

# STAMFORDHAM FIRST SCHOOL



## SCHOOL BOOKLET

2016-17



## Stamfordham First School

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Head Teacher: Claire McKinney

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“An outstanding school in all respects, including the effectiveness of the Early Years Foundation Stage” *Ofsted March 2012*

Dear Parents and Carers,

The staff at Stamfordham First School would like to extend a warm welcome to you and your child.

We look forward to your child joining our school community where we will try our very best to provide them with a secure happy and stimulating environment in order that they thrive academically, socially and emotionally.

During your child’s time here we hope you will regard our school, as your school, and that your family’s involvement with the school will be positive. We very much value your part in the education of your own child and recognise the work you have already done in teaching your child before he or she arrives in school.

We hope to continue the partnership between home and school over the next few years.

The staff team at Stamfordham First strives to make ours a happy and successful learning environment for everyone. We look forward to sharing your child’s first years at school.

Yours,

Claire McKinney

On behalf of the pupils, staff and governors of Stamfordham First School

## **School Aims and Philosophy**

At Stamfordham First School we aim to provide an attractive, caring learning environment which will nurture the development of every child in our care, enabling them to become effective independent learners who will have a positive and active approach to their future lives in society.

We aim to offer a stimulating and challenging curriculum, which is broad, balanced and differentiated to meet the needs of every child whilst maintaining high expectations and equality of opportunity.

We value the support of parents, governors and the wider community and seek to promote a partnership through which each individual child can thrive.

We aim to engender:

- Moral values and a sense of right and wrong.
- Self discipline.
- Respect for each other.
- Respect for others' belongings.
- A pride in ourselves and our work.
- A pride in our school.

In our learning environment we aim to:

- Meet the individual needs of every child in our community, providing appropriate learning experiences in which children can achieve their full potential.
- Ensure children acquire a wide range of knowledge, skills and understanding.
- Set high standards and expectations for our pupils both academically and in their behaviour.
- Develop children's motivation, confidence and enjoyment of the process of education.
- Establish good role models for future citizenship, ensuring all members of the school community work together showing consideration and support for each other.
- We strive to make our school a welcoming and stimulating environment in which to nurture the potential of everyone involved.

## **Equal Opportunities**

We are committed to ensuring equality of opportunity for all pupils, providing an environment and education which does not discriminate on any grounds, valuing each child as an individual with equal rights.

## **Admissions**

Children are normally admitted to school in the September of the academic year in which they are five. They are not legally required to attend school until the term after they are five.

Parents who live outside the catchment area of the school and who wish their children to attend, must submit an official school request form to the Director of Education at County Hall, Morpeth, Northumberland. The school's standard number for entry is 16.

Any parents wishing to visit school prior to applying for a place are most welcome. Please telephone to make an appointment.

## **School Admissions Policy**

When the number of applications for our school exceeds the number of places available in the year group in question, priority will be given to the following categories of pupils in descending order of merit:-

- (i) Children who are in the care of the Local Authority (LAC)

- (ii) Children who have special educational needs or other special circumstances, (supported by medical/professional opinion)
- (iii) Pupils residing within the catchment area of the school, and those on whose behalf, firm evidence is presented that they will be resident in the catchment area by the appropriate admissions date
- (iv) Children with a brother or sister at the school at the time they would be admitted to the school
- (v) Children on whose behalf preferences are expressed on grounds other than those outlined above.

### **School Organisation**

<b>Age</b>	<b>Year Group</b>	<b>Key Stage</b>
4-5	Reception	Foundation
5, 6, 7	Year 1/2	Key Stage 1
7, 8 and 9	Year 3/4	Key Stage 2

### **Class Organisation**

All classes are of mixed ability, composed of both boys and girls. There are currently 3 classes plus the pre-school: Reception, Year 1/2 and 3/4.

### **School Hours**

Morning Session	9.00 - 12.00
Morning Break	10.15 – 10.30
Afternoon Session	1.00 - 3.10
Afternoon Break	2.25– 2.40

The total lesson time per week is 21 hours and 25 minutes for Reception and Years 1 & 2, and 22 hours and 45 minutes for Years 3 & 4. This does not include the daily acts of worship.

