

Seghill First School



School prospectus 2017 – 2018

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Dear Parents and Carers

Welcome to Seghill First School and to our prospectus. We hope that you will find this document helpful whether your child already attends our school or you are considering enrolling your child to join our school.

Seghill First School is situated in the village of Seghill in south east Northumberland and currently has 103 pupils on role. We are a one form entry school with some mixed aged classes for Nursery, Reception and Years 1 to 4.

One of our fundamental aims is to work in close partnership with our pupils, their parents and carers and our local community.

We recognise that in placing your child in our care, you expect the very best from us and we will work hard to ensure that your child achieves their potential and thrives whilst they are with us.

Please arrange a visit to our school if you are considering us as the school for your child. Words alone cannot convey the atmosphere of our school, so please contact us to make an appointment.

If your child already attends our school, please remember to always stay in close contact with us. We send home fortnightly newsletters and other information to let you know what your child is learning and the events that are happening in school.

One of the many strengths of our school is that children love coming here and that is how we want it to be.

Tracey Chappell

Headteacher

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1. OUR SCHOOL

1.1 Our school aims

At Seghill First School our aim is to provide a happy, healthy, safe and stimulating environment in which all children learn and succeed.

We believe that everyone in our school has the right to-

- feel safe;
- be treated fairly;
- be respected.

1.2 Organisation of the school

As a first school, we cater for children aged 3 – 9 years. We currently have an Early Years Unit for children aged between three and five years, and three mixed age classes in Years 1 to 4.

Our classes are organised in the following way;

Foundation Stage Unit

Orange class(Nursery)	3 - 4 year olds	(26 morning places)
Yellow class (Reception and year 1)	4 – 5 year olds	(30 full time places)

Key Stages 1 and 2

Green class (Year 1 and Year 2)	5 – 7 year olds	(30 places)
Red class (Year 3)	7 - 8 year olds	(30 places)
Blue class (Year 4)	8 – 9 year olds	(30 places)

1.3 Organisation of the school day

Class	Morning session times	Afternoon session times
Orange	8:45am – 11:45 am	No afternoon Early Years class 1
Yellow	8:45am – 11:45am	12:45pm – 3:15pm
Green, red and blue	8:45am – 12:00pm	1:00pm – 3:15pm

The school doors are opened at 8:35am and are locked again at 8:45am. Registration takes place at the start of each morning and afternoon session.

Children take part in either assembly or singing practice as soon as registration has been completed each morning.

Break time for yellow, green, red and blue class is between 10:45am and 11:00am. Children in orange class have outdoor time as part of their morning sessions.

Lunch is served from 11:45am in the school canteen.

Children in yellow class have their lunch from 11:45am. Children in green, red and blue class have their lunch from midday.



Learning to use chopsticks during creative week.

1.4 Religious character

We are not affiliated to any specific religion, but we do have close links to **Holy Trinity Church** in Seghill. Father Phillip Hughes, Vicar of Holy Trinity Church, is a regular visitor to school for assemblies and community events.

2. THE CURRICULUM

2.1 Our aims

Our curriculum is designed to meet the diverse needs of all abilities and interests within the whole school.

We want our children to become;

- successful learners who make progress and achieve;
- confident individuals who lead safe and healthy lives, and;
- responsible citizens who make a positive contribution to society.

We want our children to;

- develop functional skills (literacy, numeracy, ICT, personal, learning and thinking skills);
- know and understand (big ideas that shape the world);
- develop as individuals (attitudes and disposition).

2.2 How we organise the learning

At Seghill First School we see the curriculum as an entire planned learning experience. We use a range of teaching and learning approaches to deliver a rich and challenging curriculum which is relevant and exciting for our children. We use Assessment for Learning (AFL) techniques to assess what the children have learnt, and what we need to do next to move their learning forward.

Work is planned by the class teacher both individually and in teams. Teachers also work closely with learning support staff. While planning for our creative curriculum, staff teams share the preparation of the work. This is done to draw on the knowledge and expertise of the whole team and to ensure that the work is relevant and well matched to the needs of our children. Class teachers are responsible for the children's welfare and the delivery of the curriculum.

We reviewed our curriculum and made changes to reflect our school aims and the revised 2015 National Curriculum. Teachers link together objectives from different subjects in order to help the children gain a broader understanding. This leads to a more creative way of teaching and makes

links between the different subjects. The children can be “immersed” in a topic for a period of time to allow them to develop a more thorough understanding and a greater amount of enjoyment.

An example of this is-

Topic-	learning about heroes and heroines.
History-	children learn about Grace Darling.
English-	children write a play about Grace Darling and her father rescuing sailors from the Forfarshire boat which was wrecked off the Farne Islands.
Drama-	children re-enact the rescue using the play they have written.
Geography-	children learn about the coast line of Great Britain.
Art-	children create a mural depicting the event.
Science-	children learn about floating and sinking.
Design technology-	children design and make a boat that they think will float.
Music-	children listen to and learn to sing tradition sea songs.
PSHE-	children discuss what it means to be brave.

