

Welcome to Tyneview Primary School

Thank you for your interest in Tyneview Primary School. We hope that the information in this booklet will provide you with an insight into the ethos, aims, values and organisation of Tyneview Primary School answer many of your questions and help you to know more about the life and work of our school. You are more than welcome to visit the school and this can be arranged with the Head teacher.

Tyneview School is a mainstream primary school in Newcastle Local Authority. We have a commitment to inclusive education and strive to maintain a high quality teaching and learning environment for all children. Number on Roll (Autumn Term 2013 - 236): including Full Time Nursery places.

We place a high value on establishing close links between home and school so that we can effectively work together to achieve the best for each child.

Parents are always welcome in Tyneview and are encouraged to share in their child's progress at open evenings, through consultation with their child's class teacher, by viewing their child's work at regular intervals throughout the term and through an annual written report. The latest information will be sent home every two weeks in a news letter, and this will be published on our school web site www.tyneview.newcastle.co.uk

Contact Numbers;

Stephen Gittins Head Teacher - 0191 2626227

Mr Ammar Mirza - Chair of Governors - please telephone school office to make an appointment

Aims of the School

At Tyneview, ensuring that pupils achieve their full potential is of paramount importance and a key aim is to develop a firm partnership between home and school so that this can be achieved.

Our Vision Statement

Tyneview Primary School - where everyone is valued.

Committed to maximising potential by developing positive attitudes in an atmosphere of mutual respect, inclusion and enjoyment.

The curriculum which the school offers is broad, balanced and relevant and aims to provide a high quality of educational experience for all the pupils in our care. Pupils' progress is assessed to ensure that they achieve their full potential through high quality teaching and appropriate challenge. Recognizing each child as a unique individual we strive to match learning tasks to appropriate levels of ability and attainment so that all children can gain a sense of achievement and pleasure from their learning.

To this end we aim to help the children:

- Develop lively, enquiring minds, the ability to ask questions, solve problems, argue rationally and apply themselves to tasks.
- To develop knowledge and understanding, skills and personal qualities relevant to their education and in readiness for the opportunities, responsibilities and experiences in adult life.
- To use language and number effectively and with understanding.
- Develop a critical understanding and respect for the environment and world in which they live.

- Develop self-awareness, a sense of self respect and a willingness to be self-motivated and contribute to the welfare of others and to society.
- Gain pleasure from joining with others in games and outdoor activities and develop the social skills needed to live and work co-operatively.

General Information

Admissions

At Tyneview we have recently opened a play group for children aged 2 years and over. We currently are able to offer 24 part time playgroup places in the morning and afternoon. Children are admitted throughout the year following their second birthday.

Nursery pupils are admitted the term after their 3rd Birthday, we are currently able to offer 26 part time nursery places in the morning and afternoon. Pupils are normally admitted to the school in the September of the school year in which their fifth birthday falls.

Mid -year admissions are subject to available places and the usual admissions policy approved by the Governing Body. Parents requesting a place at the school will be required to apply at Newcastle Civic Centre and have a short meeting with the Head Teacher before their child starts to gather information. This will ensure that your child settles with us as quickly as possible.

We have a one class intake with maximum number 30 pupils to each year group. We have no mixed age classes. We also have an Additionally Resourced provision for pupils with Communication difficulties. There is an active parent and toddler group who meet 3 times a week.

The school benefits from a spacious single storey accommodation on a large site. Each classroom has an interactive white board and computer linked to the internet; we also have an ICT suite and 2 large halls for PE. There are several play areas, including a safety surfaced playground, separate Foundation Stage area and a large playing field.

Who works in School?

- The Head Teacher leads and manages the school and works closely with the two assistant heads and Deputy Head- they are known as the Leadership team and are responsible to the Chair of Governors and the Governing Body.
- Phase Leaders are responsible for communicating information to their corresponding year groups. The substantive structure is as follows:-
 - Assistant Head leading Foundation Stage
 - Assistant Head leading Key Stage 1
 - Deputy Head across the school with additional responsibility for Key Stage 2.
 - Arc Manager
 - Play Group Manager
- Teaching staff - have individual class and subject responsibility as well as managing any other adults who support pupil learning.
- Support staff help pupils make progress in their learning, social and emotional needs - nursery nurses, teaching assistants and special needs assistants work throughout the school
- The Business Manager runs the school office with additional part time assistance.
- The caretaker and cleaning staff ensure that our building is a clean and safe place to work and learn.
- The catering staff prepare and serve healthy meals and are supported by a team of lunchtime supervisors.

