



CAEDMON COMMUNITY PRIMARY SCHOOL

PROSPECTUS 2011/2012



Working together to achieve our goals

CAEDMON COMMUNITY PRIMARY SCHOOL
PROSPECTUS 2008/2009



CONTENTS

Page	
1	Welcome
2	Aims of Caedmon Community Primary School
3	Governing Body
4	Staff
5/6/7/8	The Curriculum Class Organisation Homework Other Curriculum Information
9	Assessment and Reporting to Parents Attendance Attendance Percentages Medical Procedures
10	School Meals School Uniform Behaviour
11	Out of School Activities Educational Visits Parents Consultations Pastoral Care Charging and Remission Policy Guidelines for safe use of the Internet
12	Complaints Procedure Holiday Dates
13	SATs Information KS1/KS2
14/15	Admissions—Nursery
16/17	Admissions—Reception
18	Acrostic



HERE AT
CAEDMON COMMUNITY PRIMARY SCHOOL

WE WORK TOGETHER
TO ENCOURAGE OUR PUPILS TO

- LEARN**
- by providing a stimulating and interesting environment, which will help every pupil to acquire the knowledge and skills relevant to life in a fast-changing world.
 - by providing a wide range of experiences and opportunities which will help all pupils to develop lively inquiring minds, to question and argue rationally and to strive to achieve success in all aspects of school life especially literacy, numeracy and ICT.
- DEVELOP**
- independence, self discipline and a sense of responsibility
 - self motivation
 - confidence and self esteem
 - a strong sense of citizenship and community links
 - communication and social skills
 - moral and spiritual education which will help pupils to develop personal values, respect for and tolerance of other races, religions and cultures.
- BE HAPPY**
- by caring for our families, friends and school
 - by sharing our time, talents and aspirations
 - by making our school into a safe and secure environment
 - by encouraging pupils to work and play together

These aims will be achieved by building on each child's experiences and interests.

The curriculum is structured to maintain continuity and progression for each child, by reviewing and recording individual progress in order that each child's



aptitudes, abilities and difficulties may be monitored and appropriate work programmes developed.

Children will develop skills for a curriculum based on practical experience from which they will develop appropriate methods of recording their own experiences and presenting them to a wider audience. Children will be encouraged to take an active part in assessing their own achievements within the school's curriculum framework.

In this way it is hoped that children will begin to develop strategies for organisation, co-operation, persistence and self-discipline which will enable them to become confident and happy members of the community.



GOVERNING BODY 2009/2010

The Governing Body meets at least once every term. The minutes of the meetings are available to parents from the clerk and on Parents' notice boards.

LEA Governors	Mr J Mitchenson Mr R Beat
Co-opted Governors	Mr A Symons—Chair Mrs V Judson Mrs R Ireland
Parent Governors	Mrs L Softly—Vice Chair Mrs L Celikay Mrs G Graham Mrs L Turner
Staff Governors	Mrs J Tait Miss R Kelly
Head Teacher	Mr C Wisby

Parent governors are elected by the parents of the school. They have a child at the school and serve for a term of 4 years. Parent governors bring the views of parents to the Governing Body; however, they speak and act as individuals. Together the governors act as a kind of Board of Directors and meet at least once a half term to make decisions about the running of the school.

Governors are appointed to help:

1. Decide what is taught
2. Set standards of behaviour
3. Interview and select staff
4. Decide how the school budget is spent

School Governors have legal duties, powers and responsibilities. They can only act together; they cannot act individually.



Staff List (2010-2011)

Senior Leadership Team

Mr C Wisby	Head teacher
Mrs A Clennell	Deputy Head teacher
Miss C Hanratty	SENCo
Mrs K Collins	TLR

Teaching Staff

Miss C Hanratty	Nursery
Miss J Bradshaw	
Miss A Brown	Reception
Miss R Kelly	Year 1
Mrs K Collins	Year 2
Miss S Collins	Year 3
Mrs L Bond/Mrs P Wilson	Year 4
Mr T Pearson	Year 5
Mr J Lancashire	Year 6
Mrs P Wilson	PPA cover
Mrs J McVicar	PPA/Leadership Cover
Mrs G Straughan	Learning Support Teacher

