

High Spen Primary School



Prospectus

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Foreword

Welcome to High Spen Primary School (HSPS).

This booklet is intended to be an introduction to the school. It is our hope that it will not only provide you with essential information about the school, but that it will help you begin to understand what High Spen is really like.

Confidence in a school comes through knowledge and understanding of its aims and how it goes about achieving them. We value our happy association with parents and friends and hope that this mutual understanding and trust can continue to grow.

We hope that, whether you are a parent, visitor or friend, you will enjoy and value your contact with our school.

School name and address:

High Spen Primary School
Hugar Road
High Spen
Rowlands Gill
Tyne and Wear
NE39 2BQ

Tel: 01207 542373

Head Teacher: Mr Andrew Firth

Chair of Governors: Ms Melanie Cornish-Fleet

Local Authority (LA):

Gateshead Council
Civic Centre
Regent Street
Gateshead
NE8 1HH

Tel: 0191 4333000

Introduction

This prospectus sets out information about the school. It is intended to be of help to those choosing a school and to parents whose children already attend our school.

The 2024/25 prospectus refers to current practice but may use class sizes, teacher lists and data from the previous year therefore it is possible that changes could affect what is described. If you need clarification or further information about any part of the prospectus please do not hesitate to contact us. Advance notification is given of any changes affecting children or parents.

Where possible we would encourage parents and carers to arrange to visit school. This is because we believe that no matter how detailed a prospectus is, it is no match for the warmth you will feel when walking around our school.

About Our School

High Spen Primary School was built in 1894 and has places for up to just over 200 children from the age of 2 – 11yrs. A maximum of 30 children can be admitted to each year group. In addition we have a nursery unit where places are allocated as either morning (3/4yr), afternoon (2yr) or full day for 30hr 3/4yr provision.

The main school building houses six classrooms, three dedicated intervention and support rooms, a school hall and the Heroes Annexe which also houses the new school library and the school office. Two separate buildings are home to our Reception and Nursery classrooms which enjoy shared access to the Early Year's outdoor area.

School Aims

Our Mission Statement: **Happy, healthy children achieving their full potential.**

We aim to provide a safe, happy, responsible, well ordered community in which children can be valued as individuals. To achieve this, our school helps pupils:

- develop lively, enquiring minds with the ability to question and debate rationally;
- apply themselves to tasks and physical skills with enthusiasm and determination;
- acquire knowledge and skills relevant to subsequent stages in their education, adult life and work;
- use language and numbers effectively;
- understand the world in which they live, including the interdependence of individuals, groups and nations;
- appreciate human achievements and aspirations;
- develop appropriate relationships with other children and adults;
- be respectful of religious and moral values and be tolerant of other races and religions;
- fulfil their intellectual, spiritual, moral, cultural and social development.

School Staff

Head Teacher	Mr A Firth
Deputy Head Teacher	Mrs N Heron
SENDCO	Mrs S Nesbitt
Teacher	Mrs E Bainbridge
Teacher	Miss A Kirkley
Teacher	Mrs J Halliday
Teacher	Miss S Cowie
Teacher	Mrs L Coates
Teacher	Miss R Murray
Teacher	Mr S Fumoleau
Teacher	Mr K Cradock
Teacher	Mrs G Lawson
Teaching Assistant	Mrs D Kerridge
Teaching Assistant	Mrs D Scott
Teaching Assistant	Mrs D Newbegin
Teaching Assistant	Mrs A Anderson
Teaching Assistant	Miss V Maddison
Teaching Assistant	Mrs N Horn
Teaching Assistant	Miss M Whale
Teaching Assistant	Miss L Maughan
Teaching Assistant	Ms L Hackney
Teaching Assistant	Miss M Bowmer
Teaching Assistant	Miss K Birdsall
Teaching Assistant	Miss T Tones
Secretaries	Miss A Bullerwell and Mrs C Hutchinson
Caretaker	Mr K Fletcher
School Cook	Mrs C Moore
School Meals Assistants	Mrs L Thompson and Miss White
Midday Supervisors	Miss N Durham, Miss C Hope, Miss J Lynass and Miss T Tones
Cleaning Assistant	Miss D Gray
Crossing Patrol	Mrs V Mullis