We want our children to develop lively and enquiring minds and an understanding of the world in which they live. We offer a wide range of experiences, wherever possible at first hand. We have a programme of educational visits to enhance our curriculum, and welcome input from members of the community to share their expertise.

In order to continually improve the experience we are providing for our children, we are currently reviewing our curriculum again.



Sonny and Liam enjoyed learning how to make traditional Chinese music during creative week.

In order to ensure our planning is closely linked to the children's existing knowledge and interests, we send out **Talking Topic homework** sheets before the start of each new topic. This is done either termly or half termly, depending on the length of the topic.

The purpose of the Talking Topic homework is to find out what the children already know about a topic, and to ask what they would like to learn and find out about. The responses are collated and staff refer to these responses when planning for the next topic.

2.3 Learning in the Foundation Stage

The Foundation Stage curriculum is taught through seven areas of learning (please see the Early Years booklet 2017 - 2018). All areas of learning are important and inter-connected. Three areas are particularly important in supporting and encouraging children's enthusiasm and curiosity. They are the **prime areas**-

- Communication and language;
- Physical development;
- Personal, social and emotional development.

There are also four specific areas, which are-

- Maths, including number and shape, space and measures;
- Literacy, including reading and writing;
- Expressive arts and design;
- Understanding the world.

These areas are introduced to the children through carefully planned and well resourced activities. The children's progress and attainment are continually monitored and activities are planned, taking into account the different stages of learning of the children. Staff meet regularly to discuss children's progress. We encourage daily contact with parents but appointments can be made if there is something you wish to discuss in private, or if you have any worries or concerns.

Our September 2018 orange class (Nursery) offers part time education for children who are aged three by 31 August 2018.

Our September 2018 Early yellow class (Reception) offers full time education for children who are aged four by 31 August 2018.

2.4 Learning in Key Stages 1 and 2

Children progress from the Foundation Stage into Key Stage 1 at the end of the academic year when they reach the age of five.

Key Stage 1 refers to children in Years 1 and 2.

Key Stage 2 refers to children in Years 3 – 6.

Children in Years 3 and 4 attend our school. Children in Years 5 and 6 are also part of Key Stage 2, and these are the first two years of Middle School.

Children in key stages 1 and 2 must follow the **National Curriculum**. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as ‘core’ and ‘other foundation’ subjects.

All schools are required to teach **Religious Education** in all key stages. Parents and carers who wish to withdraw their child from all or part of Religious Education and collective worship must inform the school in writing. Alternative provision will be made for these children.

Secondary schools must provide sex and relationship education.

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

The table overleaf shows the subjects that are statutory in key stages 1 and 2.

	Key stage 1	Key stage 2
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and design	✓	✓
Citizenship		
Computing	✓	✓
Design and technology	✓	✓
Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

2.5 Special Educational Needs

By following the Government's 'SEN Code of Practice' every effort is made to meet the needs of all the children who attend our school; physical, behavioural or educational. This is achieved by early identification of additional needs, working in partnership with parents and carers and seeking then acting upon the advice of other professionals. Initial support is from the class teacher in liaison with the Special Needs Co-ordinator and support staff.

A copy of the school's policy for children with additional needs is available on the website or from the school office.

If you feel your child has Special Educational Needs that may affect the progress they make in school please discuss this with your child's class teacher.

The Special Educational Needs Co-ordinator is Mrs Knowles. The governor with responsibility for special educational needs is Mrs Clare Gauld.

2.6 Creative week

We are currently reviewing our curriculum to ensure that it provides rich and deep learning opportunities for all of our children. We have added three creative weeks to our annual calendar in addition to the existing creative week at the end of the summer term. We have planned these weeks around developing the children's social, moral, spiritual and cultural awareness. The plans are as follows-

- w/b Monday 16 October How is Divali celebrated around the world?;
- w/b Monday 05 February Why do we celebrate Chinese New Year?;
- w/b Monday 23 April What did St George do for us?

Each half term ends with a **celebration assembly**. Parents of children in all year groups are invited to attend. It was lovely opportunity to see the children show and tell us what they had been learning about during the half term.

During our annual creative week, children have the opportunity to learn and explore a range of subjects through a week long programme of events and opportunities.



Kendra evaluates her vehicle design during creative week.

2.7 Enrichment and extra-curricular activities

We are able to offer a wide range of extra curricular activities each term. Staff from school and a range of external providers are used to provide the activities. Activities take place at lunchtime or after school. Most recent clubs include-

football
dance

multi skills
chess

dodge ball
singing

We work with the Newcastle United Foundation to offer the Primary Stars Programme to children in red and blue during PE lessons. This is a programme of football coaching and sessions around healthy lifestyle choices.

We work closely with Mr Dowson, who provides curriculum support in PE in all year groups throughout the year and also after school clubs.

Activities will be lead through curriculum delivery and specialist coaching, taking part in inter school competitions and festivals, leadership training for children and after school clubs. We have also achieved the Silver Sports Mark award.

