



Welcome to

ROWLANDS GILL PRIMARY SCHOOL

Dear Parent/Carer

We are pleased to present you with a copy of our school prospectus which has been produced in collaboration with the Governing Body and staff.

The booklet is intended to be an introduction to our school, but please do not hesitate to contact the school if you require additional information or have any queries.

Rowlands Gill is a happy and caring school very much involved with the local community. We offer a safe, stimulating and structured environment in which your child can develop. A wide range of extra curricular activities and opportunities are also available to ensure a rich and stimulating learning experience for pupils.

In our latest Ofsted report (November 2012), it noted that 'the behaviour and safety of pupils is outstanding' and that pupils 'are extremely considerate of each other and their teachers'. Our SAT'S results continue to improve and reflect the hard work and achievements of our children and staff.

We very much value our partnership with parents and look forward to welcoming you and your child to our school and sharing with you in your child's development and progress over the next few years.

Yours sincerely,

Graham Archer
Chair of Governing Body

Miss H J Martin
Head Teacher



MISSION STATEMENT

At Rowlands Gill Primary School our children are valued as individuals and it is our policy to maximise the opportunities they have here, to help them to develop intellectually, morally, spiritually, physically, creatively and socially.

In our school we aim to provide a happy, secure and structured environment which will lay the foundations in terms of knowledge, skills and attitudes to equip our children for life.

We aim to provide stimulating and interesting first-hand experiences for our pupils, in a curriculum which has breadth and variation, and is relevant to the differing needs of all our children at all stages of the Foundation Stage and National Curriculum.

WEBSITE

All the information contained in the Prospectus is accessed on our website (www.rowlandsgillprimary.org) with photographs, blogs, updates and comments from pupils and parents

GATESHEAD COUNCIL

ROWLANDS GILL PRIMARY SCHOOL

Dominies Close, Rowlands Gill, Tyne and Wear NE39 2PP

Telephone: 01207 549 359

Fax: 01207 549 182

Head Teacher: Miss H J Martin B.A., P.G.C.E.

Chair of Governors: Graham Archer

Staff Organisation 2016-2017

The school is a Community Primary School catering for pupils from 3-11 years of age. Currently there are 309 pupils on roll excluding Nursery.

Senior Management

Miss H Martin - Head Teacher

Mr Andrew - Deputy Head Teacher

The school aims to provide continuous and effective liaison with all secondary schools. After their final year many pupils transfer to Thorp Academy, St Thomas More and Whickham.

ORGANISATION

At present there are twelve classes and a Nursery Unit in this school. Children are taught in mixed ability classes, grouped chronologically in KS2. The children spend most of the day with their class teacher, where they are taught as a class, in groups, or as individuals. There is some music specialisation from the Peripatetic Music Teacher once a week in Foundation Stage.

Children are taught in mixed age classes in Years 1 and 2 and Years 3 and 4. Pupils are taught Literacy and Numeracy in the morning and Creative Curriculum in the afternoon. The curriculum is rich, key skills are taught and applied to an interesting context. There is no repetition of content for our children.

Children are encouraged to take their reading books home. We feel it is important that parents listen to their child(ren) read. Each child has a reading record booklet in which their teacher/parent make comments and record the progress made.

Formal school assessments take place annually and there are standardised tests in reading and spelling at all year levels.

Year		Class Teacher	No. Pupils
FOUNDATION STAGE			
Nursery	NT	Miss K Taylor	35
Reception	RP	Miss L Page	18
Reception	RB	Mrs S Brogden	18
KS1			
Year 1	1/2L	Mr P Lumley	27
Year 1	1/2D	Miss C Dunn	26
Year 2	2B	Miss A Brown	30
KS2			
Year 3/4	3/4M	Mrs J Miller	31
Year 3/4	3/4L	Mrs E Lynch	32
Year 3/4	3/4M	Mrs U Mitchell	31
Year 5	5R	Mrs J Readshaw	24
Year 5	5A	Mr M Andrew	23
Year 6	6D	Mr G Dempsey	31

Additionally Resourced Mainstream Schools (ARMS)

For pupils with moderate learning difficulties, up to a maximum of 10.