### **Curriculum**

Our youngest children in school, Reception class, are taught within the school's Early Years Unit. The early years' curriculum is based on:

#### **PRIME AREAS**

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- physical development
- personal, social and emotional development
- communication and language

#### **SPECIFIC AREAS**

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- mathematics
- literacy
- understanding the world
- expressive arts and design

Early Years Profiles which provide an ongoing record of children's achievements are kept to enable parents to share in their children's early success. These documents provide the framework for baseline assessments, which are carried out within the first seven weeks of mainstream schooling.

From Year on onwards the children will follow the National Curriculum. Copies are available for parental inspection, as are school policy documents and record keeping systems. The aim is to provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, intellectual and physical development of all pupils.

At present the National Curriculum is made up of three core subjects:

- English
- Mathematics
- Science

And nine foundation subjects:

- Computing
- Design Technology
- History
- Geography
- Music
- Art
- Physical Education
- Religious Education
- MFL
- PSHCE

## **English**

The English curriculum consists of three profile components:

Speaking and Listening  
Reading  
Writing

### **Speaking and Listening**

In order to communicate effectively with others, children need to develop a range of speaking skills and be able to listen to others with increasing concentration. We aim to develop these skills by giving the children a wide range of speaking and listening experiences.

### **Reading**

"Pupils' standards, especially in reading, are well above those expected of their age" OFSTED 2012

We aim to develop the ability to read, understand and respond to a wide range of writing. Our Core Reading Scheme is 'Oxford Reading Tree' though this is supported with a large range of other texts in a structured way, building on a child's skills and confidence. Home involvement in reading is both sought and encouraged through the use of Reading Diaries.

### **Writing**

We aim to give the children an understanding of the value of writing as a means of communication. Activities are planned to ensure that the children write for a range of purposes and in a variety of styles.

The teaching of spelling is seen as important. We use the Charles Cripps method of "look, cover, write, and check". Children are taught to look closely at the initial structure of words and to write new words from memory. They are provided with strategies for learning new words. Correct and neat formation of letters is encouraged and taught. The New Nelson form of script is used and children are encouraged to use a joined-up style when appropriate.

Exciting texts, enjoyable schemes and practical, relevant and fun activities are used. We have a wide range of group reading resources covering all aspects of literature including poetry, play scripts, fiction and non-fiction.

### **Drama**

Drama, including role-play, is important in developing all aspects of English. In school, drama is used in the promotion of collaborative talk, extending language skills, and in giving children an awareness of language at work. Drama is not only an art form in its own right, but also a valuable learning tool. We see drama as a key way in which children can gain self-confidence as decision makers, and problem solvers, and in helping them to explore a range of human feelings, social situations and moral dilemmas.

### **Mathematics**

In school we have adopted the National Numeracy Strategy and staff have attended courses and training to fully implement this. The school has evolved its own maths scheme, which meets the requirements of both the National Curriculum and the National Numeracy Strategy. Several published schemes of work are available to support this including Abacus and Heinemann. We use a variety of practical apparatus, games and software to enrich our children's learning.

The daily dedicated Mathematics lesson begins with a mental arithmetic warm up session, then moves onto a clear learning objective that the children have the chance to practise and finally the plenary brings the whole class together to reinforce learning and move thinking forward.

Children are encouraged to use and apply their mathematical skills by practical problem solving and investigation. They are also given a firm foundation in traditional number work alongside the development of mathematical skills within algebra, measures, shape and space and handling data.

### **Science**

Science is taught using an investigative and experimental approach. Children are taught the intellectual and practical skills that will enable them to explore the world of science, and to develop a scientific vocabulary. Practical experiments and investigations are carefully planned so as to develop children's scientific skills, including – observing, measuring, predicting, hypothesising, recording, interpreting and communicating.

### **Technology**

In this area of the curriculum children are involved in practical projects where they are encouraged to generate their own solution to problems, designing, making and evaluating products and processes. Children are introduced to the safe handling of a variety of materials and tools.

## Computing



Computing is used to support all areas of the curriculum as well as being taught as a subject in its own right. Children begin developing their computer skills from nursery age. We are well equipped in school with laptop computers in all classrooms. All classes have interactive whiteboards and a wide variety of software is available to the children according to age and ability, allowing development of skills in presenting ideas using text, pictures, graphs and sound.