Support Staff

Mr I Nicholson	Caretaker
Mrs P Swanston	Senior Admin Officer
Mrs E Trory	Admin Officer
Mrs M Graham (0.6)	Teaching Assistant (Lvl 3)
Mrs J Tait	Teaching Assistant (Lvl 3)
Mrs L Roll	Teaching Assistant (Lvl 2/3)
Mrs M Clennell	Teaching Assistant (Lvl 2/3)



Mrs P Drape
Mrs G Lisk
Mrs M Bolton
Miss C Thoburn
Mr M Coxon

Teaching Assistant (Lvl 2/3)
Teaching Assistant (Lvl 2)
Teaching Assistant (Lvl 2)
Teaching Assistant (Lvl 2)
Teacher Assistant (Lvl 1)

Mrs T Murphy
Mrs M Hewitson
Mrs P Rawlings
Mrs M Rankin
Mrs L Thompson
Mrs G Hart
Miss E Scarff

Lunchtime Supervisor
Lunchtime Supervisor
Lunchtime Supervisor
Lunchtime Supervisor
Lunchtime Supervisor
Lunchtime Supervisor
Lunchtime Supervisor

Mrs L Parker
Mrs S Coxon
Mrs L Quinn

Kitchen Manager
Kitchen Assistant
Kitchen Assistant



CONTENT AND ORGANISATION OF THE CURRICULUM

The 2002 Education Reform Act required that the following areas of the National Curriculum be taught in schools.

CORE SUBJECTS

English
Mathematics
Science
Information & Communication
Technology

OTHER FOUNDATION SUBJECTS

Design & Technology
History
Geography
Music
Art
Physical Education

In addition, every school must provide Religious Education. We hope to promote Equal Opportunities and Multi-Cultural Education through the work we do in school. We also aim to develop the Personal and Social Education of our pupils, promoting co-operation, caring and a tolerance, both in our school and in the community. The school also offers French to Key Stage 2 children.

ENGLISH

Speaking, Listening, Reading, Writing, Spelling and Handwriting. The children are encouraged to communicate clearly and expressively when writing for a wide variety of audiences and purposes. Strategies for learning spelling patterns and the skills required for developing a clear handwriting style are addressed. The Literacy Hour is now well established throughout the school. During this hour the pupils are taught the skills they need to access the National Curriculum. Current priorities are the use of Literacy across the curriculum and opportunities for extended purposeful writing.

MATHEMATICS

The teaching encourages the effective use of Mathematics as a tool in a wide range of activities within school and everyday life and pupils are encouraged to understand the intrinsic fascination of interrelated structure and pattern, and the vital role of Mathematics in the analysis and communication of information. During Numeracy lessons the pupils are taught the skills they need to access the National Curriculum.

SCIENCE

In science children are engaged in practical investigations which will involve working both individually and in groups. The development of scientific skills will be within the context of the programmes of study relating to life processes and living things; materials and their properties; and physical processes.



TECHNOLOGY

Information Communication Technology.

The use of ICT is promoted in all subject areas and children use computers to enhance and compliment much of their work in school. Children are given the opportunity to explore and experience a wide variety of hardware and software and become confident in its use. They are encouraged to use the equipment properly, carefully and safely. The school has a well equipped ICT Suite.

DESIGN TECHNOLOGY

Children work with a variety of materials and are taught how to measure, mark out, cut, shape and combine them through focused practical tasks. They work on a number of designs and make projects, which involve researching, making and evaluating their own products. Skills are practised and used in these projects. Health & Safety is an important component of Design Technology and children are taught how to handle tools safely and pay attention to food hygiene.

HISTORY

In history we introduce children to historical personalities and events through stories, poetry, pictures and TV, at local, national and world levels. We use the children's own lives and environment to make them aware of the passage of time. Children are encouraged to use documentary evidence to enhance their understanding and develop their historical skills. Parents and the local community play a very important part in the development of resources and artifacts for this area of work.

