether or not their parents have made a voluntary contribution. It must be pointed out that the activity can only take place if there are sufficient voluntary contributions forthcoming.

For certain visits, consent from parents is sought. However, for short visits involving no charges and within reasonable vicinity of school this is not required.

The school has a School Journey Insurance Policy. A synopsis of the scheme is held at school.

## **EXTRA CURRICULAR ACTIVITIES**

Our aim to produce children who are active participants is achieved, in part, by providing varied extra curricular activities. These are dependent upon pupil interest and staff availability.

## **FORMAL DOCUMENTS**

A number of documents produced either by the Department for Education or the L.A. is available for the information of parents. These are available for consultation by parents.

## **HOMEWORK**

Homework can both complement and consolidate work, which is taking place in the classroom. Varied assignments may involve English and Mathematics. All children are encouraged to take home their current books from the reading scheme. On occasions children are required to prepare for follow up written work or, perhaps, to carry out some research for specific on going class themes.

In addition staff may set tables, handwriting, spelling or general worksheets depending on the age and needs of the pupil.

## **PROVISION FOR SPECIAL EDUCATIONAL NEEDS**

The school adheres to the DFE Code of Practice for the identification and assessment of pupils with Special Educational Needs. As many as one child in five may have special educational needs at some time in his or her school life. We strive to ensure that these needs are identified at their earliest stage so that the child can be given the necessary help, encouragement and guidance to take them forward. These may range from learning difficulties to child being particularly gifted in a curriculum area. Teaching assistants are deployed to give extra help for children with special needs and we aim, as far as we can, to cater for each individual need. We also call upon support and advice from external agencies such as Educational Psychologists, Speech Therapists and others as the need arises.

## **PUPILS WITH DISABILITIES**

Pupils with disabilities can be admitted into school in accordance with agreed admission policies. The school staff liaises with parents and pre-school professionals already involved with individual professionals already involved with individual prospective pupils to establish that the school is suitable for the pupil and that all pertinent information is available to ensure smooth admittance to school.

The school is accessible for wheelchairs. An accessibility plan (required under the Disability Discrimination Act 1995) is currently being prepared. This covers future policies for increasing access to the school by pupils with disabilities.

Please contact the Headteacher if you would like to view a copy of the school's accessibility plan.

## **HOLIDAYS DURING TERM TIME**

**Applications for time away from school for family holidays during term time.**

The current law relating to holidays during term time is as follows:

This will have an impact on any families who choose to take holiday during school time from September 1<sup>st</sup> 2013 onwards. While we may not entirely agree with this law we must adhere to it.

The changes are as follows:

- The law does not give any entitlement to parents to take their child on holiday during term time.

- Parents must apply in writing to school for leave absence at least 4 weeks before they leave if they wish to take holiday during term time.
- Schools can only give permission for leave of absence if there are exceptional circumstances for taking children out during term time. Cost unfortunately is not considered to be an exceptional circumstance.
- Each application will be considered individually and will be at the discretion of the Headteacher and Governors of the school. Parents will be notified of the decision.
- If permission to authorise the absence is turned down and parents still remove their child from school, then the absence will be recorded as unauthorised.
- Government guidance strongly dissuades parents taking holidays in the first few weeks of a school year as this can have a negative impact on the child educationally.

Punctuality and good school attendance are essential for any child to make progress and reach their full potential. The government have set a target of a minimum of 96% attendance for every child in school and it is important that we strive to achieve this. Research clearly shows that children with attendance below 95% achieve less well at school than other pupils.

## EVERYDAY LIFE

### ATTENDANCE AND ABSENCE

#### Daily Timetable

	8.55 a.m.	School commences
10.30	– 10.45 a.m.	Morning break
12.00	– 1.10 p.m.	Lunch break (Key Stage 1)
12.15	– 1.10 p.m.	Lunch break (Key Stage 2)
1.15	– 3.15 p.m.	Afternoon session
	3.15 p.m.	School finishes

Parents are asked that their children attend school regularly and punctually. Please note that teachers on duty are on hand to deal with any accidents from 8.50 a.m. and that parents must therefore accept responsibility for mishaps occurring prior to 8.50 a.m. Ideally children should not arrive at school much before this time.

Schools are required to publish attendance data and distinguish between authorised and unauthorised absence. It is important that parents notify the school on the day of any pupil absence or whenever possible in advance of any proposed absence.

Shown below is the actual teaching time for each of the Key Stages in school:-

Key Stage 1	21 hours and 15 minutes
Key Stage 2	23 hours and 30 minutes

#### Pupil Attendance 2018 – 2019

The percentage of half days (sessions) missed through authorised absence – 2.0%

The percentage of half days (sessions) missed through unauthorised absence – 0.9%

Average attendance for the period September 2018 – July 2019 – 97.1%

## **EMERGENCY CONTACT NUMBERS**

It is most important that parents supply the school with up-to-date information on where, and how; they can be contacted in an emergency.

