



Lingey House Primary School



Prospectus

2011 - 2012

'Lingey House is an Outstanding School' OfSTED 2009

Head Teacher: Mrs. C. M. Jones, B. Ed Hons





Mrs Henderson, Mrs M Whellan, Mrs Jones
Chair of Governors, Director for Children's Services, Headteacher

Our Mission

Aim high

Be honest

Work together

Enjoy what we do

Look after what we have

Lingey House Primary School,
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Felling,
Gateshead,
NE10 8DN

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Head Teacher: Mrs. C. M. Jones

Chair of Governors: Mrs. C. Henderson



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WELCOME TO LINGEY HOUSE PRIMARY SCHOOL

We aim to make your child's time in school successful and happy. The school works in real partnership with parents and values the great contribution you can make to your child's education.

We hope that the information in this book will help you to know more about the school. The Prospectus refers to the 2011 - 2012 school year. All information was correct at time of printing. If you require more detailed information, please come into the school, where all our aims, policies and guidelines are on hand for you to see.

THE SCHOOL

Lingey House Primary School is a primary school for girls and boys of all abilities from 4 to 11 years of age. There are also two nursery units, providing part-time education for 3 - 4 year-old children. They are part of the school.

Some children are organised into mixed-age classes.

EQUAL OPPORTUNITIES

We firmly believe in equal opportunity for all. We try to provide the curriculum and policies to make this happen. We believe that positive steps must be taken to remedy the unequal situation that many of our children may find themselves in because of gender, race, disability or social disadvantage. The school will challenge any form of behaviour or comment from children or adults which clashes with our equal opportunities policy.



Lingey House Primary School

STAFF OF THE SCHOOL:

Head Teacher Mrs C M Jones

Deputy Headteacher

Mrs C Ritchie

Teaching Staff

Teacher	Class	Teacher	Class
Miss L Lyall	Rainbow Nursery	Miss E Nicholson	Y2/3
Mrs S Gretton	Stars Nursery	Miss A Henry	Y3/4
Miss N Tate	YR	Mr C Chipchase	Y4
Mrs J McKay	YR/1	Vacancy	Y5
Miss R Marshall	Y1	Mrs G Wrightson	Y5/6 W
Mrs I McEnaney	Y2	Mrs J Jackson	Y6
Mrs M Forster	Support Teacher	Mrs N Moses	Support Teacher
Miss L Ritchie	ICT Co-ordinator		

Support Staff (Local Authority)

Mrs J Jobling 10 sessions

Non-Teaching Staff

Mrs D Gray
Miss D Ingram
Mrs B Dancer
Mrs P Gray
Mrs S Marsden
Mrs C Martin
Mr J Jackson
Ms C Benson
Mrs S Iley

Lunchtime Supervisors

Mrs A Banks
Mrs S Nugent
Mrs D Kennedy
Ms C Iveson
Mrs L Washington
Mrs L Craggs
Mrs K Dellow
Mrs H Brauns

Bursar

Mrs D Hewitt

Site Manager

Mr J Mullen

Senior Clerk

Mrs D Smith

GOVERNORS:

Chair	Mrs C Henderson
Vice-Chair	Mrs G Jones
Parent Governors	Mrs J McKean, Mr S Iley, Mrs L Bryce, Mrs C Frater, Ms A Jennings
Teacher Governor	Mrs C Ritchie, Mrs V Stokes
Staff Governor	Mrs P Gray
Local Authority Governors	Mr R Headley, Cllr P J Mole, Mrs C A Najafi, Rev A Raine
Head Teacher	Mrs C M Jones
Community Governor	Mr M Jones, Mr W Lee
Associated Governors	Ms M Stuart, Mrs N Foster

SCHOOL TERMS

School terms for the academic year 2010 - 2011 are as follows (all dates are inclusive)

	From	To	Half Term Hols
Autumn Term	6 September 2010	17 December 2010	25-29 October 2010
Spring Term	4 January 2011	15 April 2011	21-25 February 2011
Summer Term	3 May 2011	22 July 2011	30 May to-3 June 2011

In addition, to the above dates, schools will be closed to pupils on Monday 3 January 2011 and Monday 2 May 2011 (Bank Holidays). Two days within the above terms are to be used for in-service training activities. These dates to be determined and agreed by individual school governing bodies. In addition, one occasional day within the Summer Term 2011 is to be utilised for the purpose of closure in the event of Government elections. This day to be used near the end of the summer term.