Class Teacher

Miss Innes

HLTA - Miss K King - NNEB/STA

Child Care Assistant - Ms J Wood



LEARNING SUPPORT TEACHER

Ms Humberston is our part time special needs teacher. She provides additional support in English and Mathematics. In addition, we employ several Teaching Assistants to support the teaching of Literacy and Numeracy.

PART-TIME TEACHING/TUTORIAL STAFF

Higher level Teaching Assistants - P Corr, T Tones, J Poad, D Edmondson, A Livingstone
Classroom Assistants: C Tingle, J Lloyd Payne, S Preston, D Ledger

Peripatetic Tutors for Music:

Mrs S Blakey	woodwind
Mrs J Watson	cello/violin
Mr G Strong	guitar

NON-TEACHING STAFF

Business Manager:	Mrs E Elliott
Administrators:	Miss L King
	Mrs M Brown

Facilities Manager:	Mr D Clerk	
Cleaners;	LEA Cleaning Contractors	
Supervisory Assistants:	Mrs Allman	Mrs Raymond
	Mrs Briggs	Mrs Redhead
	Mrs Atkinson	Mrs K Barker
	Mrs March	Mrs S McCardle

Kitchen Staff:	Environmental Services
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SAFEGUARDING CHILDREN

Ofsted adopts the definition of safeguarding used in the Children Act 2004, and in the government's guidance document Working together to safeguard children. This can be summarised as:

- Protecting children and young people from maltreatment
- Preventing impairment of children and young people's health or development
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

Safeguarding children is of prime importance in our school. This involves protecting children by providing a safe environment as an educational setting.

The Governors and Senior Management Team wish to inform parents of the importance of this matter and ask for your support in ensuring that this is a safe learning environment for our children. Children should feel safe to come to school and it is our duty to ensure the general safety of the building.

Any visitors to the building must report to the school office, sign in and receive a visitors badge. All external doors will be kept closed and opened by the teachers when school starts at 8.57am.

The school gates are kept locked during school hours. We must request that parents wait in the playground prior to collecting their children when the bells sound at 3.10pm and 3.20pm. This will ensure that stairwells are kept clear and allow children to move safely out of the school building.

Statutory vetting procedures are carried out on visitors such as sports coaches, music teachers, artists etc who regularly come into contact with children.

Governors and staff of the school would very much welcome your support in ensuring the security and safety of all users of our school.

ARRANGEMENTS FOR PARENTS/GUARDIANS TO VISIT THE SCHOOL

Parents of the new intake children to Nursery and Reception classes are invited to a meeting in the summer term prior to their children starting school in September. A copy of Gateshead Council's Admission Policies to County Primary Infant and Nursery Schools is contained in this Prospectus for information.

In order to ease transition, Reception and Nursery pupils are admitted over a one week period at the beginning of the Autumn Term.

Formal consultation sessions are arranged throughout the year but parents/guardians may visit the school at any time mutually convenient for the Head Teacher and parent(s). Parents will receive annual written reports covering their child's performance in all National Curriculum and other subjects. They will be invited to discuss these reports with their child's class teacher.

Parents are encouraged to advise the school during the year of any circumstances which they believe may affect the progress of their child.



EARLY YEARS FOUNDATION STAGE

Children in our school aged between three and five are working within a distinct phase of education that is known as a Foundation Stage. Staff are following the aims and principles that are set out in the Curriculum guidance for the Foundation Stage. This guidance sets out seven areas of learning which form the basis of the foundation stage curriculum. These areas are:

- Personal, social and emotional development
- Physical development
- Communication and language
- Mathematical
- Literacy
- Understanding of the world
- Expressive arts and design

Each area of learning has a set of related early learning goals. Curriculum guidance for the Foundation Stage is intended to help practitioners plan to meet the diverse needs of all children so that most will achieve and some, where appropriate, will go beyond the early learning goals by the end of the Foundation Stage.

KS1 AND KS2 CURRICULUM

All year groups teach programmes of study set out in the National Curriculum (2014) for Mathematics, English, Science and Foundation subjects: Art & Design, Design Technology, Computing (formerly known as Information Technology), Music, History, Geography and Physical Education.

The school uses a cross-curricular approach to teaching and learning. This means that skills, knowledge and understanding across a range of subjects are brought together and form a topic. Within the topic, children are able to practise and apply their reading, maths and English skills in other subject areas.