## **PASTORAL CARE**

General pastoral care lies within the responsibility of the Headteacher and individual class teacher. The general well being of your child is of paramount importance and to ensure this it is necessary to have a minimum of school rules, which are added to and amended when the need arises. The principal rules are as follows: -

- (a) Children should arrive at school no earlier than 8.30 a.m.
- (b) Children should go home as soon as dismissed at the end of the school day unless they have had special permission by a teacher to remain behind
- (c) Sweets are not allowed in school or in the playground
- (d) Children are asked not to run inside the school building or any school entrance
- (e) Children should not wear jewellery in school
- (f) Children should not bring money to school, other than the necessary amount for dinners or outings, nor should they bring valuable or expensive toys. The school cannot accept responsibility for any loss or damage, which may occur.

## **ADMINISTRATION OF MEDICINE DURING SCHOOL HOURS**

The school will need to be notified of any medical condition a child has that may affect their schooling and if there are any medicines that a child needs to take on a regular basis.

For the school to agree to assist in the administration of medication during school hours:

- Parents must write to the school giving authorization for medicines to be administered to their children.
- Only medication prescribed by the child's G.P. will be administered
- Medicines must be brought into school in a properly labelled container which states:
  - a) The name of medicine, b) The dosage and c) The time of administration.
- Where possible the medicine should be self-administered under the supervision of an assigned First Aider and whenever possible parents should take responsibility for administering medicines to their child.

- Medicines will be kept in a secure place by an assigned First Aider in accordance with safety requirements.

Parents should bring any prescribed medication to the front office where they will be issued with a medication form to complete.

Where long-term needs for emergency medication exist, the school will require specific guidance on the nature of the likely emergency and how to cope with it while awaiting paramedic assistance. In this instance the school will work with the parents to complete a care plan, or a care plan will be provided by the medical professionals involved in the child's health care.

## **DISCIPLINE**

To a child, the model is the teacher and the parent. We should expect no more than we are prepared to demonstrate ourselves. The school has a Behaviour and Discipline Policy, which is available to parents on request. The school atmosphere depends on children respecting adults, other children and the school environment generally. Good behaviour and attitudes are expected from all children. The teacher concerned deals with minor offences involving breaking school rules or behaving in an anti-social manner.

The Headteacher or Deputy Head deals with major disciplinary matters. Parents are informed of persistent bad behaviour.

Corporal punishment has effectively been abolished under the Education (No.2) Act, 1986.

## SCHOOL MEALS

School meals are cooked on the premises in accordance with a well-planned and varied diet. The meals are served in two sittings.

Dinner money is payable via Sims Agora – parents can find out more about registering with Sims by contacting our school administrative assistant, Mrs Barnes. The cost of a school meal is at present £2.60, although we expect that to be increased to £2.70 before October 2020.

Those children not eating a school meal may bring a packed lunch in a box kept for this purpose.

## SCHOOL UNIFORM

The school has a uniform and parents are encouraged to dress their children in the uniform in order to encourage a pride in the school and to prevent the wearing of unsuitable clothing.

School blouses, summer dresses, polo shirts, cardigans/pullovers embroidered with the school badge and ties are available for purchase from school, the school makes no profit from these sales.

<b>Boys</b>	<b>Winter uniform</b>	<b>Summer uniform</b>
Trousers	grey	
Shoes	black	
Shirts	grey	gold polo-shirts
Sweaters	grey v-necked	
Ties	gold/black	
<b>Girls</b>	<b>Winter uniform</b>	<b>Summer uniform</b>
Trousers/skirts/pinafores	grey	
Socks/tights	white socks/grey tights	
Shoes	black	
Blouses	gold	gold polo-shirts
Summer Dresses		Yellow checked
Sweaters	grey v-necked	
Cardigans	grey	
Ties	gold/black	

Please note that pupils in Reception Class will wear gold polo shirts throughout their first year in School.

## **P.E. EQUIPMENT**

Children in all classes wear white tee shirts and black shorts. In colder weather tracksuits or similar clothes are useful for outdoor games.

Trainers are required for outdoor games.

All clothing should be clearly marked with the child's name.

## **THE SCHOOL GOVERNING BODY**

### **Chair and Parent Governor**

Mr C Liddle                      22 Dyke Nook Close, Wickham. NE16 5TD

### **Vice Chair and Parent Governor**

Mrs G Surtees                23 L'Arbre Crescent, Wickham. NE16 5YG

### **Foundation Governors**

Rev B Abbott                St Mary's Rectory, Wickham. NE16 4SH

Mr C Liddle                      22 Dyke Nook Close, Wickham. NE16 5TD

Mrs G Surtees                23 L'Arbre Crescent, Wickham. NE16 5YG

### **LEA Governors**

Mrs B Smith                      "The Durdans", Fellside Road, Wickham.  
NE16 4LA

Cllr. Mrs Ord                      29 Carrsyde Close, Wickham. NE16 5QU

### **Parent Governors**

Mr G Crosby                      13 Finchale Close, Wickham. NE11 9PW

Mrs L Ferguson                2 Buttermere Avenue, Wickham NE16 4EX

Mrs R Simpson-Smith        10 Ancrum Way, Wickham, NE16 5RW

Mrs C McKeag                      Thorns Cottage, Fellside Road, Wickham,  
NE16 4LA