Children progress from working with programmable toys and robots (Roamer) to controlling 'on screen' images, using a simple programming language. Practical experience of real world microchip technology is gained using calculators, CD and tape players and cameras. Children in Key Stage 2 have the opportunity to use the school's fully interactive, vibrant web site to enhance their learning and to link with other schools. Digital video cameras are used to create animations and short documenting work in other areas.

## History

Children are given the opportunities to develop a sense of chronology. Our younger children study the recent past. Key Stage 1 pupils study units relating to comparative history of now and then, plus lives of famous people. Children are taught to use primary and secondary sources and how we can learn from the past. Key Stage 2 pupils, study units relating to the Egyptian period, the Romans and the Ancient Greeks. Wherever possible, use is made of the local environment, using buildings and historical sites to inform topic work. Visits and talks from interested older members of the community, who can bring the recent past to life, are encouraged. "Living History" is encouraged using drama to re-enact events and periods in time.

## Geography

We use geography as the route to teach children about their own environment as well as the wider world beyond. It is the study of both people and places and as such is taught mainly in topic areas including for example journeys, contrasting locations in Britain and overseas, and through a mixture of direct experience and secondary sources. Relevant skills and geographical terminology are taught across the age range.

## Modern Foreign Languages

From Reception, children are taught to speak French. The focus is exclusively on oral work in the younger years and this continues to be the emphasis into Key Stage 2. French is taught by a language specialist.

## Art

Children are introduced to a great variety of materials and media both 2 and 3 dimensional. They are also given opportunities to work using a range of skills and techniques, drawing, painting, sketching, collage, printing, modeling and weaving etc.

The children are introduced to the work of a range of artists from different times and cultures.

## P. E.



In our physical education programme we aim to promote our children's health, physical development and confidence. Positive attitudes, a sense of fair play and social interaction are encouraged. The children experience a wide range of P.E. activities including dance, gymnastics, games, athletics and swimming. We aim to provide a wide range of sporting activities according to the National Curriculum for P.E. Stamfordham First uses its PE funding to buy in a PE specialist teacher who delivers a high quality session to all children, every week. We also take advantage of invitations to festivals and galas providing the children with many opportunities to work in different groups, and with schools from the Ponteland and Morpeth area.

In addition to the sports activities in school, there is the opportunity for older pupils to take part in outdoor and adventurous activities provided at residential centers under careful supervision of trained instructors.

Opportunities for sporting activity exist both within the curriculum and as extra curricular clubs. Football, netball, cricket, basketball and hockey are all on offer at Key Stage 2 – to name but a few! Children in Years 2 - 4 also enjoy a weekly swimming lesson at Hexham Pool, where they have the chance to compete in a gala alongside other local schools.

Each year children take part in our sports day, which strikes a balance between competitive sports and participation and enjoyment by all.

## Music



Music is an art form through which children can express their feelings and emotions. It enables them to participate in an area which is active, creative and joyful furthering their emotional and aesthetic development. Our music curriculum, taught by a music specialist, sets out to encourage music making using percussion, tuned instruments and voice. It is a valued part of our school life and our aim is for



maximum participation and enjoyment. We are currently able to offer violin, clarinet, saxophone, flute, pocket trumpet, guitar and keyboard tuition.

### **Religious Education**



Religious and moral education takes place throughout the age ranges. Emphasis is placed on valuing and respecting each other as individuals and establishing a code of conduct for life. The beliefs and customs of other religions are taught and links within them highlighted. Parents have the right to withdraw their child from R.E lessons.

### **Health Education**

An ongoing programme of health education takes place in school encouraging our children to take some responsibility for their own well being through understanding the need for a healthy diet, exercise, sleep and good personal hygiene. The school has regular visits from the school nurse and dentist.

### **Data Protection and School Health Service**

For many years, schools and the School Health and Dental Services have worked together to ensure that all children in school are offered immunisation, health and dental surveillance, advice and support. To do this the School Health and Dental Service need population databases – an up-to-date list of all children attending school. These are used to provide programmes, including immunisation against tuberculosis (BCG) and meningitis C and dental, hearing and vision screening. In response to changes in the Data Protection Act we are required to ensure that parents know that the school gives your child's name and date of birth to the School Health and Dental Service for this purpose. **This information will be shared unless you advise the Head Teacher in writing that you do not wish this to happen.** Information about the services offered by the School Health and Dental Service are detailed in the information leaflet that you will receive when your child starts school. Further copies, if required, can be obtained from the school nurse. Please note that no immunisation or dental work is carried out without a signed consent form from the parent or guardian.

