



EXPLORE

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Prospectus

September 2010 – July 2011



Introduction

Thank you for taking time to read this information about Wardley Primary School. We are very proud of our school and the education we provide for our pupils as well as the relationship we have with parents/carers and the local community. This prospectus sets out information about Wardley Primary to help those choosing a school as well as parents/carers whose children already attend Wardley. What we have tried to do is provide information that we feel is relevant for parents/carers in understanding the way that Wardley works and to provide a clear picture of the environment we provide for children to feel safe and secure so that they can achieve.

This Prospectus is not an exhaustive list and so if there are any aspects that you would like clarifying or that are not mentioned within this document you should contact the school and the appropriate person will help as soon as possible.



Mr I. Punton
CHAIR OF GOVERNORS



Mr M. Malik
HEAD TEACHER



Please note: The prospectus refers to the forthcoming 2010-2011 school year and was correct at the beginning of June 2009.

For more information that is regularly updated, please visit our website at www.wardleyprimary.org



School Context

Our school is situated within a Wardley estate consisting of council and privately owned houses. Across the wider area of Wardley there are a number of estates; some more established with a similar mix of housing as the one surrounding the school; and others that have been built more recently and which are all privately owned.

The school is presently catering for just under 300 children from 3 to 11 years of age. The children attending Wardley come from a range of backgrounds, which adds a great deal to the school community, enabling children to learn about their local area and the world beyond. There is a good balance of male and female staff across all positions in school who the children can work with in various contexts.

School Vision

At Wardley, we aim to provide a stimulating environment where we can be challenged to explore and discover the world around us in order to develop the skills and qualities necessary to succeed.

To achieve this overall vision we are aiming to develop provision in the following areas:

- Achievement & Standards
- Teaching & Learning
- Curriculum & ICT
- Care, Guidance & Support
- Extended Schools



Achievement & Standards

Aim: Standards above national averages are achieved by supporting all children to have high expectations of themselves in order that they make outstanding progress across the curriculum and so that they develop the skills and attributes that will allow them to succeed throughout life.



Communication, Language & Literacy

The development of reading and writing along with speaking and listening, are key to progressing across the curriculum as well as achieving outside of education. From the beginning of Early Years, staff act as role models by constantly speaking to children and creating opportunities for shared conversations. An increasing range of reading material is introduced, which develops into supporting children's own mark-making and eventually their own structured writing. We encourage the continuation of this process throughout the school with increasing skill and sophistication whilst supporting parents/carers to encourage this to be an essential part of home life as well. Within Key

Stage 1, children are introduced to basic phrases from other languages and as they progress into Key Stage 2 they focus on French as the main language that they learn other than English.

Mathematical Understanding

Basic skills across numeracy, problem solving, shape & space and data handling go hand-in-hand with communication in order for children to succeed. The ability to understand the mathematics they see in everyday life is essential in being able to make sense of the world. Therefore, in addition to numeracy lessons, children will encounter maths across different subjects and various events/activities outside of the normal curriculum (e.g. Enterprise Day, Healthy Eating Tuck Shop).



Standard Attainment Tests (SATs)

Children take national tests at the end of Year 2 and Year 6, the results of which are used to assess the school's provision as well as indicate the children's progress and next stages of learning. Although the process used to deliver the tests is very different at these two stages, the children are tested in the same areas: reading; writing; mathematics and science.

In order to support progress towards achievement at the end of primary school, children will have a range of tests in each year group, which are used to support the teachers' own judgements about the children's progress. Parents/carers are kept updated on their child's progress through open evenings and end of year reports both of which also give indications of the next targets for development.

Attendance

Good attendance and punctuality is vital in children achieving the best out of the educational experiences planned for them. The expectation is that children attend school for at least 95% of the time, taking into account possible illnesses. As attendance is key to children achieving in school and as every day counts, we discourage holidays taken during term time. Parents are reminded that they should inform the school concerning the reason for any absence of their child either in advance, where this is known, or on the first day. Attendance is monitored by the school in conjunction with the Education Welfare Officer and the Heworth Family Liaison worker to provide support where necessary.

"SATs are a challenge but when you work hard you get a good score which makes us, our teachers and our parents proud."