Other Professionals who work with Tyneview

Kalmer Counselling operates in school for a set number of hours every week. As does our English as a First Language teacher.

Our Education Welfare Officer (EWO) is Claire Stephenson - she supports the school and families in areas such as attendance, punctuality, behaviour etc. and any other aspects of home / school liaison. We also have a PWO (Parent Welfare Officer) Ingrid Herring to work closely with families and pupils supported by our Attendance Assistant Amber Milligan. Home visits can also be arranged if you require support with your child. Family Learning tutors also work with parents and pupils running courses including family literacy, Numeracy, and ICT.

We are totally committed to giving children every opportunity that we can possibly afford. We work closely with other local primary schools and have developed an early years assessment facility along with a turn around provision. We are also supported by an Educational Psychologist (EPS) who is able to assess the individual strengths and needs of pupils who may have special needs or behavioural difficulties. This advice is then used to ensure that the best provision possible is identified in school, or further support is accessed.

We also work closely with other professionals including the dentist, school health advisor, G.Ps, occupational therapy, speech therapy, Newcastle Music Service, Social services, Parent Partnership, Sure Start and many other Local Authority agencies to meet the needs of our pupils and their families.

Governing Body membership

We currently have a full Governing body - parents will be notified of any vacancies through the school newsletters

Key areas for development this year include:

What does the school need to do to improve further?

- Develop English within the school (grammar, phonics, love of literature)
- Ensure new curriculum is embedded
- Develop a common language of learning

Full details are available in our School Development Plan

The curriculum

The curriculum planning carried out by the teaching staff for each year group of children includes the five core subjects of English, Mathematics and Science, Computing and Religious Education, plus the foundation subjects of History, Geography, Physical Education, Technology, Art and Music.

Other important parts of the school curriculum, including and Personal, Social, Citizenship and Health Education, (PSCHE) focus upon the ways in which children work, co-operate and socialize together. Each week teachers plan a specific PSCHE activity which is timetabled on Friday afternoon. There are also carefully integrated PSCHE lessons across our whole school curriculum.

Maximising Time

- _ The Teacher understands the importance of time planning and management in ensuring that individual or personalised learning opportunities are maximised.
- _ Lessons are regularly 'chunked' into shorter, focussed sessions to facilitate effective learning for every child.

Assessment and Targets

Assessments are carried out in many forms including; national tests, school tests, observations and practical activities. Teachers use this information to set targets for each child. The leadership team also analyse this information to set whole school, subject and year group priorities. The assessment timetable and policy are available on request.

Homework

Homework is intended to support the key basic skills, children work hard during the school day and therefore homework tasks are opportunities to reinforce their learning. There are 3 homework expectations;

- 1 - Read regularly at home and practice key words
- 2- Practice key spellings
- 3- Learn number bonds and multiplication tables

The exact content is adjusted to be appropriate to each year group.

Sex Education

In July 2010, a consultation with parents took place to discuss Sex and Relations Policy.

This is delivered as part of our Personal, Social, Citizenship, Health Education curriculum (PSCHE) and the Science curriculum. Staff work closely with School health to deliver an age appropriate package of information, parents are informed before the sessions so that if they wish their child can be withdrawn, questions are always answered, factually and sensitively.

The school day

Morning session throughout school 8.55a.m - 12.00 p.m. in Foundation Stage and Key Stage 1, and 12.15pm KS2) Afternoon sessions are 1.10p.m. - 3.15 p.m.

Please note that Foundation Stage now only operates a morning Nursery from 8:55-12:00 and an Afternoon Nursery from 12:30- 3:30- Monday to Friday.

Children line up ready to enter classrooms at 8.55a.m., with the register closing at 9.00a.m. It is important that pupils are in school on time so that the introduction to the day's activities is not missed.