Nursery and Reception, Year 1 and 2, Year 3 and 4 and Year 5 and 6 have shared topic work, however, the skills taught will be differentiated for their year group and the ability of the pupils.

Our 'Long Term Plans' show each year group's overview of topics and curriculum learning.

Our 'Topic Maps' show each year group's half termly areas of learning. These can be found on our website.

AIMS

We believe that every child should have the opportunity to develop and build their self-esteem and self-confidence.

We encourage our children to have high aspirations and strive for the best. We want our children to be responsible and effective by the time they finish their journey at Rowlands Gill Primary School and move onto the next phase of their lives.

Our main aim is to provide exciting, stimulating topics which the children become fully absorbed in using a cross-curricular approach. We strive to encompass as many curriculum subjects into each topic, making them relevant and meaningful for our children.

We use a number of different approaches to explore and deliver the topics to ensure we enable our children to develop all the skills they need to be confident and successful learners. We want our children to be inquisitive and passionate about their learning and spark a desire for life long learning.

Our School Aims

- To develop skills across the whole curriculum
- To provide opportunities for our pupils to investigate the world around them and to develop enquiring minds.
- To develop a positive attitude towards school and learning.
- To enable our pupils to collaborate, co-operate and be self-disciplined in work and at play.
- To instil respect for different world religions, lifestyles and cultures.
- To develop skills through physical activities and build in an awareness of safety.
- To help to promote in our pupils a positive self-image and high self-esteem, and regard for others.
- To develop aesthetic appreciation.
- To help our pupils to appreciate human achievements of the past and the present and hopes to build for the future.
- To raise awareness of the environment and care of it.
- To provide moral and spiritual education.
- To prepare our children for responsible citizenship.



CURRICULUM CONTENT

MATHEMATICS

Teachers should use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

ENGLISH

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

SCIENCE

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

ART AND DESIGN

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

CITIZENSHIP

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

DESIGN AND TECHNOLOGY

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

GEOGRAPHY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



HISTORY

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

LANGUAGES

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

MUSIC

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

PHYSICAL EDUCATION

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

RELIGIOUS EDUCATION (R.E.)

This school is non-denominational.

R.E. is provided in accordance with the Local Authority's agreed syllabus. The teaching of R.E. will endeavour to secure an understanding of the social and moral values of Christian ethics. Daily acts of collective worship make a relevant contribution to the school curriculum. The teaching of R.E. is in the main Christian, whilst taking into account the practices and teachings of the other principal religions in Great Britain.

This school aims to foster relationships based on respect and consideration for all, and to be aware that we live in a multi-cultural society.

However, parents have the right to withdraw their child from R.E. and from worship. The Head Teacher must be informed, in writing, if you wish to exercise the right of exclusion.

Our aims are to help children to:

- Respect religions
- Acquire a reasoned set of attitudes, values and beliefs;
- Accept other religions, races and ways of life;
- Acquire habits of self-discipline and acceptable standards of behaviour;
- Acquire self respect and sensitivity to others;
- Respect the world around;
- Make effective use of the Collective act of worship and create a feeling of unity within the school environment.

SMSC (SPIRITUAL, MORAL, SOCIAL AND CULTURAL)

A high quality SMSC education will enable pupils to develop their self-esteem and confidence, distinguish right from wrong and respect all people regardless of their faith, race, culture and sexual orientation. Pupils are taught to understand the importance of identifying and combating discrimination. British values (including democracy, the rule of law, individual liberty and respect) are promoted at all times. The curriculum will enable children to contribute positively to life in modern Britain.

COMPUTER RESOURCES

The school has computers, notebooks, laptops and related equipment such as pocket books, digital camera, video conferencing. The computers are based in classrooms, a Computer suite and an ICT room. We are also linked to the Internet. There is an interactive whiteboard and projector in every class. In addition to computer suite allocation, ICT is used throughout the curriculum.

SWIMMING INSTRUCTION

Y3/4 children have swimming lessons in Blaydon Pool.