GEOGRAPHY

In geography we introduce children to the local area as well as extending their factual knowledge. A wide range of materials is used including maps, photographs, written accounts and other sources. We encourage children to appreciate and protect the environment, the starting point being our school.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

In accordance with statutory requirements for Religious Education, our teaching is focused mainly on Christianity whilst also giving children an understanding of all major world faiths so that they may respect the opinions and beliefs of others and appreciate the richness of the customs and traditions of other cultures.

Caedmon Community Primary School is non-denominational. The religious education curriculum is taken from Gateshead's Agreed Syllabus, which has been discussed, agreed and ratified by the LEA, local teachers, and



representatives of all major local faiths and denominations. Daily worship is through whole school, classroom or Key stage assemblies. These are Christian based but aimed to ensure that our pupils gain respect, awareness and understanding of other world religions. Worship will highlight moral and ethical issues for the children to reflect upon. Parents have the right to withdraw their children from Religious Education and Worship. Requests to do so should be made in writing to the Head Teacher.

ART

Children learn to use a variety of media, eg paint, pastels, clay, textiles, printing materials and collage. We introduce them to arts and crafts in a variety of cultures, both past and present. We take the children to art galleries to see a wide variety of exhibitions. Local artists visit the school to work with them to create and develop ideas as part of larger community projects. The school's work has been exhibited in the Shipley Art Gallery, the Gateshead Library Gallery and the MetroCentre. We encourage pupils to enter both local and national competitions, in which we have achieved some notable successes.

MUSIC

Music is interdependent upon all cross-curricular subjects. Music is essentially an aesthetic and pleasurable activity and the children throughout the school perform to an audience on a regular basis. The choir in KS2 perform at Gateshead's Music Festival and at outside venues. Gateshead peripatetic music service is used within the school, and visiting musicians perform for the children whenever possible.

PHYSICAL EDUCATION

In physical education children develop their skills in gymnastics, dance and games to develop good body co-ordination and control. We endeavour to give each child enjoyment and satisfaction from physical activity and the opportunity to develop positive sporting attitudes. Each teacher allocates approximately two hours a week to physical activities. There are opportunities for pupils to increase this time by attending extra curricular activities. These take place at lunchtime or after school. Pupils who are selected to play in school teams will increase their activity still further.

Key Stage 2 children experience a block of swimming each year.

We welcome visiting coaches into school, eg Gateshead Leisure Services, Coaches from Newcastle Eagles Basketball Club, Sunderland Football Club, Gateshead



Football Club. Many of our pupils attend Gateshead Leisure Centre, which offers a wide range of sporting activities. Swimming Club and Martial Arts classes are very popular.

HEALTH EDUCATION

The importance of Health Education is emphasised within integrated topics with the aim of encouraging the children to adopt healthy lifestyles. Sex Education is taught as an integrated part of the Curriculum and not as a separate subject. There is consultation between Parents, Governors and outside agencies. We have been awarded the Healthy Schools Bronze Award.

CITIZENSHIP AND PHSE

The school aims to encourage children to develop in all areas of their lives not just the academic. We want our children to be safe, healthy, make a positive contribution and be enterprising as citizens of Gateshead in the 21st Century.

CURRICULAR PROVISION AND ARRANGEMENTS FOR PUPILS WITH SPECIAL EDUCATION NEEDS

Provision is made for children who have learning difficulties identified within areas of the curriculum. A learning support teacher is used both in the classroom and to withdraw children where it is felt to be more appropriate. After consultation with parents, we make use of the Medical and Psychological Services whenever necessary. Where particular learning difficulties are identified, the children are placed on our Special Education Needs Register. Parents are informed and asked to visit the school to discuss their child and the provision, which will be made for him/her within the classroom. Individual Education Plans are drawn up with the co-operation and involvement of parents and children. Specific targets are set and review regularly as laid down by the Code of Practice. Children who are identified as being "more able" are offered more challenging activities, which will extend their knowledge and understanding.

CLASS ORGANISATION

We organise our classes by age, each class containing children from across the whole range of ability.

Each class has one teacher for the academic year, at the end of which the children move automatically to the next year group.