Security and Safeguarding

The premises, pupils and staff are protected by CCTV cameras, security fencing and locking entrance and exit doors. Parents and visitors must sign in at the main office. For the security of pupils and property parents must not enter school through the yard doors unless accompanied/ authorised by a member of staff. Staff will challenge "unknown" visitors in school - all visitors and staff are expected to wear an I.D. badge.

All staff and Governors have undertaken "safeguarding" training and will report using the agreed school policies any concerns about pupil welfare to the Head Teacher, the deputy Head Teacher and the Assistant Head Teachers - who are the designated Child Protection officers. The school carries out the expected checks on all staff who work in school - the information is securely stored by the Head teacher. Safeguarding documents are available upon request.

Dinner money should be paid on Monday mornings for the next week ahead - Money should be handed in to your child's classroom in an envelope labelled with your child's name, class and the amount included.

Absence.

If your child is absent, please inform the School Office or the class teacher, either in person, by telephone or letter. . If we do not receive a reason for absence, it is marked as unauthorised and noted as such on your child's report. If no message can be given to school, then you will be contacted as part of our first day response (Amber Milligan and/or Ingrid Herring). If no response can be gained from the home then we will contact the school Education Welfare Officer. Persistent lateness and poor attendance will adversely affect your child's learning

Holidays

Holidays cannot be taken during term time. Please inform the school if there are exceptional circumstances for which your child will not be able to attend. Please remember that the school and Governors feel it really important that your child should be in school as often as possible, therefore if your child's attendance is below the school target of 94% then the absence will not be authorised (allowing for individual circumstances e.g. prolonged authorised illness. Each case would be seen individually)

Clothing.

Please ensure that all clothing is named. To maximise convenience for all parents, we ask parents guardians to make sure that children wear school sweat and polo shirts- an example the school sweater etc is displayed in the office with order forms, some items may be in stock. Children are expected to wear black trousers or smart black shorts or a black skirt and a green and white checked summer dress. All children need to wear sensible, black, plain footwear. Children must bring appropriate clothing in for PE (they are given a house team and need the corresponding colour tee shirt). These are also available from the office. Lost property is kept for half a term, after this time it is sent to a charity shop, please ask your child to check the lost property boxes which are available in each phase area (Foundation Stage, KS1 and KS2).

Jewellery.

Jewellery, with the exception of watches, should not be worn in school. Children with pierced ears may wear sleepers or studs but these must be removed for P.E. If your child cannot remove his/her earrings, then he/she should avoid wearing them on P.E. days.

School visits

A general consent form for trips around the local area are kept in our child's planner. Please sign this - if you would like further clarification then please discuss with your child's class teacher. If your child is in Foundation Stage, we will send a form out at the start of the year. Consent for other trips, which take children outside the local area are given out by the class teacher. These

trips and visits are linked to Year group curriculum planning. The costs of such visits can be high; we are often able to gain funding from grants etc. however we do find it necessary to ask parents for a voluntary contribution to support the costs of these visits.

All school visits are subject to a full risk assessment prior to approval by the Head Teacher - copies of these are available in the main office.

School Development Days

Monday September 1st 2014

Friday 7th November 2014

Friday 19th December

Breakfast club

We operate a daily Breakfast club from 7:45 am until 8.45am. After this time the children are supervised whilst playing with their friends on the yard. A range of healthy breakfasts and drinks are served and pupils who attend have the opportunity to play, relax or do home work before school in a safe and comfortable environment. Places can be booked by contacting the school office or Lisa Carney who runs the club with Gillian Ancrum and Alan Garner.

Drinks and Snacks

We believe passionately in adopting healthy life styles. As such, we are pleased to offer your child free fruit every day, along with a water bottle. It is hoped that your child will take responsibility for the cleaning and hygiene of the bottle. Of course, we have water dispensers in school too, should they need topping up... Extra water bottles can be purchased from the school office.

Health and Medication

We will administer 4 times per day prescribed medicines, upon the completion of a medication form from the office. No other medication will be given. Inhalers will be kept in school accessible to the pupil and a health care plan must be completed. If your child has any major or on going health needs please arrange to discuss this with the Head Teacher so that we can accommodate your child's needs.

Accident or illness in school - you will be contacted immediately by the office. If we are unable to contact you and we are very concerned about your child's health or condition then an ambulance would be called. Please ensure that we always have your most up to date contact numbers.