Rhys Mitcheson – Y6

Teaching & Learning

Aim: Consistently high quality teaching is dynamic and imaginative allowing adults and children to be active partners in the learning experience. Children are engaged and challenged through effective teaching methods and resources which encourage independence and collaboration to develop their skills, knowledge and understanding.

Class Organisation and Grouping

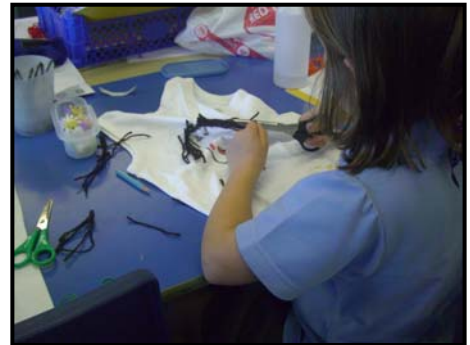
The school is organised as follows:

Early Years	One Nursery class Two Reception classes
Key Stage 1	Three mixed Y1/2 classes
Lower Key Stage 2	Two mixed Y3/4 classes
Upper Key Stage 2	Three mixed Y5/6 classes

In the mornings, the children in Key Stage 1 and Key Stage 2 are grouped into ability classes for literacy and numeracy. Groupings within these classes may be adapted during the terms, when necessary, to support focused accurate teaching. In the afternoons, the children are taught within their regular mixed ability, mixed age, mixed gender classes. This organisation not only means that teaching for the basic skills can be tailored more to the children's current understanding in literacy and numeracy but also that the children get to work with a larger number of peers and adults, supporting their ability to develop a greater number of purposeful relationships.

Staffing

Each class has one teacher but there are several teaching assistants that support children throughout the day. In Early Years, there is a Level 3 teaching assistant for each class whereas through the rest of the school there is one teaching assistant assigned for each phase (e.g. Year 1/2). However, with specific funding that comes from the local authority or Government from time-to-time, other teaching assistants are brought in to target particular areas of need with specific groups of children on a short term basis.



Teaching & Learning Styles

We understand that children learn in different ways: some prefer to be outside amongst nature; some like to be left to their own devices to learn from investigation; some prefer being very hands on making things and pulling things apart; whilst others respond better to having a straightforward explanation. As a result of the numerous ways in which children learn, teachers plan sessions which allow children to be involved in a range of activities so that they can develop the way they learn through a breadth of experience.

"I like my lessons because they are really fun and you get to know things you didn't know before"

Lara Holden – Y2

School Environment

The entire school is seen as an environment to support children's learning. As a result, a lot of time, effort and money is spent on developing both indoors and outdoors to enable the staff and children to explore learning in various contexts.

The classroom is a key element in the way children learn. Our generous sized rooms are developed so that children feel safe and secure in a vibrant setting, where good quality, appropriate resources are available for them to access. Displays are a mixture of support material and children's work so that pupils can use materials in their lessons but also be proud of what they have produced. Each classroom has access to laptops and has a fixed Interactive Whiteboard which is used by teachers and pupils.

Within the Early Years specifically, outdoor learning is paramount and consequently the outdoor area that they have access to is equivalent in size to the classroom space. Children are encouraged to use the outdoor resources every day and in all weathers, with the appropriate attire.

The grounds around the rest of the school have been improved over time so that children in Key Stage 1 and Key Stage 2 have similar opportunities as Early Years in being taught outdoors but the children also have free access to these resources at break times and lunchtimes. Multi-purpose games units, football posts, adventure trails, stage areas and allotments have all been created/built and are accessible across the site.



"I like playing with the cars outside because it's nice and cold"

Matthew Johnstone – Reception

Curriculum and ICT

Aim: Children have equal access to a creative and innovative curriculum which excites and challenges them, building upon previous learning. They have opportunities to discover more about themselves and the world around them through exploration and investigation inside and outside of school through a range of relevant contexts. Technology is integrated within the curriculum and used as a tool for developing skills across subjects and themes as well as providing access to the wider world.