SEX AND RELATIONSHIPS EDUCATION

Taking into consideration the age of the children it is incumbent upon infant and Nursery Schools to use great care and sensitivity in the teaching of Sex Education. No formal teaching takes place and, in practice, teachers have rarely encountered any problems. References to human reproduction may occur in the Science Curriculum and are treated in context and in a manner compatible with the age and understanding of the children.

The National Curriculum Science document, Attainment Target is entitled "Processes of Life".

Having consulted parents and staff, the Governing Body has sanctioned the School's Health Education Guidelines which include Sex Education.



Health and Sex Education (including human reproduction) is taught as part of the general curriculum by class teachers. Visits and talks by the School's nurse reinforce and extend this aspect of the curriculum. Staff handle this subject sensitively and their teaching is based on family life.

Please note that under section 241 of the Education Act 1993 the following arrangements for sex education in schools prevail:-

There will be no education about individual human sexual behaviour (including education about HIV and Aids).

At maintained primary schools sex education will remain discretionary and parents will have the right to withdraw their children from all or part of the sex education offered, except those elements taught as part of NC Science. Parents who wish to exercise this right are requested to contact the Head Teacher in writing.

Contact the Head Teacher so that alternative provision can be made.

SPECIAL EDUCATIONAL NEEDS (S.E.N.)

The resources of the school are used to meet any special educational needs of children. Individual needs are catered for and all children are made welcome. The school's Learning Support and Special Educational Needs Teachers provide additional support for pupils, as and when the need arises, and work in close collaboration with the class teacher to ensure the pupils' needs are met. The school has a Special Educational Needs Policy, which is updated annually and is available to parents from the Head Teacher.

When appropriate, we call upon the resources of supportive agencies e.g. Educational Psychologists, Speech Therapists, Remedial Teaching Services, the Language and Behaviour Support Services and in some cases the Medical Service, to help the individual child with his/her special needs. We act upon the specialist advice and parents are consulted during any discussions with regard to their child.

Additionally Resourced Mainstream Schools Unit (ARMS)

The school has a ARMS Unit which can support up to 10 children from Rowlands Gill and neighbouring areas. These children spend some time in mainstream classes but for the rest of the time they are taught in small groups in the unit. There is a teacher responsible for this unit and she is assisted by a non-teaching member of staff.

In September 2017, the ARMS Unit is going to be decommissioned due to changes in funding arrangements.

ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH DISABILITIES

Disability is defined by the 1995 Disability Discrimination Act as; "A person has a disability if he or she had a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities".

The school's key objective is to reduce and eliminate, wherever possible, any barriers to access to the curriculum, to allow full participation in the school community for all children, and prospective pupils, with a disability. The school recognises its duty under the Disability Discrimination Act:

- Not to discriminate against disabled pupils in their admissions and exclusions procedures.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

Key Objective

The Governing Body and Staff of this School will

- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.
- Recognise the parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities.
- Respect the parents' and child's right to confidentiality.

School has the following existing facilities:

- A disabled toilet in each Key Stage area
- A lift

The Accessibility Plan 2016-17

Education Activities

The school will continue to seek and follow the advice of the Local Authority support services, such as specialist teachers, tutors, educational psychologist and appropriate health professionals.

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Information

The school will provide information in alternative formats when required or requested.

HOMEWORK

Homework supplements the teaching in school and gives valuable additional practice to the pupil.

Homework content includes reading, spelling, writing, maths and some foundation subjects.

A STATEMENT ON THE SCHOOL'S SPORTING AIMS

In Rowlands Gill Primary School we aim to encourage a healthy lifestyle choice for all pupils.

We wish pupils to develop a positive attitude towards their fellow players, by encouraging fair competition, acceptance of failure as well as success, and appreciation of their environment.

TRADITIONAL TEAM SPORTS

During their time at Rowlands Gill Primary School children will participate in most of the following:- Netball, Hockey, Basketball, Football, Cricket, Rounders, Cross-Country, Tennis and Rugby.

We have achieved the Healthy School Award.

EXTRA CURRICULAR OPPORTUNITIES

We have a very active Parent Teachers Association, which provides valuable support to the school and currently organises after-school clubs in art, dance, netball, football and gymnastics. These clubs are available to all children.

The teaching staff coach Hockey and Cricket squads. These compete in House matches, inter-school leagues and tournaments. Parents often assist with school teams such as singing, dancing, skipping etc.