Parent and Teacher Association

We have an active and very supportive "Friends" group who help organise discos' parties, fairs and other fund raising events. They meet regularly in our small parent's room for coffee and hold termly meetings to plan events for the whole school and community - new members are always welcome. The current fund raising priority is for large playground equipment and seating.

Home /school communications

The Head Teacher regularly sends out school newsletters with important dates, events and information. Copies are available from the main office or class teacher. . Parents are invited to attend consultation evenings when their child's progress and targets will be discussed. The Head or Deputy will also be available to speak to parents at this time.

Please ensure that you are signed up to Parent Mail (texting service) and keep checking our Website. You can also get Facebook updates as required.

Children from Year 1 upwards will be provided with a Pupil Diary. This will include important information and policies as well as the opportunity for teachers and parents to communicate. It is expected that parents and school staff check and sign the diary weekly. It also contains a Reading log, spelling section and key homework support.

OFSTED

Tyneview Primary School was inspected in April 2010. The latest report is available from the school, the school is judged to be GOOD.

Extra Curricular Provision

Staff deliver a range of clubs and activities during lunchtimes and at the end of the school day. There are many opportunities to work with specialist coaches and tutors throughout the year e.g. Booster swimming classes, guitar, golf and ICT, details are sent out as appropriate to the age of the pupils. We also offer an After School Club each day. This is open until 5:30pm each night. The cost for the club is £2.50 until 4:30pm and £5.00 until 5:30pm. This provision is managed by Margaret Oyegunle.

Collective Worship

Collective worship takes place everyday; sometimes this may be in key Stage groups or as a class (as is the case on Wednesday's). Whole school assemblies are led by all teachers and have a weekly focus. The school adopts the Newcastle LA policy for Religious education and Collective Worship. Parents are asked to contact the school if they wish their child to be withdrawn from the Collective Worship times.

Links in the community

We have a variety of established links in the local community including working with Kids Cabin, , the TA centre, local charities such as St Oswald's hospice and Common Ground. Pupils also take part in a range of local community events such as the Walker Park festival, as well as singing to, and visiting residents at a local care home. We also welcome the local community to our school events and productions. This year the school will also be represented by laying a wreath at the Remembrance Day service and pupils are also contributing towards National Holocaust Memorial Day art project - Dignity of Difference, which is being hosted by the City of Newcastle upon Tyne.

Charging policy

We ask parents to support the school with voluntary contributions towards trips events and visits that are part of the curriculum. This allows the school to provide a wider range of learning opportunities.

Equality of Opportunity Statement

We are committed to achieving equal opportunity through our education provision. The whole curriculum is available to everyone irrespective of race, sex, disability or age. We aim to ensure the highest level of achievement for all pupils. Our policy on equal opportunities is concerned with enabling all children to achieve their fullest potential, develop all their talents and ensure all their contributions are equally valued. Britain is a multi-faith, multi-cultural and multi-ethnic society. Through our school ethos and our work, we endeavour to help our pupils understand what this involves.

When preparing and planning work for children we actively seek opportunities and activities to incorporate 'multicultural' education into the whole curriculum. For example folk tales, creation stories, drama and music. We have opportunities to help children to recognise and value differences by teaching 'through' culture. For example, a topic on celebrations which looks at the way different people and groups celebrate events like birthdays. We aim to take into careful consideration the specific cultural, social, linguistic and educational needs of individuals within the framework of a broad and balanced curriculum. Visits and visitors from the wider community will be encouraged to contribute to the multicultural work of the school through their knowledge or area of expertise.

Behaviour, which is deemed racist, is unacceptable in the school. The school has a Race Equality Policy which has been agreed by Governors and includes a structure for dealing sensitively with any racist incidents which may occur.

Special Educational Needs (SEN)

Parents will be informed of any concerns about their child's progress. Staff will, through their assessments identify areas where support is needed. Specific programmes of work will be devised and recorded on an Individual Education Plan (IEP). If it is required other assessments will be undertaken with parental permission to ensure the best provision is secured. All pupils may, at some time have difficulties, and staff should be aware of these transitory problems and provide for them accordingly. Having identified children with particular needs, all staff will follow the school SEN policy and procedure.