School terms for the academic year 2011 - 2012 are as follows (all dates are inclusive)

	From	To	Half Term Hols
Autumn Term	5 September 2011	16 December 2011	24-28 October 2011
Spring Term	3 January 2012	30 March 2012	13-17 February 2012
Summer Term	16 April 2012	20 July 2012	4-8 June 2012

In addition to the above dates, schools will be closed to pupils on Monday 2 January 2012 and Monday 7 May 2012 (Bank Holidays).

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

In addition, one occasional day within the Summer Term 2012 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.

The start of the Autumn Term 2012 is Monday 3rd September 2012.

Please note that the half term holiday in June 2012 (one week) contains 2 public holidays on Mon 4th and Tues 5th June 2012 one of which is an additional holiday to allow the public to celebrate the HRH Queen Elizabeth II Diamond Jubilee.

Lingey House Primary School

TIMES OF SCHOOL SESSIONS

School session times are as follows:

	Morning	Afternoon
Nursery	9 a.m. - 11.30 a.m.	12.45 p.m. - 3.15 p.m.
Key Stage 1 (Infants)	9 a.m. - 12 a.m.	1.15 p.m. - 3.15 p.m.
Key Stage 2 (Juniors)	9 a.m. - 12.30 p.m.	1.15 p.m. - 3.15 p.m.

BREAKFAST CLUB/AFTERSCHOOL CLUB

A breakfast club operates from 7.30 until 9 am and an afterschool club from 3.15 until 6pm. Please contact the office for details. There is also provision for extended child care, please contact the office for details.

ADMISSIONS POLICY

The school has adopted the admissions policy of Gateshead Council. A copy of the Primary and Nursery School Admission Policy can be found at the back of this prospectus or in the Local Authority's Primary Information for Parents booklet or you can obtain a copy from the school office. The normal admission limit for each age group is 42.

If you are choosing the school for your child, we are always happy to meet possible new parents and children. So we can be sure that someone is free to see you, it is best to telephone first. Tel: 0191 4334061. Children can join the reception class at the beginning of the school year in which they will be five. Once a child has a place in a reception class, he/she will begin school on a phased basis.

Parents of new Nursery children are offered the chance of a home visit by staff, when useful pre-entry information can be shared.

At Lingey House Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

The Local Authority has made a commitment that wherever possible, children with physical disabilities will be educated in their local primary school. If shown to be necessary, and is practicable to do so, then minor adaptations to the building will be considered by the school and the Local Authority to enable a child to attend their local school. In order that children with disabilities are not disadvantaged, the school liaises with the Local Authority when necessary in order to ensure that adequate provision is made.

SCHOOL AIMS



It is the school's aim to develop a happy, safe and stimulating atmosphere within which each child will realise his or her potential. Individual needs of children are assessed in order to provide an appropriate curriculum.

Specifically, the school aims to:

- a) Help pupils develop lively, enquiring minds; the ability to question and argue rationally; and to apply themselves successfully to their work.
- b) Develop within each child a sense of self-respect and the capacity to live as an independent, self-disciplined and self-motivated person.
- c) Help children to work in co-operation with others.
- d) Develop skills to help children to succeed in the wider world.
- e) Encourage children to be tolerant of other people who may have different religions or life styles.
- f) Help children appreciate the achievements of mankind.

SECURITY IN SCHOOL

Although we have several entrances and exits in our school, these are locked once lessons have commenced. This is for the safety of our children. Please use our main school entrance next to the park if you want to visit during school hours.

CLASSROOM ORGANISATION

The teachers plan in teams:

Nursery / Reception

Foundation Stage Team

Years 1 / 2

Key Stage 1 Team

Years 3 / 4

Lower Key Stage 2 Team

Years 5 / 6

Upper Key Stage 2 Team

Lingey House Primary School

THE CURRICULUM

Curriculum Organisation and Teaching Methods

The school fulfils the legal requirements of the National Curriculum by teaching the following:

CORE SUBJECTS

English

Mathematics

Science

Information and

Communications Technology

FOUNDATION SUBJECTS

Design Technology

History

Geography

Music

Art

Physical Education

In addition the school follows the *Gateshead Agreed Syllabus* for Religious Education.

The school also provides Health Education and promotes Equal Opportunities, Citizenship and Multi-Cultural education through the curriculum. Personal and Social Education are developed in all pupils.