The Creative Curriculum

We have been working hard on developing a curriculum that is tailored for the Wardley community. Each half term, the year groups explore a new topic which will be used to link subjects, skills and content together in order to make the learning more relevant for children. Examples of these topics are *'Mmmm ... Chocolate!'*, *'Catwalk Kids'* and *'Land Ahoy!'*. The curriculum aims to develop the skills across subjects but also the attributes necessary to be confident and successful learners whilst enjoying the love of investigation and exploration.

Learning Outside the Classroom

Although school is a great place to learn, it isn't always the most appropriate or effective venue. To support the development of children's experiences as well as provide new and different contexts in which to learn, visits are organised in all year groups. There are very simple visits (local walks, swimming pools, secondary school) through to the more developed excursion (museums, outdoor pursuits, theatres, sporting arenas) all of which are used to ignite children's fascination and provide experiences that would not be as effective in any other way.



Visitors

Children love to learn from different and interesting people and so we ensure that there are a lot of opportunities for visitors to come to the school and work with children for various reasons. Experts in a range of fields will work with groups and classes of children to support lessons and take assemblies so that children understand that there are many people from whom they can learn. These 'experts' may be connected with particular agencies or groups but also could be local people from our own community.

Health & Fitness

At Wardley we feel that, children cannot learn to their full potential without developing their health and fitness. All children in KS1 and KS2 have two hours of PE a week. Children will be introduced to games, gymnastics, dance, swimming (Y5) and outdoor pursuits as well as circuit training. A great many children in our school find that sport is a particular passion and we have various teams which compete in local competitions.



Information and Communications Technology (ICT)

The world of technology is moving rapidly and it is now a regular and essential aspect of children's lives. Children are introduced to technology throughout the school with an essential focus ultimately upon the use of computers. Children use computers in a variety of contexts to support learning, this may happen in small groups in literacy or numeracy within their classroom or in whole class situations within the dedicated ICT suite. Amongst the wide range of ICT applications, children will be taught to use: word processing; to control devices; and to represent information and to communicate.

"I loved learning about 'Murder Down the Mine!' because I had to work out who the murderer was. We had to investigate at Beamish museum which was fantastic"

Casey Bencito – Y3

Care, Guidance & Support

Aim: The school is an environment where children feel safe and secure to take risks and challenge themselves. There are clear, robust systems in place that track pupil progress and provide appropriate intervention to ensure outstanding achievement. Children are supported to develop a deeper understanding of themselves and therefore grow to be healthy members of society – physically, emotionally and spiritually.

Behaviour

In order for children to be able to feel confident and safe enough to engage in their learning, standards of appropriate behaviour must be high. All staff have high expectations of all our children with an understanding that part of their growth is to learn boundaries and to develop a clear understanding of the practices which will allow them and others to succeed. The school uses an *Assertive Discipline* approach which focuses on positive reinforcement and reacts to inappropriate behaviour with clear, consistent responses and consequences. There is a point system which records high levels of appropriate behaviour but rewards are predominantly designed to highlight the achievement (a certificate, time to do a fun activity, drinks and cakes with HT) rather than have some extrinsic value (gifts, vouchers etc.).



Personalised Learning

All children are different. This fact means that although we teach to large groups and classes, this alone does not support the progress of all children effectively. From a range of assessments and data, in addition to the everyday knowledge of the children, different programmes are designed to provide a more specific focus to the achievement of each child. There are many ways in which teachers, with the support of Teaching Assistants, tailor the input for different children but this comes in four broad areas:

- **Wave 1** – in-class teaching activities for the majority of children achieving appropriately for their age
- **Wave 2** – further developed in-class support or support in small groups outside of the regular class, for children working just below the average level for their age
- **Wave 3** – clearly defined, timetabled support for children with Special Educational Needs (SEN)
- **Gifted & Talented** – additional extended activities for children who are attaining well above age related expectations in one or more subjects/areas

Special educational needs and Specialist Support

Children who appear to have learning difficulties are brought to the attention of the Special Needs Co-ordinator (SENCO) for further advice. Parents will be involved at this stage.

The SENCO will help to draw up an individual education programme and in some cases the Educational Psychologist service or Behavioural Support Service will be consulted, depending upon the level of support or resources needed. We have access to a wide range of external support services to advise and assist those pupils who require specialised help. All pupils with special educational needs, physical or emotional or behavioural are given equal opportunities and equal access to all parts of the curriculum at this school. Parents will be regularly informed of their child's progress. The school's SEN policy is available from the head teacher upon request.