We are an inclusive school and have Additionally Resourced provision, called the ARC for pupils with Communications difficulties and pupils with Physical difficulties. Pupils from this provision are included in classes with their friends at every opportunity; they also receive specialised support and small group work to meet their individual needs. The school has full disabled access. Pupils are allocated places in the ARC provision by referral to a placement panel - more details can be obtained directly from the Head Teacher. We are now able to offer additional support through the development of two additional provisions - Space One and Space Two. Space One caters for children with additional needs in Foundation Stage and KS1 and Space Two caters for children with additional needs in Key Stage 2.

Collection of pupils

We endeavour to safeguard pupils at all times -until KS2 (Y3) all pupils will be lead to the exit by the teacher/teaching assistant, if someone unknown to the class teacher is to collect your child please let us know as soon as possible - the class teacher will otherwise use the contact information to clarify the identity of the person collecting the child. Once pupils enter KS2 we encourage independence by suggesting that you arrange to meet your child at a central point such as the gate area or the

early years playground. We advise that for safety reasons children of Primary school age should not be responsible for the collection of younger children. However, this is ultimately a parent's decision but if staff are concerned about the safety or wellbeing of any pupil they will contact the Head Teacher immediately as this is a Child Protection issue.

Playground and Lunch time Supervision

The Playground is supervised from 8.45am until the start of the school day at 8.55am - any incidents occurring during this time should be reported to the member of staff on duty. If the weather is poor, staff will decide whether to supervise pupils in the main hall or outside. Parents are asked to leave children at the school door as otherwise the hall becomes overcrowded. Whenever possible a senior member of staff is usually available on the yard at the end of the school day. At lunchtimes supervisory staff, as well as at least one member of teaching along with support staff, are responsible for pupils on the yard, if the weather is poor they will organise activities for the pupils in classrooms, however it is policy to get the children outside for fresh air and exercise whenever possible even if it is cold. In extreme cases pupils will be kept indoors - this includes periods of high temperature during the summer as pupils are at risk from over exposure to the sun. We request that parents ensure that their children are appropriately dressed for the weather.

Behaviour and Discipline

We have developed a " Self Esteem and Positive Behaviour Policy" and "Anti Bullying Policy" in school. For more information, see your child's planner or speak to your child's class teacher. A full copy of the policy will be provided to all parents who request it. The Governing Body approved the policy in Autumn term 2006 . Good behaviour and discipline are a vital part of school life as it sets the atmosphere of the school, providing a good learning and teaching environment. We aim to promote good behaviour by developing the values of mutual respect, self-discipline and social responsibility. We encourage self-discipline and the ability to work within the rules set down for the common good of all children. As a

school we expect everyone in the school community to promote good behaviour.

Bullying will not be tolerated.

Bullying includes any manipulative behaviour that affects another child's emotions, hurting people deliberately and consistently, making other children do things they do not want to do, making children give things e.g. sweets, emotional blackmail, damaging other peoples' property and being very critical of other people. For more information, see School Policies.

We have a clear school policy on dealing with bullying. We investigate the incident; discuss the findings with the parents of both the bully and the bullied, applying appropriate sanctions and investigating the cause of the bullying.

We have Playground Leaders in School which is supported by all school staff to encourage children to take care of each other at playtime as well as organise a range of activities. They are also there to help any child who feels worried, isolated or bullied in any way.

Each class agrees its own set of rules at the beginning of the school year. We have reward systems for good behaviour and work in every classroom. There is also a whole school "House" point reward system.

Parents will be involved with the discipline of their children and they will be told when their children have behaved well, as well as when they have been badly behaved. Behaviour will also be recorded in Pupil diaries and on Iris (an online behaviour system). Strategies such as home - school books, point cards, time out and giving tasks involving responsibility are some of the methods employed to encourage pupils to improve their behaviour. Persistent poor behaviour may lead to exclusion - we will always work with a family to look at alternatives to support the child as this is always a final sanction. Incidents involving pupils who repeatedly demonstrate concerning, aggressive or other unacceptable behaviour will be recorded on Iris.

Complaints

Complaints should be directed to the Head Teacher or the Chair of Governors, they will be dealt with quickly and objectively. All complaints will be investigated and a response will be provided within 7 working days .