School Governors

M Cornish	Chair
S Jackson	Vice Chair
A Muir	Community Governor
Cllr. M Hall	Community Governor
E Barnett	Community Governor
Y Mordue	Parent Governor
H Thompson	Parent Governor
J Hutton	Parent Governor
A Kirkley	Staff Governor
A Firth	Head Teacher
Gabrielle Mains	Clerk to the Governors

The Full Governing Body meet at least once each school term and also attend sub-committee meetings to make decisions about the running of the school. School Governors have legal duties, powers and responsibilities. They can only act together; they cannot act individually. Parent Governors are elected by the parents of the school. They have a child at the school and serve for a term of four years. Parent Governors bring the views of parents to the Governing Body however they speak and act as individuals.

School Terms and Dates

2024-25

Autumn term

Start of term	Half term	Last day of term
Monday 2nd September 2024	Monday 28 Oct to Friday 1 st Nov 2024	Friday 20 December 2024

Spring term

Start of term	Half term	Last day of term
Monday 6 January 2025	Monday 24 to Friday 28 February 2025	Friday 11 April 2025

Summer term

Start of term	Half term	Last day of term
Monday 28 April 2025	Monday 27 May to Friday 31 May 2025 (bank holiday 29 May)	Friday 18 July 2025

INSETT Days - Monday 2 September 24, Friday 29 Nov 2024, Monday 23 June 2025

Occasional Days - Friday 20 June 25

2025-26

Autumn term

Start of term	Half term	Last day of term

Spring term

Start of term	Half term	Last day of term

Summer term

Start of term	Half term	Last day of term

INSETT Days -

Occasional Days -

All dates are inclusive.

School Day

The school bell rings at 8.55am at which point the children line up.

School begins at	9.00am		
Morning session (1)	9.00am	-	10.45am
Break	10.45am	-	11.00am
Morning session (2)	11.00am	-	12.10am
Lunch	12.10 noon	-	1.00pm
Afternoon session (1)	1.00pm	-	2.00pm
Break	2.00pm	-	2.15pm
Afternoon session (2)	2.15pm	-	3.15pm
End of day	3.15pm		

Nursery (AM)	8.55am	-	11.55am
Nursery (PM)	12.30pm	-	3.30 pm

Registration for all children is at 9.00am.

Assemblies

Whole school assemblies take place on Monday, Thursday and Friday with KS1 and KS2 children meeting separately on Tuesday and Wednesday. Parents are most welcome to join us on Friday afternoon at 2.45pm when we celebrate our achievements through the week in our Heroes Assembly. The last Friday of each half term is the Head Teachers Award Assembly which also begins at 2.45pm.

School Attendance

Should your child be absent for any reason it is your responsibility to contact the school stating the reason for absence as soon as possible. If not, we will contact you; this measure ensures we know where children are at all times. We ask for your support in ensuring your child attends school regularly.

For planned absence which is not due to medical treatment permission for absence should be sought in good time by completing a Leave of Absence form. Please note that term time holiday is no longer authorised.

Total number on school roll: 176 (151 plus 25 Nursery)

Year Group	Total
Nursery 2yr Olds	6
Nursery 1 (5 terms)	0
Nursery 2 (GD in Sept.)	19
Reception	21
Year 1	21
Year 2	29
Year 3	20
Year 4	26
Year 5	19
Year 6	15
TOTAL	176

Previous Attendance	Sept. 2023 to July 2024	92.22%
Current Attendance	Sept. 3 rd 2024 to Nov. 25 th 2024	94.8%
Authorised absences	4.51%	Unauthorised: 0.6%

Content & Organisation of the Curriculum

The 1988 Education act requires that the following areas of the National Curriculum be taught in schools.

CORE SUBJECTS

English, Science
Mathematics

FOUNDATION SUBJECTS

Computing, History, Geography,
Design and Technology, Music,
Art, MFL, PE & PSHRE

In addition, every school must provide Religious Education. We aim to promote Equal Opportunities and Multi-cultural Education through work we do in school. We also aim to develop the Personal and Social Education of our pupils, promoting co-operation, caring and tolerance, both in our school and in the community.