Children in all year groups have the chance to take part in festivals throughout the year.

Children in blue class have had a leadership day, teaching them how to organise and maintain activities at playtime and lunchtime. They then planned and led a multi skills festival in school for yellow class (Reception/Year 1) which was very successful.

We have organised a series of 5 half day bike rides for all children in blue class over the course of the school year. The class will do five bike rides with Mrs Bell and Richard Rothwell from Cycle Generation. Bikes and helmets are provided for all children by Cycle Generation.



Children about to leave on a bike ride with Mrs Bell and Richard Rothwell from Cycle Generation. Bike hire was paid for using Sports Premium funding.

2.8 Year 4 residential visit

Children in blue class have the opportunity to take part in a residential visit to Dukeshouse Wood in the autumn term. Dukeshouse Wood is a Kingswood Centre based near Hexham. Children spend three days and two nights at the centre with staff from school.

The aim of the visit is to develop self esteem, self reliance and team work. It is a fabulous opportunity for learning beyond the classroom and possibly being away from home for the first time. The children have the opportunity to take risks and face challenges in a safe and secure environment.

Examples of the activities that our children have taken part in-

- climbing wall
- team challenge (an assault course for children)
- zip wire
- 3G swing
- nightline (finding your way through a rope course when blind folded)
- fencing
- campfire
- quad bikes.

The visit is for both “sporty” and not so “sporty” children. The activities are designed to interest all children.

3. HOME SCHOOL LINKS

We believe that all children achieve more when school and parents work together. We also believe that parents can play a more active role in their child's education if they know what the school is trying to achieve and what their children are learning about in school.

We provide a fortnightly newsletter to keep you up to date with recent achievements and information about up coming events. This will be sent out each fortnight, and can also be accessed via the school's website.

All schools are required to have a **home school agreement**. This sets out what you can expect of the school and what we ask of you and your child. You will be invited to sign this agreement each school year.

3.1 Communication

Communication with your child's class teacher

Class teachers are available at the beginning and end of the school day to discuss issues briefly and informally. If you wish to speak to the class teacher in more detail or about a private matter, please ask the teacher for an appointment at a mutually convenient time.

Communication with the headteacher

Your child's class teacher should be the first person to speak to about day to day issues. If you wish to speak to the headteacher, please telephone school or call in at the school office. If Miss Chappell is unable to see you immediately, she will contact you as soon as she becomes available and either discuss any issues on the telephone or arrange a mutually convenient time to meet.

3.2 Parent consultation meetings

There will be two parent consultation meetings each school year. One is in the autumn term to find out how your child has settled in to their new year group and to share their targets with you. The other will be in the spring term, when their progress will be reviewed and further targets will be discussed. Miss Chappell will be available at parent consultation meetings to

discuss any other issues you may have. We also offer crèche facilities on parent consultation meetings for your convenience.

Meetings for parents and class teachers for 2017 to 2018 are-

- Autumn term 2017- Tuesday 14 November between 3:30pm and 5:30pm or on Wednesday 15 November between 3:30pm and 5:30pm.
- Spring 2018- Monday 26 March between 3:30pm and 5:30pm or on Tuesday 27 March between 3:30pm and 5:30pm.

Appointments are for 10 minutes. We will send out letters each time asking parents and carers to state a preferred day and time slot.



What a great choice of costume by William for World Book Day.

3.3 Report to parents

An annual report is provided towards the end of the summer term. The report includes comments from the class teacher about the child's strengths and areas for development in all curriculum areas, as well as a comment from the Headteacher.

Class teachers also provide a written report to parents at the end of the autumn and spring terms.

3.4 Class coffee mornings

Class coffee mornings will take place at the beginning of each term. This will be a chance to meet your child's class teacher informally and to find out what the children will be learning about that term. We will also give out some "top tips" to help your child with their school work. Refreshments will be provided. You will receive details of your child's class coffee morning at the start of each term and on the fortnightly newsletter.

3.5 Homework

Guidance on the amount of homework your child will be asked to complete will be provided by class teachers at the beginning of each term. Our homework policy is available on the school website or from the school office. We ask for your support in hearing your child read and checking that tasks have been completed and handed in on time.

Homework is always given out on a Friday and is always due back to school by Wednesday. This is to allow children time to see their class teacher if they require any further help.

3.6 Contact details

Before the end of each school year you will be asked to check and amend a data collection sheet. This provides information on how we can contact you, or anyone else if you are not available. It is very important that we have your most up to date contact details, especially if your child becomes ill during the school day. Please inform the school office as soon as possible if you change any of your contact details. You will also be asked to tell us about your child's meal pattern. More information about school meals is from page 37.



Charlie, Isla and Rilan being presented with their certificates by Steven Stanners for their designs for the annual Seghill Christmas Lights competition.

Isla's light will be made in to a real light and will be a permanent light in our village.

3.7 Fundraising

School is grateful for the continuing enthusiasm, time and support given by parents, carers, friends and staff which enables events and fundraising to increase the children's experiences, learning and play.