Accessibility Plans

Gateshead Local Authority (LA) has made a commitment that, wherever possible, children with physical disabilities will be educated in their local primary/secondary school. If it can be shown to be necessary, and it is practicable and reasonable to do so, then minor adaptations to the building will be considered by the school and/or LA to enable a child to attend his/her neighbourhood school. Should it not be possible to make the necessary modifications then the LA will discuss with parents the availability of an alternative school that could provide the necessary appropriate facilities. If such a school is oversubscribed the LA would expect the school's governing body to exercise its discretion positively when considering the application for admission.

In order that children with disabilities are not disadvantaged, the school liaises with the LA as necessary in order to ensure that adequate provision is made. At present, there are two main buildings within the school, both with one disabled access point. Within both buildings, there are disabled toilets, with the Early Years/Key Stage 1 building also containing a shower.

The main areas for development up to 2010 are:

- Provide reading material which has positive role models
- Eliminate barriers for movement around school

Personal Development

Our aim is that the young people who attend Wardley will become productive members of society who gain as much as they give. We understand our responsibility in supporting children to develop emotionally, socially and personally so that the good work at home is carried throughout the day. Our constant day-to-day interactions as good role models are supported with specific teaching (Personal, Social, Health Education & Citizenship – PSHE&C, assemblies, collective worship) as well as clear structures and policies which are shared with children (Assertive Discipline, Behaviour Monitoring). Children are taught about their responsibilities within school, home and their local and wider society where they can have opportunities to help themselves, each other and the environment.

Equality

At Wardley everybody is equal and discrimination in any form is not tolerated. Staff ensure that every opportunity is used to reinforce equality and that it is unacceptable to judge people on gender, race, faith, physical ability or sexuality. Where issues arise, the school will inform parents/carers of what has happened and how this has been dealt with. Incidents with racial connotations are pursued through the Local Authority policy and a separate report completed.



"Personalised Learning is really fun and it's good to work with people in a group who need help for the same thing. Mrs Nelson always makes the lessons fun and interesting and everyone enjoys coming."

Alisha Heddon – Y5

Extended Schools

Aim: We are a community school that works beyond our building and the school day to enrich the opportunities for pupils and their families. We collaborate with relevant agencies, to ensure that the provision is maximised for all regardless of their background.

Children's Centre

Wardley Sure Start Children's Centre, based in our EYFS/KS1 building, was officially established in March 2008. The Centre is there to support families within the local community especially those with new and young children. A number of children's groups run on mornings such as *Messy Days* and *Music & Movement*, whilst parental sessions such as *Bosom Buddies* and *Economic Development* also take place. The positioning of the Children's Centre on our school site means that families begin the experience of working with school very early on and begin to develop the positive partnership necessary to empower children.



Baby and Toddlers

The Wardley *Baby & Toddlers* group meets on Wednesday mornings and is an opportunity for children up to the age of three, to meet with other children and begin to interact with larger groups. This group has been running since 2007 and is now so popular that there is a waiting list. If you have any queries please direct them to our office.

Family Learning

Parents and carers often tell us that they would like to develop their own skills or have more opportunities to understand how they can work with and support their children more effectively. As a result, we organise a variety of programmes in conjunction with the Family Learning service which has led to sessions on the likes of reading, mathematics and French.



Extra-Curricular Activities

There are numerous clubs on offer within the school as teachers and Teaching Assistants are committed to providing these wider opportunities. We try to achieve a balance between types of clubs and the ages for which they are provided for. The majority of the clubs on offer are free but some, where outside providers have been used, incur a nominal fee.

Summer Clubs

Over the summer holidays, the school is used as a venue for the council's *Active Kidz* programme. This programme offers a wide range of fun-filled and challenging activities including arts, crafts, games, dance, sport and much, much more. When the programme is offered, families will be notified and can book places via the Civic Centre.



"It's [French-tastic] very good because it's helping the children to learn through play and through making things. They're practical things that can be used. They can be adapted for all abilities. If there was another one I would definitely come."