The school is organised into eight classes (Nursery, Reception, Y1 – Y6). All classes are single aged but mixed ability. All children are taught the full range of subjects by their class teacher with PPA cover being provided by Mrs Scott (HLTA), staff employed on a regular supply basis and a range of cooking, yoga, Spanish and sports coaching.

The school is organised into three departments:

Early Years Foundation Stage (EYFS)	-	aged 3 - 5
Key Stage 1 (KS1)	-	aged 5 - 7
Key Stage 2 (KS2)	-	aged 7 - 11

Early Years Foundation Stage (EYFS)

In EYFS children follow a planned curriculum based on the seven areas of learning covered in the Early Learning Goals which are sub-divided into prime and specific areas. The three prime areas are personal and social development, communication and language and physical development. The four specific areas are mathematical development, literacy, understanding of the world and expressive arts and design. The curriculum continues into Reception class and prepares the children for the formal National Curriculum. Throughout this Early Years provision we aim to develop the skills, attitudes, concepts, knowledge and understanding of each individual pupil.

Y1 – Y6

Our school curriculum fulfils the requirements of the National Curriculum and ensures progression in all subjects throughout. Teaching of all subjects will be carried out through a mixture of whole class teaching, group, paired and individual work. Where appropriate, classes will be taught as a unit, but the development of many skills requires children to work in smaller groups. Groupings within classes, on some occasions, will be designed to enable children of similar abilities to work together while on others the aim of the group will be to enable children of differing abilities to work together.

English

In English we aim to encourage children to speak, read and write fluently so that they can communicate and express themselves clearly. We also place a great emphasis upon the ability to listen and understand. This is taught through an integrated programme of Speaking and Listening, Reading and Writing. The children experience a wide variety of reading material at appropriate levels of complexity and interest so that they become competent, enthusiastic and fluent readers. Reading development is seen as a partnership between home and school. Children can access the school library to borrow books and enjoy reading related activities. In writing we adopt many of Pie Corbett's writing techniques such as 'Talk for Writing' which encourages to talk their writing out loud before committing to paper and supporting children to imitate, innovate and invent when creating pieces of writing.

Mathematics

In Mathematics we hope to help children develop the ability to solve problems, to understand numbers, shape and measures, and to handle data effectively. At every stage children are encouraged to apply their knowledge in real-life situations and across the curriculum making use of inter-connected links. We fully embrace current National Curriculum guidelines which outline that, where appropriate, children should work towards achieving year group expectations. Children who grasp these rapidly are given the opportunity to deepen their learning first rather than be accelerated onto new content. Children who require further support and time to grasp this learning are provided with support and consolidation activities to do so. We also place high emphasis on all children developing basic mental arithmetic through our home grown 'Space Maths' programme.

Science

Our science curriculum aims to inspire children to develop a sense of awe and wonder about natural phenomena so that they are able to understand and appreciate the impact of science on the modern day world in which they live. We aim to provide children with knowledge and understanding through the disciplines of biology, chemistry and physics. We do this using the principle of dual objective planning which combines learning skills and knowledge. Children will study a variety of scientific topics and through these will acquire knowledge and understanding of the World around them. However through these topics they will also develop and practice scientific enquiry skills including: explaining and communicating their learning; investigational and observational skills and recording then interpreting findings. All content and skills are progressive throughout school and matched to the abilities of all children.

Computing

Our computing curriculum aims to equip children with a knowledge and understanding which will prepare them for the ever changing technological world they live in. We aim to support them in becoming digitally literate so that they are able to use, express themselves and develop their ideas. We are now in our second year of embedding programming into the curriculum. Rather than a dedicated computer suite we now benefit from networked laptop computers, Apple I-Pads and Google Think Pads. This provides a portable solution allowing computing to be integrated into other

areas of learning such as topic, mathematics, science and design and technology, giving a context for the skills children develop.

History

In history we introduce children to historical people and events through stories, poetry, pictures and TV so that they can gain knowledge and understanding of Britain's past and that of the wider world. We aim to inspire their curiosity by encouraging them to ask questions, think critically, explore and analyse evidence and communicate their ideas in a range of ways. We promote our excellent community links so that children start with what they are familiar with before moving out to the less familiar.