Profits from Summer and Christmas Fayres have provided in-school theatre entertainment, subsidised many school visits, given play-time equipment and outdoor activity areas, and made possible discos and end of term treats.

If you would like to help us to raise money and provide enjoyable experiences for our children, please see Miss Chappell and she will let you know about events in our calendar.



Children enjoying our Halloween disco.

3.8 Problems or concerns

If you have any problems or concerns we would like you to let us know about them straight away. We would much rather deal with things as soon as they happen. Please discuss problems or concerns with your child's class teacher in the first instance.

3.9 Complaints

The complaints procedure is for complaints against the school, a member of staff or the governing body. There are separate arrangements, laid down by law to cover the following:

- Appeals against admissions;
- Appeals against exclusions;
- Appeals about assessments and statements of special educational needs (to 2018) and against Education Health Care Plans;
- Complaints against collective worship and religious education.

It is in everyone's interest that complaints are resolved at the earliest possible stage. In the first instance the complaint should be discussed between the person making the complaint and the member of staff involved. If a complainant indicates that he/she would have difficulty discussing a complaint with that particular member of staff he/she should be referred to another staff member. Where the complaint concerns the headteacher, or a governor, the complainant should be referred to the chair of governors.

If a complainant first approaches a governor, he/she should be referred to the appropriate person i.e. the member of staff concerned or the chair of governors. Governors should not act unilaterally on an individual complaint outside the formal procedure or be involved at the early stages in case they are needed to sit on a committee at a later stage of the procedure.

A complaints procedure is available on the school website and the school office.

3.10 Safeguarding

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We have a particularly important role as we are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Providing a learning environment in which children feel safe is our key priority. Children are unlikely to learn and achieve their best if they do not feel safe.

Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working

Together to Safeguard Children 2015 and Keeping Children Safe in Education September 2016. A copy of these documents is available on the school website and from the school office.

We work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

We have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The Designated Safeguarding Lead for Child Protection is Miss Chappell. The deputy Designated Safeguarding Lead for Child Protection is Mrs Knowles.



Children enjoying the adventure playground on our visit to Wallington Hall.

4. ADMISSION ARRANGEMENTS

Seghill First School is a school for boys and girls aged 3 – 9 years. We have a published admission number (PAN) of 30.

4.1 Admission arrangements for Nursery places in September 2018

Application forms for a place in Nursery can be collected from the school office. Completed forms should be returned to the school office as soon as possible.

A child cannot be considered for admission in to Nursery until the term following his or her third birthday. A place will often not be available until the September following his or her third birthday.

The offer of a place in Nursery does not guarantee a place in our Reception class. Reception places must be applied for separately.

Please refer to our **Early Years Admissions Policy** available on the school website.

There are a series of events for parents and children in the summer term before the children are due to start Nursery. This is a chance for the children and parents to visit our Foundation Stage Unit, meet the staff and find out about the way the Foundation Stage Unit operates. The Foundation Stage staff will make a home visit to every family before the children enter Nursery.

Our early years leader is Mrs Murdy. Our Nursery class teacher is Mrs Kembrey.

4.2 Admission arrangements for Reception places in September 2018

Most children who attend our Nursery class go on to attend our Reception class. Children who attend our Nursery class are not guaranteed a place in our Reception class; parents need to apply for a place in Reception class.

Parents of children born between **01 September 2013 and 31 August 2014**, who will be aged four by **31 August 2018** can apply for a place in Reception in September 2018.

Parents who want to apply online will need access to an e-mail account, must be resident in Northumberland and your child's date of birth falls between **01 September 2013 and 31 August 2014**.

Please follow this link to the admissions portal.

[school admissions portal](#)

This Online admissions portal will be **open on 01 November 2017** and will **close on 15 January 2018**. Parents will be notified of the outcome of their application for school places on the **15 April 2018**.

If you live outside Northumberland you should ask your home local authority (the council to which you pay your Council Tax) for an application form, and they will co-ordinate your application with the Northumberland's School Admissions Team. Your home local authority will let you know if your application has been successful.

Staff in Early Years work together closely throughout the year on planning and assessment of the children in the Foundation Stage Unit. This makes for a smooth transition from Nursery to Reception.

Parents of children in Nursery will be offered the opportunity to attend an Reception new starters meeting in the summer term before they are due to start Reception.

4.3 In year transfer requests

Sometimes we receive requests for a place in our school from parents whose child currently attends another school in Northumberland. We are unable to deal with these requests at school. Parents should contact Northumberland County Council and request an **In Term Admissions Transfer Form**. This form should be completed and returned to the School Admissions Team. They will co-ordinate your application.

We recommend that you contact the school office and make an appointment to come and look around school before completing an In Term Admissions Transfer Form.

If you live outside of Northumberland you must complete an application form for the Local Authority in which you live and your home authority will co-ordinate with us on your behalf.

In Term Admissions Transfer Forms which are co-ordinated by Northumberland County Council or your home local authority are dealt with as soon as possible and certainly in three school weeks.