All classes are of mixed ability and some are of mixed age; generally, though, they are organised by means of age. Children are taught, in the main, by their own class teacher. but there are times when a number of classes are combined into ability groups to teach specific aspects of the curriculum - particularly in English and Maths.

Teaching is generally in separate subject areas but subjects may also be taught as part of a theme that will be studied for a period of half a term. Teachers use a variety of teaching methods to deliver the curriculum - whole class, group or individual work as appropriate. Care is taken to ensure that work is provided for children throughout the ability range.

Children who show an inclination and aptitude in music may have the opportunity to receive tuition in guitar, keyboard, recorder or violin.

Early Years

Nursery and Reception are known as The Foundation Stage. They have their own special curriculum. There are six areas of learning for these children. They are: Personal, Social and Emotional Development; Communication, Language and Literacy; Mathematical Development; Knowledge and Understanding of the World; Physical Development; Creative Development.

At the end of Reception, children work towards Early Learning Goals.

The National Curriculum

The National Curriculum, laid down by Parliament in the Education Reform Act 1988, is made up of the following subjects. The *core* subjects are English, mathematics, science and information technology. The other *foundation* subjects are technology, history, geography, personal, social and health education, art, music and physical education. In addition, every school must provide religious education and a daily act of collective worship.

It is very important that children develop positive attitudes towards school, and every effort is made to make learning interesting and exciting. We believe that in order to achieve success, children must attend regularly and that a calm and orderly atmosphere should prevail in school.

Information and Communications Technology

Computers are regularly used in all classrooms. Children have the opportunity to become familiar with a wide range of programmes. In addition, we have a computer suite, and each class has a weekly timetabled visit.



English

All children have access to the National Literacy Strategy. Within this strategy, children have experience of different forms of writing. We encourage the children to talk and express themselves well, so that they become confident with spoken language. We place great emphasis on the ability to listen. Children have access to a wide variety of reading material, at different levels of complexity, so that they become competent and fluent readers. Children are encouraged to choose books to take home to read with their parents.



Mathematics

All children have access to the National Numeracy Strategy. In mathematics we develop children's ability to solve problems, to understand numbers, shapes and relationships, and to predict likely results. We encourage children to apply their knowledge to practical tasks and real life problems.

Science

In science we follow a themed approach. Through these themes children are involved in practical investigations. Individual and group skills of planning, decision-making, investigating and communicating results, as well as observing, classifying, recording, making and testing hypotheses, designing experiments and drawing information from evidence are vital to science-based activities, but also have a much wider application.

Design Technology

In technology we encourage the children to understand the significance of design and technology to the economy, and to the quality of life. This involves planning and making things ~ evaluating outcomes.



History

In history we introduce children to historical personalities and events, through stories, poetry, pictures, TV and festivals at local, national and world levels. We use the children's own lives and their environment to make them aware of the passage of time.

Children progress and develop research skills in order to investigate different periods of history.

Geography

In geography we introduce children to the local area as well as extending their factual knowledge. This is done using maps, photographs, written accounts and other sources. Children also study other areas beyond their local environment.



Art

In art we encourage the children to experience a variety of different techniques. They are also encouraged to plan and to manipulate different materials, so that they can develop skills and originality. Children also study the lives and works of artists.

Physical Education

In physical education children develop their skills in gymnastics, dance, outdoor individual and team games and adventure play, to develop good body co-ordination and control. We try to give each child enjoyment and satisfaction from physical activity, and to foster the development of positive sporting attitudes.



Music

In music we encourage the children to make music, and to develop an appreciation of different types of music. Children also learn to compose and perform music.

R.E. and Collective Worship

R.E. lessons and religious assemblies, including those conducted by visiting clergy, promote the moral and spiritual development of the children. The school follows the Gateshead Local Authority agreed syllabus for R.E. You should speak to the head teacher if you want to exercise your legal right to withdraw your child from R.E. lessons or religious assemblies.

The school has worked hard to develop a curriculum designed specifically to meet the learning needs of Lingey House children. The curriculum uses a national curriculum skilled based approach to learning. The themes incorporate all subjects and begin with a visit, visitor or artifact and conclude with a 'product'. The product could be a performance, an artifact or even a 'fashion show.'

'The outstanding curriculum assure a wider range of experiences that add to pupils' achievement, enjoyment and sense of fun ' OfSTED May 2009.