Geography

In Geography we aim to inspire children to be curious and fascinated by the world around them. We teach them knowledge of diverse places, people, resources and of natural and human environments. Alongside this they come to understand the Earth's key physical and human processes. This is done through a wide range of materials including maps, photographs, written accounts and other sources. We introduce children to the local area as well as extending their national and international knowledge.

Design and Technology

In Design and Technology we encourage creativity and imagination through providing opportunities to design, make and evaluate products that solve real and relevant problems. This is done in a variety of contexts and children are encouraged to consider their own and other's needs, wants and values. Whilst doing this, they acquire a broad range of subject knowledge and make cross curricular links with mathematics, science, engineering, computing and art. We also promote taking risks, being resourceful, innovative and enterprising.

Physical Education (PE)

Children are encouraged to become active participants in a range of physical activities and are supported to develop the skills necessary for these. We use external sports coaches to deliver some of the PE curriculum as well as to develop and support the expertise of class teachers. We aim to promote both competitive sport and the enjoyment of physically demanding activities. We also highly value sportsmanship, fair play and respect as well as educating children about the importance of a healthy, active lifestyle. Success with a recent bid from the Olympic legacy means we now have our own Multi-use games area (MUGA) which is used at break times and for PE lessons. All KS2 children receive swimming tuition for approximately 10 weeks each year.

Music

In Music we encourage the children to listen to, appreciate, compose and appraise a range of music. Often this is done in relation to topic work. We aim to develop a love of music and to increase self-confidence, creativity and a sense of achievement. We make good use of the expertise of available professionals. We sing regularly and for a purpose (eg: Harvest and Christmas celebrations in the local church, Sign to Sing event). Children are all offered the opportunity to take part in musical productions on an annual basis and we have a school choir which performs at local events throughout the year.

Art and design

In Art we aim to engage, inspire and challenge children as well as support them in developing a range of knowledge and skills which will enable them to experiment, invent and create their work. We do this through providing them with opportunities to experience a variety of different techniques. In addition to this, children are introduced to a range of artists and their work so that

they can understand and appreciate how art and design have shaped our history and how it contributes to culture. Where the opportunity arises, children benefit from working with local artists.

Religious Education (RE)

While not a part of the National Curriculum, the study of RE is an entitlement under the 1988 Education Act. Following the guidance issued by Gateshead LA our RE syllabus is non-denominational and allows for the study of major world religions and development of the understanding and respect for the beliefs of others. Christianity is studied throughout the school; Judaism, Islam and Hinduism are the major non-Christian traditions to be considered, although occasional topics will centre on other faiths. Parents have the right, if they wish, to remove their child from Religious Education. Those wishing to exercise this right should contact the Head Teacher.

Modern Foreign Languages

Spanish is taught in throughout KS2 using the specialist support of señorita Davies. We aim to provide children with the opportunity to express their ideas and thoughts in another language using both speech and writing. Children across the whole school are exposed to languages from other cultures through project work (eg: learning greetings in other languages, Chinese New Year Week, visitors into school). Through learning another language we also aim to provide new ways of thinking and set the foundations for learning further languages which would enable children to study and work in other countries in their future studies. Each year we also welcome an ever growing group of Spanish visitors from Hernan Cortes and their teachers to spend some time with us.

Personal Social Health & Relationship Education

Sex education is part of our Personal Social Health Relationships Education programme. We hope to create a climate in which children feel able to ask questions and to have those answered by their teachers in a frank but appropriate way. Parents may withdraw their child from this aspect of the curriculum. Please write or speak to the Head Teacher.

Enrichment Opportunities

At High Spen Primary School we are committed to enriching the curriculum and the experiences children have during the time they spend with us. We do this in a number of ways:

- Topic based learning utilising cross-curricular links
- Community cohesion (eg: High Spen Heroes Memorial, village trails)
- Themed days/weeks (eg: Art week, Woodland work, Science Days)
- Use of the local area (eg: Chopwell Woods, HOP garden link, High Spen village)
- Educational visits linked to curriculum areas
- Residential visits (Y5 Cycling Residential; Y6 spend three days at Robinwood)
- Visitors into school (eg: author visits, school nurse, Fire service, DLI).