4.4 Admission arrangements for Middle School in September 2018

Parents of children born between **01 September 2008 and 31 August 2009**, who will be aged nine by **31 August 2018** can apply for a place in Year 5 at middle school in September 2018.

Parents who want to apply online will need access to an e-mail account, must be resident in Northumberland and your child's date of birth falls between **01 September 2008 and 31 August 2009**. Please follow this link to the admissions portal.

[middle school admissions portal](#)

This Online admissions portal will be **open on 07 September 2017** and will **close on 31 October 2017**. Parents will be notified of the outcome of their application for school places by **01 March 2018**, with two weeks to accept or decline the place.

On the application form parents are asked to express a preference as to which Middle School they would like their child to attend. Not all preferences can be met because there may be more preferences than places available at schools. We are a feeder First School for Seaton Sluice Middle School.

If you have any queries about any of the arrangements for admission or transfer, please contact the School Admissions Team on

Telephone: 01670 624889 or schooladmissions@northumberland.gov.uk or

By post: The School Admissions Team, Northumberland County Council, County Hall, Morpeth, NE61 2EF.

5. TRANSITION AND TRANSFER

We pride ourselves on the quality of education and care that we provide for all our children. We aim to make the transition between classes in our school and between other schools as smooth as possible. We also have a programme in place for children starting our school for the first time.

5.1 Transition between classes

Teachers work closely in Key Stage teams and as a whole staff to make sure that transition between classes is smooth. Teachers meet in the summer term to share academic and pastoral information on every child. There is also a chance for the children to spend some time with their new teacher in their new classroom in the summer term.

5.2 Transfer to Middle School

Mrs Bell meets with the class teachers to share academic and pastoral information and provide recommendation on friendship groups and ability groups for the next year. Teachers in Years 4 and 5 work together on moderation of Year four work in English and Maths to ensure a shared understanding of ability levels.

The children have a week of activities in the summer term to prepare them for transfer to Middle School. The Year 5 teachers come to our school and work with the Year 4 children and teacher for two days. For the other three days, the children go to Middle School and spend time with their new teachers and classmates from other Seaton Valley First Schools.

The Middle Schools also organise open evenings for parents and children to visit their new schools and collect school uniform.

We are a feeder First School for Seaton Sluice Middle School. Throughout the year Mrs Bell works closely with the Key Stage 2 leaders at Middle School to plan and deliver transition activities.



Poppy and her dad
enjoying Father's
Day Lunch.

5.3 Working in partnership

We are one of eight schools in Seaton Valley to benefit from being part of a well established partnership of schools. The headteachers from all eight schools in the Seaton Valley Learning Partnership meet weekly. We share policies and good practice. We have shared training events in order to ensure continuity across all schools in the partnership.

The aims of Seaton Valley Learning Partnership are-

- aiming higher;
- building relationships;
- creating futures.



Schools in the Seaton Valley Learning Partnership are-

- Holywell Village First School;
- New Hartley First School;
- Seaton Delaval First School;
- Seaton Sluice First School;
- Seghill First School;
- Seaton Sluice Middle School;
- Whytrig Middle School;
- Astley High School.

6. ATTENDANCE AND PUNCTUALITY

6.1 Attendance

It is very important that children attend school every day. There are very clear links between a child's attendance and their achievement in school. Children who attend school regularly are much more likely to do well and achieve their targets. Children who do not attend school regularly are much less likely to do well and are much less likely to achieve their targets.

Some of the effects of poor attendance on children are-

- missing large chunks of learning even when they are only absent a few times;
- rarely seeing a task through from beginning to end;
- missing out on "extras" such as fundraising days and school visits;
- missing the chance to make and maintain strong friendships;
- developing poor habits for later life.

Please refer to our attendance policy which is available on the school website or from the school office.

6.2 Rewarding good attendance

Many children attend school regularly and have good attendance. Whole school attendance for 2016 - 2017 was 95.3%.

The names of all children who have 100% attendance and punctuality from each week are put in a hat. At the end of each half term and term, one name is drawn out of the hat and the lucky winner receives a voucher. The half term reward is a £10 voucher, and the termly award is a £20 voucher.

Each week we look for the class with the best attendance and punctuality. The name of the best class, known as Class of the Week, is announced in whole school assembly every Tuesday. The Class of the Week receive the class cup for a week, and their name is also displayed on the attendance and punctuality noticeboard.

The Class of the Week for each half term receive an afternoon of Golden Time. The Class of the Week for the term are allowed to come to school in

non uniform on the last day of each term. These rewards have been chosen by the School Councillors.

6.3 Punctuality

The school doors are open from 8:35am and school starts at 8:45am. Parents and carers are welcome to bring their children to the classroom door. The school doors and gates are locked again at 8:45am. In order that teachers can make a prompt start to the day and our security measures are in place to keep your children safe, parents and carers must leave by 8:45am so the doors and gates can be locked.

Please refer to our Punctuality policy which is available on the school website or from the school office.