Mrs Reed – Grandparent

Additional Information

Admission Arrangements

All places are allocated in accordance with the Local Authority (LA) admissions policy. This is published annually in the Gateshead LA *Information for Parents Booklet*, which is made available to parents prior to admission.

As part of the induction process, parental meetings are held during the summer term for pupils about to enrol for Nursery and for Reception classes. During the autumn term, nursery pupils have a preliminary visit. This is followed by attendance on a short session time that is extended to full time over the following weeks. Depending on the availability of places, children who attain the age of three years during the year are admitted at termly intervals following their third birthday.

For admission to the Reception class, children have a two week staggered entry into full time by attending mornings for one week and afternoons for another. This allows children to get used to the routines of the separate sessions and allows them to adjust to the different times as well as providing assessment time for the staff. From the third week, all children attend full time, from 9.00am until 3.15pm and may stay for lunch, 12.00pm until 1.00pm if they wish. Should any difficulties arise because of this procedure then the school endeavours to resolve the difficulties with the parents concerned.

Uniform

The general school uniform consists of:

- a sky blue polo t-shirt, royal blue jumper/cardigan
- light grey skirts or trousers
- suitable every day black shoes should be worn, not trainers

Tops embroidered with the school badge are available for purchase from school but uniform can be bought from a range of retailers. All belongings should be clearly marked with the name of the pupil.

For PE and games children should wear:

- a sky blue t-shirt
- royal blue shorts
- plimsolls/trainers

Children should not wear jewellery or bring items of value to school.



Session Times

Nursery Pupils

9.00 a.m. until 11.30 a.m. or
12.45 p.m. until 3.15 p.m.

Rec/KS1 Pupils

9.00 a.m. until 12.00 noon and
1.00 p.m. until 3.15 p.m.

KS2 Pupils

9.00 a.m. until 12.00 p.m. and
1.00 p.m. until 3.20 p.m.

Teaching time is determined by excluding daily acts of Collective Worship, registration periods and break times.

In order that there is a calm start to the day, doors open at 8.45am to allow pupils to come in over a 15-minute period before registration begins at 9.00am. For afternoon nursery doors open at 12.35pm for a 12.45pm start.



Healthy Eating & Drinking

It is now widely understood how important a healthy balanced diet is in respect of achieving academically. People are more aware of the links between diet and concentration and how this affects the ability to succeed in tasks. Within school we try to encourage children to continue the good habits created at home, encouraging them to eat and drink well, as well as educate them about appropriate foods and drink to support a healthy balanced lifestyle.

It is not necessary for children to bring their own snacks for break time as fruit is supplied. Water is encouraged to be drunk during the day to avoid dehydration and aid pupils' concentration. School

meals follow strict food regulations but where children bring a packed lunch, we encourage a healthy balanced meal (guidance is available from school).

Personal Property

Children are discouraged from bringing personal property into school. There are no secure locking facilities for personal items and therefore wherever children or teachers store them there is a possibility that they could go missing. Some parents/carers of children in Year 5/6 who walk home themselves, feel safer knowing their children have a mobile phone to use in case of an emergency. In this instance, children are asked to take their phone to the school office in the morning where staff will store it in the office cupboard until it is requested at the end of the day. Although this is the best option available, the school will not take any responsibility for loss or damage.

Religious Education & Collective Worship

It is important for children to develop their understanding of the wide variety of faiths and cultures around them locally and in the wider world. We achieve a lot of this experience through the teaching of RE and Collective Worship. The school has no direct affiliation with any particular religious denomination, but local ministers are invited to participate in acts of collective worship from time to time. The school's religious education follows the LA agreed syllabus. Parents have the right to request that their children be withdrawn from religious education and collective worship. Children withdrawn under such circumstances will engage with an activity such as reading under the supervision of a member of staff.



Adult/Parental Support

We encourage parents/carers to help within school in a variety of ways such as helping with displays, supporting clubs, going on visits and helping with performances. However, because the safety of children is paramount, where this is done on a regular basis, safety checks (e.g. Criminal Record Bureau) have to be in place, and this will be organised by the school.

The relationship between home and school is vital in providing children with the greatest chance of success. Although there are scheduled opportunities for parents/carers to meet with staff, it is our policy that should an issue arise, either party raises the concern immediately in order that it can be addressed quickly and effectively.