Year groups are divided into:

Foundation Stage Nursery (3-4 years)
 Reception (4-5 years)

Key Stage 1: Years 1 and 2 (5-7 Years)

Key Stage 2: Years 3 to 6 (7-11 years)

At the end of the primary stage, children transfer to secondary education. At times classes may combine to study particular topics. Teacher exchanges may also occur between classes for some subjects such as music, PE and drama.

HOMEWORK

Homework is used to enhance and reinforce the School curriculum. In Key Stage One it will consist of reading, spelling and mathematics. In Key Stage Two it will extend to tasks where children apply their learning.

Reception and Key Stage One: 10 - 20 minutes per night to include Reading, Spelling and Mathematics.

Key Stage Two: 20 - 60 minutes per night to include Reading, Spelling Mathematics and Science. Projects related to current topics may also be included.

OTHER CURRICULUM INFORMATION

By law schools must make certain information available for viewing by parents or members of the public. All the documents listed below are available for viewing at the school.

- Any Statutory Instruments (including those for national curriculum subjects) circulars and administrative memoranda relating to powers and duties under the "Curriculum" Section of the Education Reform Act.
- Any published HMI or Ofsted Reports on the school
- Any schemes of work and syllabuses currently used by teachers in the school
- A full copy of curriculum complaints procedure
- The local education authority's agreed syllabus for RE.



ASSESSMENT/REPORTING TO PARENTS

Pupils are formally assessed at the end of Key Stage 1 and Key Stage 2. Individual results will be available to parents and the results for the school provided for children in Year 2 and 6. No pupil will be named in these results. Teacher assessment is ongoing and assists in planning work appropriate to each individual, group or the class.

We hold parental interviews in the Autumn and Summer terms. A written report, in line with legislation, is provided in the Summer Term and parents are invited to discuss these reports with their child's Class Teacher - if they so wish.

In the Spring Term parents are invited to view their children's work in class.

SCHOOL DAY

08.50 am	Morning session begins
09.05 am	Collective Worship (10 minutes for classroom Assembly)
10.25 am KS1	Break
10.40 am	Morning session continues
10.45 am KS2	Break
11.00 am	Morning session continues
12.00 noon	Lunch Break KS1 + Yr3 and Y4
1.00 pm	Afternoon session begins
12.30 pm Y5 + Y6	Lunch Break
1.30 pm	Afternoon session begins
2.00 pm	Afternoon break Rec-Y2
2.30 pm	Afternoon session continues
3.05 pm	School closes Rec-Y2
3.15 pm	School closes Y3-Y6

TOTAL TEACHING TIME

Key Stage 1	4 hours 25 minutes
Key Stage 2	4 hours 45 minutes
Nursery	Morning Session 08.45-11.45 am Afternoon Session 12.15 - 3.15 pm

ATTENDANCE

Regular attendance is crucial to every child. Should your child be absent because of ill health, or for any reason, it is your responsibility to contact the school. This can be done by: a telephone call, a note on your child's return to school or a personal visit.



ATTENDANCE PERCENTAGES

Number on school roll September 2011	197
Number on nursery roll September 2011	52
September 2010 - July 2011	93.2%
Overall percentage of authorised absence	4.1%

We ask for your support in ensuring your child attends school regularly. Reward systems are in place to encourage and sustain good attendance.

MEDICAL PROCEDURES

We ask all parents to provide us with an emergency contact number so that they can be notified in the event of a child becoming ill or having an accident. We have a qualified First Aider on the staff who deals with any emergency as it arises. Parents will be contacted immediately should a child become ill or have an accident. Medication accepted in school must be prescribed by a doctor and parents are requested to complete a permission slip for staff to be able to give it. These can be obtained from the school office.

SCHOOL MEALS

Pupils must stay on the premises at lunchtime for either a school meal or a packed lunch, or they may go home. If you wish at any time to change your child's lunchtime arrangements from dinners to packed lunch or vice versa, we ask for one week's notice.

The price of a school meal is £1.90 or £9.50 a week. Dinner money is collected on **MONDAY** mornings. Please send all dinner money in an envelope or moneybag (envelopes are available from school), clearly labelled with the child's name and class. If you think you may be entitled to free meals, please speak to Mrs Trory. She will advise you of the procedure. Please note even if you do not wish to take up free school meals, the fact that you are entitled brings more funding to the school. Packed lunches are eaten in the dining room. Please do not send glass bottles. Children going home for dinner should not return until 5 minutes before the end of break.