Extra Curricular Activities

The opportunity to take part in sporting, musical or other social activities outside school time is something we consider most important and we try to provide as many such activities as possible. These activities are led by external providers or by our school staff. They also vary year on year depending on the seasons and staff availability.

Homework

Parental support for children's work is of great importance and there is much that parents can do to help children.

Reading

All children take books home to read. This should happen several times a week and we would hope that many children will want to read even more often than this. Parents can support this by reading with their child or creating a suitable atmosphere in which children can read quietly. To develop reading for pleasure we always encourage children to discuss and enjoy what they are reading with their parents. We invite parents to complete records indicating how their children have enjoyed reading. Teaching staff also offer parents guidance as to the most effective way of helping children with their reading.

Spelling and Mental Maths

There are many ways to learn and practise correct spellings and sometimes children will be encouraged to try these out at home. Staff are always happy to share different strategies to support the learning of spellings at home. Learning basic mental maths facts (e.g. number bonds, multiplication/ division facts) is essential to effective number work and children will be encouraged to learn and practise these at home.

Regular weekly homework

Children are set a small amount of home work each week. This will usually be linked to learning taking place in class but may involve some simple research towards a topic and should not be too difficult or time consuming. Occasionally children will be asked to complete work at home when the teacher feels that this additional consolidation will be of benefit. We encourage parents to communicate directly with Class Teachers to ensure we maximise mutual support for the children. We also have an open-door policy which means that parents can approach teaching staff to clarify how they can best support their children with their homework.

School Results

Key Stage 2 - Results of Teacher Assessment at High Spen Primary.

This table shows the percentage of eligible children at the end of Key Stage 1 meeting the 'Expected Standard' in July 2024.

The number of eligible children was 26. Numbers represent the percentage at each level. Figures may not total 100 per cent because of rounding.

	Expected	Exceeding
Reading	80% (NA 74%)	30% (NA 28%)
Writing	70% (NA 72%)	7% (NA 13%)
Mathematics	87% (NA 73%)	13% (NA 24%)
RWM (All)	67% (NA 61%)	

Pastoral Care

Our school logo says it all: Looking Out for Each Other. Every care is taken to ensure the well-being of every single child. Children are supervised both in and out of the classroom and all teaching and non-teaching staff show great concern for the welfare of all the children. Individual class teachers will take principal responsibility for the care of the pupils in their own class, but a caring atmosphere is fostered in which children can feel confident in the support of all members of staff. All staff invest a significant amount of time in unpicking issues that arise so that children feel safe and happy to be in school.

In keeping with our policy of close liaison between home and school we would contact parents if we had concerns about a child's well-being or happiness. Parents should be aware that the school will

take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a pupil may be subject to ill treatment, neglect or other forms of abuse, staff will follow Child Protection Procedures and refer to their concerns to Social Services via the Head Teacher. **If deemed necessary, this will be done without gaining prior parental consent.**

Medical Care & Accident Procedure

Children's health is regularly monitored by the Schools' Health Service. Parents will be informed of forthcoming health checks and are usually invited to accompany younger children. In the event of a concern about a child's health, a medical inspection can be arranged.

Minor injuries will be attended to in school by a member of staff with First Aid qualifications. In the event of a more serious accident we would contact parents and medical assistance would be sought immediately.

The school will only administer medication prescribed by a doctor and with written parental permission. It is therefore vital that we have up to date information relating to emergency contacts, doctor's details and medical details for inclusion in our records.

Special Educational Needs

A great many children will, at some time in their school lives, experience some difficulties. These may be academic, physical, emotional or behavioural. We recognise that these can be of relatively short duration (perhaps caused by some external factors such as a change in family circumstances) or may be longer lasting. At High Spen Primary School, we are committed to ensuring that all children who experience such difficulties receive our support.

Where we are concerned about a child's academic progress, happiness or behaviour, we will act quickly to discuss the situation with parents. Depending on the nature of the issue sometimes support can be offered within school however when further action is required we can access the assistance and guidance of a number of outside agencies. We also have access to Local Authority education support services and may make referrals to seek their recommendations. The school has a clear policy for special education needs which establishes the procedures to be adopted to help the children. Every single child's progress is closely monitored and parents are always kept informed.