6.4 Absence

We understand that there are times when children are not well enough to come to school. If this is the case, children should not return to school until they have fully recovered. We ask for children who have sickness and/or diarrhoea not to return to school until 48 hours after they stop being unwell. Children who have recovered should return to school at the earliest possible opportunity, even if this means coming back to school on a Thursday or Friday.

Parents of children who are going to absent from school must contact school before 9:15am to let us know why their child is absent and when they will be back at school.

Please let us know if there are any issues that are affecting you or your child in relation to attendance. We are supported by **Mrs Michelle Clapperton**, the school's EWO (Education Welfare Officer).

6.5 Medication

Your child may be well enough to return to school after an absence but they may still need to take medication. If this is the case, please **take all medication to the school office, where you will be asked to complete a medicines form.** The medication must be clearly labelled with your child's name, class and dosage instructions.

Class teachers are not able to accept or administer medication of any kind. We are also unable to administer any medication unless it has been prescribed by a doctor.

6.6 Illness or accidents during the school day

If your child becomes unwell while they are at school, or if they are hurt, we will need to contact you immediately. Please ensure that we have your most up to date contact details. If your mobile number is your first form of contact, please ensure that it is switched on and that you let us know if you change your number.



Our annual games night held after school is always very popular. Children enjoy staying at school to play games with their friends.

6.7 Change to collection arrangements

Children are only allowed to leave the premises at the end of the school day if they are collected by an adult known to us who is over the age of 16. Adults must collect children from the classroom door.

Children are not allowed to leave the premises if their adult is outside the yard on either Barrass Avenue or Cheviot View. Children in blue class are allowed to leave without an adult in the summer term if their parents have signed and returned a permission form. This is in order to help children in Year 4 to prepare for their transition to Middle School.

The end of session times are-

- Orange class- 11:45am;
- Yellow, green, red and blue class- 3:15pm;

Children are not allowed to leave the premises with an adult who is not their parent or carer unless school has been informed in advance.

Staff will always wait for children until they are collected by adult, however it can be very upsetting for a child if all of the friends have been collected and they are still in school. With this in mind, please be on time to collect your child.

If you have been unavoidably held up and know you are going to be late, **please telephone school** and we will make arrangements until you arrive.

If the arrangements to collect your child change unexpectedly, please contact the school office and we will inform your child's class teacher.

We have a policy on collection of children which is available from the school office or on the school website.

6.8 Appointments during the school day

At times we know that children have to attend urgent medical or dental appointments during the school day. If this is the case, please let the school office know. You will be asked to fill in a form in order to give permission for your child to attend their appointment during school hours. Please arrange check ups and non urgent appointments outside of school hours.

6.9 Requests for leave of absence during term time

The Education Act (1996) requires parents and carers to ensure their child attends school regularly. There is no automatic right for parents and carers to take their child out of school during term time even if the child does have an excellent attendance record.

Leave of absence during term

Leave of absence during term time will not be authorised unless evidence of exceptional circumstances is provided and agreed by the Headteacher. All leave of absence taken during term time will be recorded as unauthorised absence, unless evidence of exception circumstances is provided and agreed by the Headteacher.

Children with good or even excellent attendance are not more entitled to, or deserving of, leave of absence during term time because no children are entitled to leave of absence during term time.

Exceptional circumstances

Exceptional circumstances are those where it is deemed necessary to remove a child from education as the activity entered into cannot possibly take place during school holidays.

If you believe that your child's absence is deemed to be exceptional circumstances you will need to complete a leave of absence/exceptional circumstances form. These are available from the school office or school's website. You will need to include supporting evidence wherever possible. You will need to hand the form into your school office at least two weeks before any leave is taken. The Headteacher will consider the exceptional circumstances on a case by case basis and decide whether or not to accept your request due to exceptional circumstances.

Penalty notices

In the past, we have not asked for penalty notices to be served following requests for leave of absence during term time if the child has good attendance, no unauthorised absences or if the child has not been removed from school due to a previous leave of absence request.

Please note that this has been reviewed- parents and carers making more than one request for leave of absence during term time (either during the

same school year or following years while the child attends this school) will be referred to the Education Welfare Officer and we will ask for a penalty notice to be served.

7. SCHOOL UNIFORM AND PE KIT

7.1 School uniform

Our policy is for all children to wear school uniform.

Girls

red sweatshirt or cardigan*
white polo top*
grey or black skirt, trousers or pinafore
black flat heeled shoes

Boys

red sweatshirt*
white polo top*
grey or black trousers
black shoes

Trainers **may not** be worn for school. Please do not buy them for your child to wear to school.

Seasonal variations

In the summer girls may wear a red gingham school dress. Boys and girls can wear shorts (short school trousers). They can also wear flat heeled sandals with socks.

In the winter, boys and girls may wear flat heeled black boots. Girls may also wear tights.

Footwear

Children should wear 'sensible flat school shoes' with laces, buckles or Velcro fastenings to ensure safety at all times. We believe that it is dangerous and inappropriate for children to wear shoes for school that have high heels and/or platform soles.