### **Sex Education**

Though the school does not teach a formal programme of sex education, our policy is to use our health education and science curriculum as the forum to deliver age appropriate knowledge regarding the development of the human being, relationships, the family and the value of a healthy lifestyle.

### **School Clubs**

Our children have access to a wide range of extra curricular activities. Currently the school offers cricket, football, athletics, tennis, cookery, rugby, art, gardening and chess clubs. Activities may vary throughout the year.

### **Special Educational Needs & Disability (SEND)**

Children with SEND are given specific support and guidance within the resources of the school. This also includes more able pupils. The Head Teacher is the SEN Co-ordinator. Where a child's teacher or parent has a concern over a child's learning, an assessment is undertaken in school by the SEN Coordinator or

teacher. Following the assessment an Individual Educational Programme (IEP) may be drawn up for the child. This Programme is implemented by the class teacher and progress reviewed regularly.

The school's admission policy does not discriminate against children with special educational needs or disabilities. Resources are allocated to pupils with special educational needs appropriate to the individual child. The SEN Co-ordinator and class teacher work together with parents and outside agencies, where required, to ensure that all children have access to a broad and balanced curriculum.

### **Assessment**

Parents are always welcome to discuss their children's progress, and are invited on a number of occasions throughout the year, such as open days and parents' evenings, to see the work of their children and that of the school.

More formally, children in Reception class will receive what is known nationally as the 'Baseline Assessment'. This is usually carried out in a relaxed manner within the normal classroom activities, in such a way that the child will not be aware that a test is being conducted. The school is then able to obtain an objective picture of the child as an individual and the skills with which he or she is starting school.

Children in Year 2 take the National Standard Assessment tasks and tests (SATs). This is a challenging but stress free time, as most children are unaware of the formal procedure. Assessment systems are in place across the school in all areas to monitor children's progress.

Towards the end of every spring term parents will receive a written report from the class teacher.

### **Homework**

All children are encouraged to take reading books home with them and parents are asked to hear them read a minimum of three times a week. A Home-School reading diary is used to enhance communication between parents and school.

More formal homework is set from Year 1 onwards. In addition, older children in school will be given spellings and multiplication tables to learn.

### **Complaints**

Your child's class teacher will be happy to address any day to day concerns you may have. The Head teacher is also available to see parents on a daily basis although it may be necessary to make an appointment with the school's administrative officer.

A parent governor or the Chair of the school Governing Body will also be happy to listen to any concerns you may have and discuss these with the Head teacher. If you have a serious concern or complaint that you are not satisfied has been adequately dealt with, contact the Local Authority directly.

### **Attendance**

The school has a good attendance record. During the last academic year there was no unauthorised absence and only 3.6% of half days were missed due to authorised absence. If a child is absent from school through illness or through any other reason, parents are asked to inform school either by telephone or letter. Failure to do so may present a risk to your child's safety. Parents who wish their children to accompany them on their annual holiday during term time must complete an official Holiday form available from the school. Children are allowed not more than 10 days absence per calendar year for this purpose, in keeping with Government regulations.

### **Positive Behaviour Policy**

The school is committed to maintaining a happy, well-disciplined atmosphere. We promote and encourage good behaviour through a variety of means, with praise being one of the most effective. We expect all children to be well mannered, polite and to show consideration to others. Pupils are

encouraged to maintain values of mutual respect, self-discipline and social responsibility. Parents are kept well informed of events in school and should expect to be called upon to give their support when the behaviour of their child is in question. A home school agreement is in operation and the school has an active school council with representatives from every class.

### **Exclusion**

In the event of any child's persistent unacceptable behaviour the school may find it necessary to exclude that child from school. Exclusions may vary in length and may include temporary exclusions at lunch times. This measure is very much a last resort, usually agreed with the parents of the child concerned and considered to be necessary in order to ensure the well being of all staff and pupils in school. Parents have the right to appeal against exclusions through the Local Authority.