Links with Local Sports Clubs

Coaching sessions have been provided by Blaydon Tennis Club, Gateshead Tennis Club, Swalwell Cricket Club, Newcastle Football Club and Blaydon Swimming Pool.







KEY STAGE 2 SAT'S (YEAR 6)

The 2016 key stage 2 assessments are the first which assess the new, more challenging national curriculum. New tests and interim frameworks for teacher assessment have been introduced to reflect the revised curriculum. Results are no longer reported using levels and instead each pupil will now receive their test results as a scaled score and their teacher assessments as one of a number of categories. Below are the national figures to help parents view the 2016 results in context.

% of pupils achieving a scaled score of 100 or more. ie at the expected standard.

Subject	School Data (ex Statements)	School Data (inc Statements - 5 pupils)	National Data
Writing	84%	78%	74%
Reading	89%	78%	66%
Grammar	80%	72%	72%
Maths	87%	78%	70%

PROOF



END OF KEY STAGE 1 SAT'S (YEAR 2)

% of pupils achieving a scaled score of 100 or more. ie at the expected standard.

Subject	School Data
Writing	74%
Reading	66%
Maths	72%

End of Foundation Stage Assessment

Subject	School Data
Good Level of Development (GLD)	74.5%

EDUCATION – SCHOOL CURRICULUM & RELATED INFORMATION REGULATIONS

- (i) Minutes from Governor’s Meetings are available from the Head Teacher.
- (ii) Documents relating to the Curriculum are available from the Head Teacher for parents/guardians.
- (iii) In compliance with legal requirements, records on all pupils are available for inspection by the Parent or Guardian of the child concerned.
- (iv) Parents will receive annual written records of achievement covering their child’s performance in the National Curriculum.

Copies of the school documents e.g. Ofsted Reports, S.E.N. and Behaviour Policies are available on the website.

PASTORAL CARE

The School views parents as partners in the education process and close liaison between home and school is encouraged. Parents are kept regularly informed by termly newsletters. Subject to appropriate clearance, some parents work voluntarily in the classroom, others accompany pupils on educational visits. Their assistance in many activities is highly valued. The teaching staff is in loco parentis and exercises the care of a reasonable parent at all times.

A Midday Supervisor and Supervisory Assistants are employed by the school to supervise the children during lunch breaks. In case of accident, illness or other emergencies these are reported to the Head Teacher.

HOME SCHOOL AGREEMENT

Rowlands Gill Primary School

The Home will....

- Ensure that attends regularly and provide a note or phone school when absent.
- Ensure that arrives at school on time (by 8.55am for a 9.00am start)
- Support the school’s policies and guidelines on behaviour and homework
- Endeavour to attend the termly consultation evenings.
- Ensure that conforms to the school dress code

Signed..... Parent/Carer



The School will...

- Teach a broad and balanced curriculum.
- Provide a calm yet stimulating environment and encourage achievement.
- Encourage children to always do their best.
- Inform parents of progress at termly meetings and set targets for future progress.
- Contact parents quickly if there are concerns about work or behaviour.
- Keep parents informed about school activities and special events.
- To be open and welcoming at all times and offer opportunities to you to become involved in the daily life of the school

Signed..... (for the Class Teacher)

The Child will...

- Not leave the school premises without permission
- Follow the school's behaviour code
- Take good care of the school
- Treat all adults in school with respect
- Try hard to produce a good standard of work.

Signed..... Child

We will work together to make Rowlands Gill Primary School a school of which we can be proud.

This agreement conforms to DfE (Department for Education) guidelines and has the approval of the Governing Body.

Date

ANTI BULLING POLICY

To ensure that Rowlands Gill Primary School can fulfil its Mission Statement, it is paramount that we have a strong anti-bullying policy to provide a safe and secure educational setting for all our pupils.

Bullying is a behaviour that is repeated, intended to hurt someone physically or emotionally and often aimed at certain groups (race, religion, gender or sexual orientation). It takes many forms including cyber bullying.

We seek to address this issue by developing a culture of openness and a structured response to incidents.

We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and measure are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying incident which may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each persons responsibilities with regard to the eradication of bullying in our school.