Assessment

We place a great deal of importance to the daily use of quality formative assessment. This is ongoing teacher assessment which informs teaching and learning activities as opposed to summative assessment which tests how well children are doing at different points in the year. Staff keep running records of exactly what each child can do in terms of year group expectations. These are updated regularly and used to inform the next steps in children's learning.

Throughout a child's primary education they will also be formally assessed in line with Government Policy at the following points: Y1 Phonics Screen, end of Key Stage 1 (Y2) and Key Stage 2 (Y6).

Individual results are made available to parents and we are always available to explain and discuss what this means for your child.

Reporting to Parents

We hold parents meeting each term which provide an excellent opportunity to discuss the progress of your child. Not only do we discuss how well they are doing in meeting year group expectations but we also focus on their behaviour, attitude and general well being. It is also at this point that we can share ideas about how best to support your child in school and at home. These are a very important element of our partnership with parents and we are always willing to accommodate

parents who find it difficult to attend at the appointed time. When appropriate, we also invite children to join us in these meetings.

In the Summer Term, in line with legislation, we also provide a written report which celebrates what children have achieved throughout the year and how they are performing in relation to age related expectations.

Partnerships with Parents

We highly value good relationships between home and school and believe that this partnership is vital to children's education and development. In addition to termly parents meetings and an annual report we positively involve parents in their children's education and in the life of the school in a range of ways:

- Each September we run welcome meetings to introduce you to or remind you of the key routines in classrooms and share strategies which you can use at home with your child.
- As necessary we hold meetings and workshops to share information about educational change and development so that parents can be up to date with current teaching methods and strategies.
- Parents and members of the local community are invited to enjoy performances in school and at church, celebrations and open day events involving the children.
- We strongly welcome 'Parent Power' into school. We currently have volunteer adults who read with children each morning, run the school library and carry out display work and administration jobs.
- The school has a thriving Parents', Teachers' and Friends' Association (PTFA). All parents are members of the Association and are welcome to be involved in whichever events they choose. For those who wish to be more involved, there is an Annual Meeting and regular committee meetings held throughout the year. The PTFA organise regular social and fund raising events which all support the purchase of additional equipment and facilities for the school.
- Each term there will be a class newsletter which outlines key events and routines in individual classes. These are both available on the school website www.highspenprimary.org.
- Classes also have their own web page which now incorporates Twitter. Children and families are encouraged to interact with the school web page.
- We are also fiercely proud of our open-door policy which means that staff and/or the Head Teacher are always available to discuss matters that arise and you can be rest assured that we will do what we can to help.

Complaints Procedures

The school has a formal complaints policy.

We hope to be able to resolve any complaints that parents might 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.

Should a parent wish to make a formal complaint, it should be addressed to the clerk of the governing body who will refer the matter to school governors. A full list of the school's governors and the name of the Clerk to the governing body are on page 5.

Charging & Remissions Policy

The Education act 1988 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 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.

A full copy of the schools policy on charging is available from the school office.

School Discipline

High standards of behaviour are essential to ensure the smooth running of the school and to maximise the potential learning opportunities available for all pupils. We expect all pupils to conduct themselves in line with our Behaviour Policy which promotes positive behaviour. We are highly committed to working with children to support them in managing their behaviour. We believe that children will respond well to a caring yet challenging environment in which all feel valued and are aware of what is expected of them. Rules are agreed with children and used consistently across school. Recently we introduced a new positive behaviour system in school which rewards children who have followed the rules and contributed to making school a pleasant place to be.

We also have a house point system and a range of certificates are awarded in our Heroes assembly at the end of each week. These are designed to encourage and reward hard work as well as thoughtful and considerate behaviour.

When unacceptable behaviour does occur, immediate and appropriate action is taken. This usually involves guidance in the right direction and perhaps some curtailment of privileges. Where severe or persistent behaviour does occur parents will be contacted at an early stage and will be fully involved in finding solutions. Unruly or antisocial behaviour will not be tolerated.

School Meals

Children may have a hot school dinner, bring a packed lunch or go home.

School lunches are prepared on site and we have a team of dinner staff who look after the children. The Head Teacher is responsible for the overall organisation of the lunch period.