### **Teacher Governor**

Mrs H Dillon                      Wickham Parochial Primary School

### **Headteacher Governor**

Mr P Armstrong                Wickham Parochial Primary School

## **THE SCHOOL STAFF**

### **Teaching Staff**

Mr P Armstrong	Headteacher
Mrs R Walton	Deputy Headteacher
Mrs L Williamson	
Mrs R Jackson	
Miss K Hutchinson	
Mrs H Dillon	
Mrs C Stephenson	
Mrs J Beasley	
Mrs L Hull	
Mrs S Hodgson	

### **Learning Support Staff**

Mrs C Saint	Teaching Assistant
Mrs A Aitken	Teaching Assistant
Mrs S Stapleton	Teaching Assistant
Mrs K Barnes	School Administrative Assistant

### **Non-teaching Staff**

Mrs G Coyne	Supervisory Assistant
Mrs S Robson	Supervisory Assistant
Mrs P Birdsall	Supervisory Assistant
Mrs P Hancock	Supervisory Assistant
Mrs J Nichols	School Cook
Mr M Conroy	Caretaker

## Peripatetic Music Staff

Mr T Rushton	Brass
Mr J Fannon	Guitar
Mrs A Jackson	Violin / strings

## DATES OF SCHOOL TERMS AND HALF TERM HOLIDAYS 2020 - 2021

**\*Please note, these dates are subject to change. Check the website for updated information**

School Term	School Opens	School Closes
Autumn	Wednesday 3 September 2020	Friday 20 December 2020
Spring	Tuesday 5 January 2021	Friday 26 March 21
Summer	Monday 12 April 2021	Friday 16 July 2021

### Half Term Holidays

Autumn:	19 October – 23 October 2020 (inclusive)
Spring:	18 – 22 February 2021 (inclusive)
Summer:	31 May – 4 June 2021 (inclusive)

In addition to the above dates, school will be closed to pupils on and Monday 3 May 2014 (Bank Holiday).

## **SUMMARY OF COMPLAINTS PROCEDURE**

### **a) Introduction**

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

### **b) Formal Complaints**

Where such discussions fail to satisfy the parent or guardian of a pupil, the parent or guardian is then entitled to refer the concern to the governing body of the school as a "formal" complaint. Where a parent or guardian feels that he or she is not satisfied with his or her discussion with the teacher (or Headteacher) concerned, he or she should inform the Headteacher who will provide him or her with the name and address of the clerk to the governing body of the school or the Deputy Director (Curriculum). The complaint must be put formally in writing:-

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

### **c) Action by the Clerk to the Governing Body or Deputy Director (Curriculum)**

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

### **d) Action following the involvement of the Governing Body**

The appeal panel of the governing body will not give a decision to the complainant at the time of the hearing but will write to the complainant through the clerk to the governors within ten days of the hearing stating

the outcome of any requests made to those complained against to take particular action to resolve the matter. At this stage the parent or guardian will also be informed how he or she can take the matter further if still dissatisfied with the outcome.

**e) Complaints concerning Religious Education and Collective Worship in Controlled and Aided Schools**

If after the decision of the governor complaints panel the complainant is still not satisfied, he or she should be informed by the clerk to the governors that his or her complaint will be considered at the next stage by the Diocesan Bishop through the Diocesan Education Authority.

**f) Complaint to the LA**

- (i) If the complainant is still not satisfied with the outcome of the appeal to the governing body panel, or
- (ii) If the complaint is something which is solely the responsibility of the LA (and not the school),

then the matter may be referred to a panel of LA members.

At this stage the complainant should again set out the complaint in writing giving the information stated in paragraph b) and send it to the Deputy Director (Curriculum) who will acknowledge receipt of the complaint within seven days and will refer it to the LA complaints panel. (Where the complaint concerns the curriculum, other than R.E. and worship, in an aided school the LA panel will also include a representative of the Diocesan Authority.)

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

**g) Action following involvement of the LA panel**

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

## **CHARGING AND REMISSIONS POLICY (Education Reform Act 1989)**

With respect to the above, the Governors have adopted the policy of the Gateshead LA. A full copy is available from the Headteacher.

The main effects of the new policy on this school:-

- 1 When organising activities (eg visits) the school can seek voluntary contributions to support the activities. There is no obligation to contribute and pupils will not be treated differently according to whether parents/guardians are unable or reluctant to support it.
- 2 The school reserves the right to cancel any proposed activity should the level of voluntary contributions be insufficient to support it.

It must be appreciated that the information contained in this brochure, which relates to the academic year 2020 - 21 (commences 1 September 2020) is correct at the time of publication but it must be assumed that there will be no change affecting the relevant arrangements before the start of, or during the academic year in question.

If there is anything you do not understand or about which you require more detailed information, please contact the school.