Hairstyles

Our expectations for hairstyles reflect our high expectations for school uniform. With this in mind, **extreme hairstyles are not permitted**. This includes shaved sides, shapes or lines, Mohicans, extensions, bleaching, streaks, bright colours and styles which require styling products to maintain them. Plain hair bands, bobbles and slides are acceptable.

7.2 PE kit for girls and boys

Boys and girls are expected to change for PE lessons. Our PE kit is-
plain white t-shirt*
plain navy or black shorts*
trainers or sandshoes for outdoor PE

Please ensure that all school uniform and PE kit, including coats, are clearly named. It is also helpful if PE kits are sent to school in a named bag. Parents will be informed at the beginning of each term when their child's class will have PE.

All jewellery must be removed before PE lessons, including earrings. Children who cannot remove earrings themselves should not wear them on PE days. Staff are not allowed to remove earrings. Long hair must be tied back for PE.

This is a summary of our policy on school uniform. The full policy is available on the school website and from the school office.

7.3 Jewellery in school

We would prefer it if children did not wear jewellery to school. However, children can wear a watch. Children with pierced ears can wear one pair of small, plain stud earrings.

All jewellery must be removed before PE lessons, and teachers cannot be responsible for removing earrings or for the safekeeping of any jewellery. If your child cannot remove their earrings themselves, please do not allow them to wear earrings on PE days.

If you are considering allowing your child to have their ears pierced, please have this done at the beginning of the summer holidays. This means that their ears will have had time to heal properly and then earrings can be removed. Children who have their ears pierced at other times will not be able to take part in PE until their ears have healed properly.

7.4 Recycling school uniform and PE kit

We are very keen to recycle school uniform and PE kit. If you have any school uniform or PE kit that you no longer require which is in good condition, we would love to have it. Please bring these items to the school office. These items can be lent out to other children or sold on for a small fee.

7.5 Accessories

We have a range of accessories that can also be purchased from the school office, all marked with the school logo.



8. OTHER INFORMATION

8.1 School meals and packed lunches

Working in partnership with North Tyneside Council we are very fortunate to be able to provide an excellent school meals service for children from Reception to Year 4. The meals are prepared and cooked on the premises by the school cook. The meals are very high quality and represent very good value.

Children in yellow and green class

All children in yellow and green class are entitled to free school meals through the Universal Infant Free School Meals initiative.

Children in red and blue class

Parents and carers of children in red and blue class can either pay for their school meals or they may be entitled to Free School Meals. School meals cost £2.20 per day. If you think your child is entitled to Free School Meals, please see Mrs Elliott in the school office.

School meals should be paid for in advance. One week of school meals costs £11.00. This amount must be paid in cash and should be placed in an envelope with your child's name and class on the front. This should be given to your child's class teacher. Please do not bring dinner money to the school office.

Packed lunches

Packed lunches should be sent in to school with your child and taken in to the classroom. Please mark all boxes and containers with your child's name and class on the outside. We ask parents to send an enjoyable and healthy meal, and not to include sweets or fizzy drinks in the packed lunch. A guide to great packed lunches is on our website.

Change of meals

If you would like to change from packed lunches to school meals, or vice versa please inform Mrs Elliott in the school office. School meals are ordered in advance by the cook, therefore we need **one week's notice for any changes in arrangements. Children cannot change between school meals and packed lunch during the course of a week.**

8.2 Fruit in school

Children in orange, yellow and green class receive free fruit every day. This is part of a government initiative to promote healthy eating. Children in Key Stage 2 (red and blue class) can bring in their own fruit from home.

8.3 Milk

Children in orange class receive free milk every day. Children in yellow class receive free milk in any term when they are aged four for the whole term.

Parents of children who are aged five and older can buy milk. Milk costs approximately £10.00 per term, although this changes depending on the number of days in the term.

A milk order form will be sent out to all children at the end of each term to order milk for the next term. Milk order forms must be signed and returned to the school office with the amount requested for the whole term. **We are unable to give milk to children unless the milk order form has been signed and payment for the term has been received.**

If your child is entitled to Free School Meals, they will receive free milk. A milk order form must be signed and returned to the school office.

8.4 Behaviour and discipline

In our school we aim to promote an atmosphere of mutual respect. We expect all our children to be well behaved, courteous and caring. We try to focus on and praise positive examples of good behaviour. We have a set of **Golden Rules** which we ask all children to follow. The Golden Rules are-

- Follow instructions the first time they are given;
- Walk in school;
- Keep your hands, feet and all other objects to yourself;
- Show respect to other people and their property.

Children who choose to follow the Golden Rules are rewarded with 15 minutes of Golden Time each day. Children who have chosen not to follow

the Golden Rules do not receive 15 minutes of Golden Time each day.

In addition to following the Golden Rules, we strive to encourage good behaviour, effort and manners. Smileys may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:-

- Particularly good work/effort;
- Displaying good manners;
- Displaying a caring attitude towards others.