COMPLAINTS PROCEDURE

Raising concerns

The majority of concerns can be dealt with without resorting to the procedure. Where you have a concern about any aspect of the school or your child's education or wellbeing, raise this with your child's class teacher via the phone or in person. Ideally, they will be able to address your concerns on the spot, or can arrange a meeting with you to discuss the issue.

Stages of the Complaint

Stage 1- Informal investigation by staff member

Where as a result of raising a concern the complainant still feels that the issue has not been addressed, or where the outcome has been that the complaint needs further investigation than can be resolved briefly, they may progress by making an informal complaint. In doing so, the following steps will be followed:

Complainant contacts the relevant member of staff.

The complainant must explain in writing

- An overview of the complaint so far
- who has been involved
- why the complaint remains unresolved
- action they would like to be taken to put things right.

Stage 2 - formal investigation by Headteacher

The complainant may submit a formal complaints form to the Headteacher.

The Headteacher may decide to have a meeting with the complainant (and where relevant, the subject of the complaint) if they feel that it would be appropriate for the investigation.

After considering the available evidence, the Head Teacher can:

- Uphold the complaint and direct that certain action be taken to resolve it
- Reject the complaint and provide the complainant with details of the stage three appeals process

Stage 3 - Appeal - Review by a Panel of the Governing Body

If the complainant wishes to appeal a decision by the Headteacher at **stage 2** of the procedure, or they are not satisfied with the action that the Headteacher took in relation to the complaint, the complainant is able to appeal this decision. They must write to the clerk as soon as possible after receiving notice of the Headteacher's decision, briefly outlining the content of the complaint and requesting that a complaints appeal panel is convened.

The panel can make the following decisions:

- Dismiss the complaint in whole or in part
- Uphold the complaint in whole or in part
- Decide on the appropriate action to be taken to resolve the complaint
- Recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

DISCIPLINE

Rules of behaviour exist within the school, to ensure the safety of all children and consideration of others. The school insists on relationships based on respect and children are constantly reminded of the school rules and given the reasons for there being such rules.

In cases of extreme anti-social behaviour, parents are informed. There is no corporal punishment in this school, however, misbehaviour such as fighting, bullying, disobedience and rudeness will result in reprimands, sanctions and the withdrawal of privileges.

The school has a Discipline and Behaviour Policy, which may be inspected by parents. We also have a policy on Bullying and our approach in dealing with the problem should it arise.

Good work, behaviour and consideration for others is recognised by awarding certificates in a weekly assembly. Children are also awarded individual merits from their class teacher.

EXTRA CURRICULAR ACTIVITIES

Educational visits are organised to augment the curriculum.

Throughout the year the school is involved in work of a charitable nature, helping the underprivileged, needy or elderly both here and abroad. Money is raised by collections for the various causes e.g. harvest gifts and used toys. The Royal British Legion and Barnardo's, NSPCC.

UNIFORM

Children should be dressed tidily and safely at all times. Our school uniform which we expect pupils to wear, was chosen by pupils and parents.

Plain purple jumper, cardigan or school sweatshirt

Plain white blouse

Purple or White polo shirt

Grey skirt, gingham dress or plain black or grey trousers for girls

Grey or black trousers for boys

Black or dark shoes (no trainers) – high heels and platforms are not considered suitable for safety reasons.

Some items of uniform can be ordered on line from this address 'maeve@mickmartinpromotions.co.uk'.

PE KIT

Shorts and t-shirts

(no football strips)

PE trainers

SWIMMING

Bathing hat for children with long hair

1 towel, bathing costume or trunks

THE SCHOOL DAY

Nursery Sessions are 8.30am – 11.30am and 12.30am-3.30pm

KS1

School begins for KS1 at 8.57am and ends at 3.10pm for all pupils.

Lunch time is from 12 noon to 1.10pm.

KS2

For KS2 the school day begins at 8.57am and ends at 3.20pm for all pupils.

Lunch break is from 12.20pm to 1.10pm.

SCHOOL MEALS

We request parents send dinner money in on a Monday for the following week.

Payments need to be in envelopes marked clearly with the child's name, class, amount and date the payment is for.

We accept cash and cheques (made payable to Gateshead County Council).

Payments need to be made in advance - weekly, monthly, half termly or termly.