SCHOOL UNIFORM

The wearing of school uniform is encouraged. It consists of red sweatshirt, red or white polo shirt, grey or black skirt or trousers, appropriate black shoes (not sling backs or high heels). Please contact Mrs Drape if you wish to purchase school uniform.

Children are requested to bring appropriate clothes for physical education - a tee



shirt, shorts or games skirt, sandshoes or trainers. Clothing and personal belongings should be clearly marked with the child's name.

Jewellery, except for an inexpensive watch, should not be worn for school. Watches should be removed for PE lessons earrings should not be worn.

BEHAVIOUR

We expect high standards of behaviour from all our pupils. The staff will always listen to children, and treat them fairly. In return pupils are expected to treat all staff, both teaching and non-teaching, with respect. Pupils should tell the truth at all times. We always look towards the positive aspects of children's behaviour and reward them appropriately.

The following rules should be accepted

Pupils should be polite and well mannered.

Pupils should behave in a friendly way.

Pupils should be able to apologise and forgive.

Pupils should not bring sweets, valuables, toys or dangerous items to school.

Pupils should be able to listen to others and do as they are asked without a fuss.

Pupils should tell a teacher or another adult if there is a problem and not take the law into their own hands.

In general, discipline is maintained by censure with a variety of strategies being employed for more serious misdemeanours, such as loss of playtime or privilege, or writing a letter of apology. Consistently bad behaviour is discussed with parents and a range of procedures for reporting and dealing with bullying have been developed.

We expect all pupils to operate within our Behaviour Policy, which promotes positive behaviour. This is essential to ensure the smooth running of the school and to maximise the potential learning opportunities available for all pupils.

The policy states that bullying in any form will not be tolerated. We would encourage any parent who has concerns over incidences of bullying to contact the school at the earliest time possible. Staff will provide support, counselling and guidance for all parties concerned.

We encourage pupils who break the rules to consider the effects of their actions, and where appropriate, sanctions including the loss of privileges or playtime will be used. Wherever possible we try to involve the parents in making sure that



school behaviour improves. If necessary, the pupil can be excluded temporarily or even permanently.

Please see a list of rewards and punishments at the end of this section.

OUT OF SCHOOL ACTIVITIES

At present we are able to offer Choir, Football, Art, Craft, Games Club and Breakfast Club.

EDUCATIONAL VISITS

Educational visits are organised for all pupils throughout the year. They will support and develop the learning opportunities for each topic. Parents are asked to make a voluntary contribution towards the cost. All pupils participate in these visits and will not be excluded for reasons of non-payment.

PASTORAL CARE

Close contacts are encouraged between home and school to ensure the well being of all children. All members of staff, teaching and non-teaching, take great care of the pupils in their charge. Any problem affecting the welfare of a child will be dealt with, either by the class teacher or the Head Teacher. Parents are requested to inform the school of any problem, which could adversely affect the child's educational progress. If the school feels any concern for a child, parents will always be contacted by letter or telephone asking them to see their child's teacher or the Head Teacher if appropriate. Similarly, parents are asked to contact the school at any time if they have a concern about their child. A copy of the school's Home/School Agreement is given to parents together with a variety of forms for information, which the school requires. This information is regarded as confidential for the school's use or LEA statistics.

All staff, volunteers and parents working with children have to be CRB cleared.

CHARGING AND REMISSION POLICY

The Education Reform Act 2002 prohibits charging for activities during school time. We aim to provide a range of activities to enhance the children's learning therefore from time to time parents will be asked to make a voluntary contribution towards the cost. No child will be excluded from the activity through an inability to contribute. However, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled.



GUIDELINES FOR SAFE USE OF THE INTERNET

A responsible adult in charge will supervise all work with the Internet. If pupils are left alone for a very short period of time the adult must make appropriate checks eg access the history folder.

Teachers should guide pupils to selected sites to limit time wasting searching the Internet for a given topic. Pupils should acknowledge the source of all materials used within their work.