Packed lunches should be brought in an appropriate box or bag and marked with the child's name. We promote healthy eating at lunchtime so request that packed lunches do not contain too many sugary food or drinks including fizzy drinks. For safety, we also ask that you do not send food or drink in glass containers.

Free School Meals

As part of a Government initiative children in KS1 and EY currently do not pay for their school meals. Families receiving state benefits are also eligible for free school meals. Applications for these should be made to the Benefit Section, Gateshead Civic Centre. Please be reassured that matters regarding free school meals will be sensitively dealt with.

School Uniform

We have adopted a simple yet smart school uniform and through our broad uniform policy we are sure that parents will be able to find clothing that is both suitable and practical.

During the Winter months our uniform consists of:

- Red school sweatshirt / cardigan
- White shirt or polo shirt
- Grey/black skirt, pinafore or trousers (including for girls)

During the Summer months the following alternatives are also permitted:

- Red and white gingham dress

- Grey shorts

Sweatshirts, hooded jumpers and white soft-collared polo shirts with the school logo are available from school but are not compulsory. Other items of clothing are available from a range of shops at varying prices.

PE Equipment (indoor)

- Red T - shirt
- Dark coloured shorts
- Sand shoes

PE Equipment (outdoor/weather dependent)

- Red T - shirt
- Dark coloured shorts or track suit bottoms
- Trainers
- Jumper, hooded jumpers or jacket

Note: PE lessons often take place outside. It is essential that children have warm clothing and are able to change into dry clothing at the end of the lesson.

Swimming (KS2 only, for a 10 week block each year)

- Towel
- Swimming trunks / costume

Note: Boys are not permitted to wear long shorts.

We hope that all parents will support our policy of encouraging the wearing of uniform. Please ensure that all clothing is clearly named.

Ear-rings

For safety reasons and as part of a cluster agreement with all other local primary schools, we do not permit the wearing of ear-rings in school at all. We encourage ear piercing to be done in the summer holidays so that children are not forced to miss break times and PE lessons. Plastic retainers can be worn in place of ear-rings.

Admissions

The school has a 30 place nursery. Parents are encouraged to register their children as soon as possible after their child's second birthday. Children are usually admitted to the nursery in the term following their third birthday: children born in June, July and August are admitted in September or October following their third birthday. Admission can be delayed if parents wish.

In certain cases we now take children from the term after their second birthday. To access this provision, families must meet the LA means testing. Please ask at the School Office if you wish to know more about which benefits give access to 2yr old provision.

Before their child's admission, Parents are offered a home visit or an opportunity to talk with a member of the nursery staff about their child starting school. We ask parents or another adult who knows the child well to visit the nursery with their child at least twice before admission. Furthermore, for their first few days in school, parents or carers only leave their child for part of the nursery session. Exactly how long and how many days will vary from child to child and is decided in discussion with parents and carers.

Prior to entry into the Reception class, parents are invited to an introductory meeting at school.

Parents considering sending their child to High Spen are warmly invited to contact the school to arrange a visit, look around school, meet members of staff and discuss their child's educational needs.

Admissions Procedure

Although parents may register children at anytime, places in Reception class will not be allocated until April prior to starting in September. Where places are oversubscribed the LA admission procedures apply, with places being allocated according to established criteria.

Admissions Policy

The school complies with the LA Policy. Admissions information is available in the 'Information to Parents' booklet which can be downloaded at the [Council website](#).

Admission Arrangements for Pupils with Disabilities

At High Spen 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.

The school already has measures in place to allow access into the school and playground for disabled pupils. There is a ramp from the yard entrance with grab rails and children's disabled toilets in all buildings other than the nursery. We also have two stair lifts suitable for moving wheelchairs to different levels within school (approximately five steps).

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 practical and reasonable 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. So 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.

If you need any information or advice on accessibility plans please contact the Head Teacher who will provide further information.

Community & Controlled Primary Schools Admission Policy

For specific questions around admissions, please contact the [School Admissions Team](#) on 0191 4333000.

Final word

Whilst we appreciate you reading our Prospectus and trust you feel you now know us slightly better, we would urge you to come and experience our school in person. We know we are biased, but there is simply something special about the feel of our school. Be it the warm relationships, the super attitude of our children or the passion of our staff – it is worth a visit in person.