SPECIAL EDUCATIONAL NEEDS

Children with particular learning difficulties or other special needs can benefit from specialist help. This may be because they experience particular learning difficulties. Any specialist help is given in the classroom, but there can be occasions when individual or small group work is appropriate.

For some children the school may need to involve other specialists, in a formal assessment of special educational needs. When this happens, there is always prior consultation with parents, who are involved in all assessment procedures. Parents are always regularly consulted and kept informed of their child's progress.

ASSESSMENT, MONITORING AND TARGETS

Teachers will be assessing children continuously from the time they start school. This takes the form of informal monitoring during lessons throughout the year and end of term tests in the areas of the curriculum covered. In addition, all pupils are formally assessed annually using the PIPS, optional SATs and the Foundation Year Profiles.

Open evenings are held each term. The autumn term meeting is to discuss how children have settled into their new classes. The spring term meeting gives you a chance to see your child's work. In the summer meeting, you can see end-of-term assessments and discuss reports.

Towards the end of every school year, parents will receive a written progress report which they are able to discuss with staff at a formal parents' evening. Should staff or parents feel that there are issues to be addressed outside the timetable of these meetings then arrangements are quickly made to bring the relevant parties together to solve any problem.

Each pupil is set a number of targets in Literacy and Numeracy each term according to individual performance and based upon the targets set for each year group according to the national curriculum. These are discussed and agreed between the child and their teachers. Parents are informed of these targets. Progress towards achieving the targets set is closely monitored by the staff both during informal monitoring in lessons and by results of formal tests given. Pupils are kept informed of their progress and targets may be revised where appropriate.



Children entering school at reception level will be assessed using the 'Baseline Assessment Programme' during their first term in school. This provides information about each child's pre-school attainment and allows the teachers to evaluate baseline abilities against national standardised criteria set by the Department for Education. Areas of concern can then be identified and addressed quickly to ensure that each pupil is afforded the best possible start to their primary education.

Lingey House Primary School

BEHAVIOUR

We believe that every child has a right to feel safe, secure, happy and able to focus on their work while in school. This means that each of them has a responsibility to ensure that their behaviour does not infringe on the rights of the other children in the school. We ask all parents to support the school in expecting a high standard of behaviour at all times. Children are rewarded for excellent behaviour with certificates, stickers and special privileges.

In order that all children are safe, and able to learn in a caring environment, it is important that we all work together to ensure that there is no fighting, name calling, bad language, racism or bullying. In Lingey House Primary School we have firm policies to support this, and we always involve parents when these rules are broken. The school Behaviour Policy Booklet is available for every child and parent.

'Pupils have very positive attitudes to learning and their behaviour is exemplary' OfSTED May 2009



SCHOOL ATTENDANCE

Regular and punctual attendance is crucial to each child's educational development, and at Lingey House we recognise our part in helping parents to meet their legal obligations in this respect. We operate a 'First Day Call' system at Lingey House. If your child can not attend school because of ill-health, or for another reason parents are asked to ring the school on the first day of your child's absence and send a note to the class teacher on their return giving an explanation of the absence. We must report individual instances of unexplained pupil absence to the Local Authority. This is then classed as 'unauthorised absence'. We are also obliged by law to monitor and report late attendance at school.

During 2009/2010 average attendance was 94.1%. The percentage of authorised absence was 5.2%. Unauthorised absence was 0.7%.

SCHOOL UNIFORM

We feel that it is important that children come to school in appropriate clothes. The school uniform consists of navy blue sweatshirt, polo shirt in white, sky blue or navy blue and grey skirt, pinafore or trousers. Sweatshirts with the embroidered school logo may be purchased from the school office. Shoes (not trainers) are desirable. Please mark all sweatshirts and coats clearly with your child's name. In the interests of safety, jewellery should not be worn.

SEX EDUCATION

Our sex education teaching has been drawn up in accordance with Gateshead Education Committee's guidelines, and has been approved by the School Governors. Sex education is part of the science curriculum. Parents are given an opportunity to see and hear all about the school's approach in this area before lessons take place. Parents have a right to withdraw their children from sex education lessons.

We hope to create a climate in which children feel safe to ask questions and have them answered by their teachers in a frank but appropriate way.

AFTER SCHOOL ACTIVITIES

We run a number of after-school clubs. They include gardening, art, ICT and a range of sports.