Access to computer facilities within school is to be used for educational purposes only.

Each class has an e-mail address and this should be used for pupils to send and receive e-mails. Individual pupils do not have their own address. All who e-mail will be courteous in their communication with others.

Pupils must not reveal any details of a personal nature to other Internet users, as there is no means of checking the integrity of other computer users. No pupils will be identified by name on the school website. Any pictures should be of groups of children, again without individual identification.

COMPLAINTS PROCEDURE

A Complaints Procedure relating to curriculum matters is provided in the Education Reform Act 2002. In the first instance complaints should be made to the Head Teacher and in most cases we find that complaints can be dealt with successfully at this informal level. If not satisfied, parents should then write to the Clerk to the Governing Body. The full document is available in school on request to the Head Teacher.



Behaviour Management Chart



Rewards for Good Behaviour

- Golden Book
- Champion Child
- Champion Chum
- Politeness/Manners Award
- Sportsperson of the Week Award
- Scientist of the Week Award
- Special person in class
- Monitors
- Stickers
- Certificates
- Performance Award
- Power of the Letter
- Merit Points/House Points
- End of term treats
- Treats e.g. sweets, toys
- Name in newsletter
- Golden Time
- Class Mascots
- Trips
- Attendance Award
- Punctuality Award
- ICT Wizard

Consequences for Poor Behaviour

Bad Behaviours

- Talking while teacher is talking
- Lack of work
- Line issues – not standing still, talking
- Not listening/following instructions
- Noise
- Running in school
- Pushing people
- Homework/Reading books/Library books not returned on time
- Forgotten P.E. kit



Punishments

- Silent punishment
- Exclusion from treats
- Time-out
- On the spot
- Missing playtimes
- Exclusion from after school clubs

Very Bad Behaviours

- Being in wrong place
- Climbing on goals/banisters
- Attitude – answering back
- Lack of respect/manners
- Rudeness
- Swearing
- Play-fighting
- Not representing the school well on trips



Punishments

- Sent to Head Teacher
- Letter to parent/carer to inform
- Call to parent/carer to inform
- Put on Report

Severe Behaviours

- Violence towards other children
- Violence towards staff
- Bullying
- Racism
- Damaging property
- Fighting
- Stealing other people's property



Punishments

- Permanent exclusion
- Fixed exclusion
- In school exclusion
- Lunchtime exclusion

This chart is to enable all parties involved in a child's education to be aware of the rewards and consequences (for good and poor behaviours) at Caedmon Community Primary School.



School Term Dates 2010/2011

	From	To	Ha
Autumn	Mon 6 Sep 2010	Fri 17 Dec 2010	25
Spring	Tue 4 Jan 2011	Fri 15 Apr 2011	21
Summer	Tue 3 May 2011	Fri 22 Jul 2011	30

All dates are inclusive.

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 Key Stage 2 Results 2009

These tables show the percentage of eligible year 6 children achieving each level in the school 2009.

The number of children in Year 6 is 29.

Figures may not total 100 per cent because of rounding.

Test	Below Level 3*	3	4	5	Pupils disapplied	Pupils absent
English						
Reading						
Writing						
Mathematics						
Science						

Teacher Assessment	Below Level 3*	3	4	5	Pupils disapplied	Pupils absent
English overall						
Reading						
Writing						
Mathematics						
Science						

2009 Key Stage 2 SAT's Results Caedmon Primary School

English	Level 4+ =	Level 5 = 3
Mathematics	Level 4 +=	Level 5 =
Science	Level 4 +=	Level 5 =



School Key Stage 1 Results 2009

These tables show the percentage of eligible year 2 children achieving each level in the school 2009.

The number of children in Year 2 is 28.

Figures may not total 100 per cent because of rounding.

Teacher Assessment	Below Level 1*	2c	2b	2a	3	Pupils disapplied	Pupils absent
English							
Reading							
Writing							
Mathematics							
Science							

Test	Below Level 1*	2c	2b	2a	3	Pupils disapplied	Pupils absent
English overall							
Reading							
Writing							
Mathematics							
Science							