ATTENDANCE

Under the Education (Pupils, Attendance Records) Regulations 1991 Act, the school must report rates of unauthorised absence. It would be appreciated by the school if parents would inform the school either by writing or telephone immediately when their child is absent either due to illness or any other reason e.g. medical appointments, holidays.

Parents are asked to leave telephone numbers in case of any emergencies that may arise at school

INTERMITTENT ABSENCE

If a pupil has occasional absences spread over a half term leading to attendance of less than 95%, a letter will be sent out to parents warning them of the importance of attendance for their child. This will be reviewed on a half termly basis.

If the absence is still below 95%, in the following half term, the parents will receive another letter advising them of the attendance target for their child.

If the absence continues to be below 95%, in a further half term, the parents will receive a third letter inviting them to attend a meeting with the HT and Attendance Governor. The agenda of this meeting is to warn the parents of the importance of attendance for their child(ren), offer any support and advise them of the next steps.

If the absence continues to be below 95%, **in a further half term period**, then formal proceedings will take place.

HOLIDAYS DURING TERM TIME

The rules on holidays in term time have recently changed. Prior to September 2013 regulations allowed Head teachers to grant leave of absences for the purpose of a family holiday during term time in 'special circumstances' of up to ten school days leave per year.

Recent amendments to the 2006 Pupil Registration Regulations, which come into effect on 1st September 2013, have removed references to family holidays and extended leave, as well as to the statutory threshold of ten school days (authorised at the discretion of the Head teacher). The amendment reads;

Head teachers **may not** grant any leave of absences during term time unless there are **exceptional circumstances**. Head teachers should determine the number of school days a child can be away from school if leave is granted.

While leave of absence may not be granted during term time, it is entirely at the Head teacher's discretion and is **not a parental right**.

SCHOOL TERM DATES

	From	To	Half Term
Autumn Term	Monday 4 September 2017	Friday 22 December 2017	Mon to Fri 23 Oct-27 Oct 2017
Spring Term	Tuesday 8 January 2018	Thursday 29 March 2018	Mon to Fri 12-16 February 2018
Summer Term	Monday 16 April 2018	Friday 20 July 2018	Mon to Fri 28 May - 1 June 2018*

All dates are inclusive. *Includes 1 Bank Holiday 28th May.

In addition to the above dates, schools will be closed to pupils on Monday 7 May 2018 (Bank Holiday).

Two days within the above terms are to be used for professional development for staff. These dates are to be determined and agreed by individual school governing bodies.

In addition, one occasional day within the Summer Term 2018 is to be utilised for the purpose of closure for possible election purposes, this day to be used near the end of the summer term and agreed by individual school governing bodies.

The start of the Autumn Term 2018 is proposed as Monday 3 September 2018.

CHARGING AND REMISSIONS POLICY

(Education Act 1996)

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

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

1. When organising activities (e.g 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.
3. Parent may be requested to pay for broken or damaged property or lost text books where these result from a pupil's behaviour.

INFORMATION IN THIS PROSPECTUS

It must be appreciated that the information contained in this brochure which relates to the academic year 2016-2017 (commences September 2016) is correct at the time of publication but it must not 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.

PROOF



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:

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.

Address

For the purposes of deciding whether a child lives in the catchment area of a school we will use the parent or legal guardian's address or the address of a relevant adult who has parental responsibility, as defined under the 1989 Children's Act, for the child.

Tie breaker

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

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

From Friday 9 September 2016 you can apply for a place in a reception or junior class for admission in September 2017 by applying on-line at www.gateshead.gov.uk. You must submit your application by no later than **Sunday 15 January 2017**. Alternatively parents wishing to submit a paper application form must ensure that they request a copy in sufficient time and return it to The School Admissions Team, Dryden Centre, Low Fell, Gateshead, NE9 5UR by the closing date.

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. 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 Tuesday 18 April 2017, a letter will be sent to Gateshead residents informing them of the school they have been offered for their child on or around this date. Gateshead residents who apply on-line will also receive an email on Tuesday 18 April 2017.

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 2017 available at www.gateshead.gov.uk. The co-ordinated admission scheme and Catchment areas referred to in this policy can also be viewed at The Dryden Centre, Evistones Road, Gateshead, NE9 5UR and on the website above.

PROOF