Lingey House Primary School

SCHOOL CHARGING POLICY

By law, no state school can make a charge for:-

- ❖ education wholly or mainly within school hours;
- ❖ materials and ingredients for things made in school, which pupils or parents do not want to keep;
- ❖ visits in or outside school hours, which are necessary for an examination.

Charges are made for the following:-

- ❖ individual music tuition, which is not part of the syllabus for an examination;
- ❖ certain excursions, where a third party is involved;
- ❖ board and lodging, where a school activity involves a residential element;
- ❖ the exact cost of "optional extras", i.e. things not connected directly with the national curriculum.

The school governors have decided that, in general, a small charge will only ever be made for a school activity if this is the only way to guarantee the event takes place. This is most likely to apply to some trips and excursions.

DINNER PAYMENTS

Dinner money is collected at 9 a.m. each Monday morning from the children who stay for paid meals. Dinner money is banked by security collection. Therefore, it is essential that all children pay their dinner money by 9 a.m. each Monday morning, or on the first day back after a holiday or absence.

Some families will be eligible to receive free school meals. Application forms can be completed at the Welfare Benefit Section, Civic Centre, Gateshead. Tel: 0191 4333000. It is essential that documentary evidence of income support is supplied at this time.

Instead of taking school dinners, children may either bring a packed lunch or go home at lunch times. For security reasons we ask parents to put in writing if your child is to go home at lunchtimes.



CONCERNS AND COMPLAINTS

If you are concerned about any aspect of your child's schooling, the first step is to speak to the head teacher. Naturally, it is not always possible for the head teacher to see a parent immediately, but an early appointment will always be offered.

We hope to be able to resolve any complaints that parents may have. In the first instance complaints should normally be made to the head teacher, and in most cases we find that complaints can be dealt with successfully at this informal level. However, there are two formal routes that you can use if you wish to take the matter further.

Curriculum Complaints

You have particular rights in making a complaint about:-

- ❖ curriculum provision, including RE and collective worship;
- ❖ the implementation of the national curriculum;
- ❖ exemptions from the national curriculum;
- ❖ the operation of charging policies;
- ❖ the provision of the information listed in the section below.

The complaint must first go to the school, through the head teacher.

If the complaint cannot be resolved it may be necessary for it to be considered by the governing body.

If the complaint cannot be resolved by the governing body, it may be referred to Gateshead Education Committee, where it will be considered by councillors. If that fails, the complaint can be referred to the Secretary of State.

(Note: This process does not apply to complaints on matters concerned with pupil discipline or individual teachers.)

The Council's Complaints Procedure

Information is set out in the booklet "Information for Parents" available from the Education Department. A copy of this booklet can be inspected at the school. Any matter can be investigated under this procedure.

We do, of course, hope that any complaints can be resolved by the parent discussing the matter with an appropriate member of staff. However, if you do require any detailed information on either complaints procedure, full details are available on request from the school office.

Lingey House Primary School

CHILD PROTECTION

Parents should be aware that we will take any reasonable action to ensure the safety of our children. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow Child Protection Procedures and inform Social Services of their concern.

SECONDARY TRANSFER

Most of our children transfer to Heworth Grange School at the age of 11. Good links exist to assist transfer.

DATA PROTECTION ACT

The school holds information on our children in order to support their teaching & learning, to monitor and report on their progress and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. If you wish to have access to the personal data held about your child, please speak to the head teacher.

SCHOOL RESULTS

Attainment at Key Stage 1

This table shows a summary of the National Curriculum assessment results of pupils in the school (2010) and nationally (2009) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 39

Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied Children	Absent Children
Speaking and listening	Boys	0	20	75				5	0	0
	Girls	5	11	63				21	0	0
	Whole School	3	15	69				13	0	0
	National	2	11	65				21	0	0
Reading	Boys	0	35		5	5	30	25	0	0
	Girls	5	42		5	5	21	21	0	0
	Whole School	3	38		5	5	26	23	0	0
	National	3	13		12	22	24	26	0	0
Writing	Boys	0	45		10	35	10	0	0	0
	Girls	5	37		32	16	11	0	0	0
	Whole School	3	41		21	26	10	0	0	0
	National	4	15		21	28	20	12	0	0
Mathematics	Boys	0	5		30	20	5	40	0	0
	Girls	5	21		42	5	26	0	0	0
	Whole School	3	13		36	13	15	21	0	0
	National	2	8		16	26	27	21	0	0
		W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	0	20	65				15	0	
	Girls	5	32	53				11	0	
	Whole School	3	26	59				13	0	
	National	2	9	67				22		

W represents children who are working towards level 1, but have not yet achieved the standards needed for level 1.