As in all schools, there are times when we need to deal with behaviour that does not meet our expectations. In these cases, children are given a series of warnings in order to give them an opportunity to amend their behaviour. We may use a yellow card and/or a red card if the series of warnings has not resulted in improvement. Class teachers deal with behaviour in the first instance, although the Deputy headteacher and/or Headteacher become involved if the incident is more serious.

This is a summary of our behaviour and discipline policy. The full policy, along with the anti bullying policy, is available on the school website and from the school office.

9. STATISTICAL INFORMATION

9.1 Key Stage one assessments

Assessments are made throughout the year to ensure children are making appropriate levels of progress. This information also informs the teacher about how to move the children's learning forward.

At the end of key stage 1 (Year 2) children used to get a series of tests to provide us with assessment information. We have moved away from this now, because we know that we get a much more accurate picture of a child's attainment over a period of time, rather than a "snap shot" taken on one day.

The table below shows the number and proportion of pupils working at the expected standard or better at end of key stage 1 in July 2017.

Year 2	Reading		Writing		Maths	
	number	%	number	%	number	%
All pupils EXS+ 19 pupils	16	84	15	79	16	84

The table below shows the national average proportion of pupils working at the expected standard or better at end of key stage 1 in July 2017.

Year 2	Reading %	Writing %	Maths %
All pupils EXS+	76	68	75

The proportion of pupils working at the expected standard or better at end of key stage 1 in July 2017 was higher than national average in reading, writing and maths.

9.2 Attendance information

Whole school attendance from September 2016 – July 2017 was 95.3% (Reception to Year 4).

	% absence all pupils	% absence PP children	% absence other children	% persistent absence
Autumn A 2016	4.6 (95.4%)	5.8 (94.2%)	4.0 (96.0%)	11.9 (12 children, 6 x PP, 6 x other)
Autumn B 2016	5.1 (94.9%)	7.1 (92.9%)	3.9 (96.1%)	7.9 (8 children, 5 x PP, 3 x other)
Autumn 2016	4.8 (95.2%)	6.2 (93.8%)	4.0 (96.0%)	5.0 (5 children, 3 x PP, 2 x other)
Spring A 2017	5.0 (95%)	6.2 (93.8%)	4.2 (95.8%)	6.9 (7 children, 3 x PP, 4 x other)
Spring B 2017*	4.9 (95.1%)	5.2 (94.8%)	4.7 (95.3%)	7.1 (7 children, 3 x PP, 4 x other)
Summer A 2017	4.8 (95.2%)	4.5 (95.5%)	4.9 (95.1%)	13.1 (13 children, 4 x PP, 9 x other)
Summer B 2017	4.8 (95.2%)	5.1 (94.9%)	4.7 (95.3%)	13.7 (13 children, 3 x PP, 10 x other)
All year	4.7 (95.3%)	5.5 (94.5%)	4.2 (95.8%)	8.3 (8 children, 5 x PP, 3 x other)

PP refers to children who are in receipt of Pupil Premium funding.

10. STAFFING AND THE GOVERNING BODY

10.1 Staff list

Miss Chappell	Headteacher
Mrs Bell	Blue class teacher
Mrs Kembrey	Orange class teacher
Mrs Knowles	Red class teacher and deputy headteacher
Mrs Murdy	Yellow class teacher and foundation stage leader
Mrs O'Donnell	Green class teacher
Mrs Watson	Green class teacher
Mrs Whitelaw	Higher level teaching assistant
Mrs Miller	Learning support assistant
Mrs Elliott	Officer manager
Mr Taylor	Caretaker
Mrs Rogage	Cook
Miss Meredith	Lunchtime supervisors
Mrs Morien	
Miss Ornsby	
Mrs Collier	Cleaning staff
Miss Collier	

10.2 The governing body

The governing body is made up of representatives from a number of different groups. These groups are;

Representatives of the Local Authority (LA)	LA governors
Members of staff	staff governors
Parents	parent governors
Representatives from the community	community governors

The governing currently comprises of-

Mrs Stephanie Hall	chair of governors and co-opted governor
Mrs Claire Gauld	vice chair of governors and co-opted governor
Mr Mike Catchpole	co-opted governor
Miss Tracey Chappell	headteacher
Mrs Hellen Cole	associate governor
Mrs Marie-Anne Dowson	co-opted governor
Mr Paul Frost	co-opted governor
Mrs Alison Hunter	parent governor
Mrs Stella Murdy	staff governor
Mrs Pamela Knowles	deputy headteacher and associate governor

Mrs Enid Scott is the school Support Officer and clerk to the governors.

Mrs Claire Gauld is the minute taker for sub-committee meetings.

The full governing body meets every half term. The governors also work on two sub-committees. These sub-committees focus on specific areas. The sub-committees are the Resource Management committee and the Environment for Learning committee. As part of our close relationship in the Seaton Valley Learning Partnership, the governing bodies from all schools meet collectively. This is an opportunity for joint training and to share good practice.