U represents children for whom it is not possible to determine a level.

Lingey House Primary School

Attainment at Key Stage 2

These tables show the percentage of year 6 pupils achieving each level in 2010, compared to national end of key stage 2 teacher assessment levels and test results for 2009.

The number of eligible children is: 37

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENTS										
		Percentage at each level								
		W	1	2	3	4	5	6	Pupils disapplied	Pupils absent
English	School	0	0	0	5	43	51	0	0	0
	National	1	1	4	15	49	30	0	0	0
Mathematics	School	0	0	0	8	51	41	0	0	0
	National	0	1	3	15	46	33	0	0	0
Science	School	0	0	0	5	57	38	0	0	0
	National	1	1	2	11	48	38	0	0	0

TEST RESULTS							
		Percentage at each level					
		Below level 3*	3	4	5	Pupils not entered#	Pupils absent
English	School	3	3	54	41	0	0
	National	6	14	51	29	0	1
Reading	School	5	0	24	70	0	0
	National	7	7	38	47	0	1
Writing	School	3	22	57	19	0	0
	National	5	27	48	19	0	0
Mathematics	School	3	8	49	41	0	0
	National	5	15	44	35	0	1

W represents pupils who are working towards level 1, but have not yet achieved the standards needed for level 1.

* represents pupils who were not entered for the tests because they were working below level 3 in English, mathematics or science; pupils awarded a compensatory level from the tests; and pupils entered for but not achieving a level from the tests.

represents pupils working at the levels of the tests, but unable to access them, formally referred to as disapplied.

Key Stage 2 Targets May 2011

English Level 4+ 89%

Mathematics Level 4+ 85%

**Gateshead Council Community and Controlled Primary Schools
Admission Policy 2010/11**

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

The policy is as follows:

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

We will accept pupils up to the school's agreed Planned Admission Number for the year group unless we feel there is lawful grounds not to do so.

Oversubscription Criteria

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

- 1. Children in Public Care (and as deemed under Section 22 of the Children Act 1989).**
- 2. Children who live in the school's catchment area and who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.**
- 3. Other children who live in the school's catchment area.**
- 4. Other children who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.**
- 5. Other children who have exceptional medical or social grounds see point 1 below**
- 6. All other children.**

Point 1-We can consider exceptional individual applications, particularly in cases involving medical or social needs. If you wish to apply on medical or social grounds you must provide written evidence from relevant registered health professionals i.e. a

doctor or social worker. The evidence must demonstrate why the chosen school is more appropriate and what difficulties would be caused if they were to travel to and attend alternative schools. We will not consider such applications if the relevant professional evidence is not provided. The evidence will be assessed by the LA Admission Panel. No assumption should be made that submission of the relevant evidence will, in itself, be sufficient to allocate a place.

Whickham Parochial Church of England Controlled Primary School

This school has the same oversubscription criteria as priorities 1 to 6 above except that criteria 3 and 4 above are reversed. Priority 1, 2, 5 and 6 remain in the same order however for this particular school their oversubscription criteria places priority 4 children above those children in priority 3.

Address

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

Tie breaker

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

Waiting list

If places become available we will consider all relevant applications based on a waiting list. The waiting list will be maintained by the council from the start of the academic year and be kept for the rest of the academic year. All applicants on the waiting list are placed according to the admission criteria and priorities set out above.

Important Dates

The closing date for the return of applications is Friday 6 November 2009
From 11 September 2009 you can apply for a place in a reception or Junior class for admission in September 2010 by applying on-line at www.gateshead.gov.uk you must submit your application by no later than Friday **06 November 2009**. Alternatively you can obtain an application form from the Head Teacher of your first preference school in Gateshead, which must be completed and returned by no later than Friday **06 November 2009**

General Information and definitions

For definitions of the terms used in this policy please refer to our "Admission to Primary school" booklet for 2010 a copy of which should be included with this policy. Alternatively it is available from the School Admission Team at the Civic Centre, Regent Street Gateshead NE8 1HH and on Gateshead Council website at www.gateshead.gov.uk The co-ordinated admission scheme and Catchment areas referred to in this policy can also be viewed at the address and website given above