### **Accidents / Illness Arrangements**

In the event of a child becoming ill or having an accident at school, the staff will need to contact the parents quickly. Parents are asked, therefore, to provide a telephone number or address where they may be reached. If we are unable to contact you and a hospital visit is necessary your child will be taken to the Royal Victoria Infirmary for treatment.

### **Medication**

The school staff will administer medication in school. This must be formally authorised by the parent or carer, for reasons of health and safety. A copy of the guidelines is available in school.

### **Asthma**

Children suffering from asthma are encouraged to bring their own inhaler to school to be taken as and when required. These should be clearly named and are normally stored in the class teachers' drawer or cupboard. There is a clear policy for the management of asthma in our school available to all parents on request.

### **Allergy**

We currently have in school children who have a serious nut allergy. As such our school is a **NUT FREE ZONE**. If your child brings a packed lunch on no account must their sandwiches, biscuits etc. contain nuts. We ask for your full co-operation.

### **Meals**



A two course meal is provided daily by our school cook and her assistant. Menus are designed to meet the nutritional requirements of young children and to introduce a variety of foods. There is always a vegetarian option. The social aspect of eating together is also an important part of the lunch period. Children who bring a packed lunch eat in the dining-hall along with the other children. Lunch times are supervised both in the dining hall and playground afterwards. *Children in reception, years 1 and 2 are*

*entitled to a fully funded free meal which is paid for via the government's Universal Infant Free Meals Initiative.*

Milk and fruit (for children in reception, Years 1 and 2) is available daily at break time. Payment for milk is due from the term in which your child reaches his or her fifth birthday. Children have access to drinking water at all times.

### **Charging Policy**

In general, parents are requested to pay a voluntary contribution to fund swimming lessons, transport and entrance fees for any visits (e.g. museums, theatre, or any educational outing).

### **School Transport**

The School's Educational Welfare Officer organises transport for children in the catchment area who live more than 2 miles from school. We also have our own grant-funded school minibus which is used to return children home when an after school club has finished. This is a hugely valuable resource.

### **School Uniform**

All school uniform items are available from the school office. All children are encouraged to wear the school uniform. We hope that by wearing the recommended school uniform all children can take a pride in being a member of Stamfordham First School and have a strong feeling of identity. School uniform consists of:

- Grey shorts or trousers; skirt or pinafore (red checked dress in summer)
- White polo or long sleeve shirt displaying the school logo
- Red sweatshirt or cardigan displaying the school logo
- Red fleeces and hats displaying the school logo are also available

### **P.E. and Games**

Children must have a change of clothing for P.E. and games. This should consist of:

- Shorts, t- shirt (preferably in the school colours) and sandshoes or trainers for outdoor games.

P.E. clothes should be labelled with the child's name and kept in a small named bag on the child's coat peg. From Year 2 children have a weekly swimming lesson at Hexham Swimming Pool and will need swimming trunks or a one-piece swimsuit and a towel. These should be carried in a named bag.



### **Jewellery and Hair**

Jewellery may not be worn in school for health and safety reasons. School can accept no responsibility for the loss of, or damage caused by jewellery. Watches may be worn, but again the school accepts no responsibility for loss or damage. For health reasons we ask that long hair be tied back at all times.

A lost property box is kept in school; any unclaimed items of clothing and footwear which have no marked name tag are stored in the lost property box.

### **Stampers Pre-School**

Our pre-school, Stampers, is highly acclaimed. Stampers can take children from 2 ½ years of age, offering full day care for children aged between 2 ½ and 5 years. Our Pre-School is managed by highly experienced and well trained staff, providing excellent resources, boasting a secure outdoor play area.

Early Years staff plan and work together on shared activities and topics resulting in smooth transition as groups move with fluidity. For further information, please contact Stampers on 01661 855000.

### **Before and After School Clubs**

We offer a 'Breakfast Club' which is open from 7:45-8:45am with 'after school' care available to all parents with children in Stamfordham First or Ponteland Middle Schools. KidZone operates on school premises, offering parents the facility to leave children in our care after 3:10 and until, at present, 5.30PM or later if required. Kidzone is run by two very experienced and committed staff who organise lively and interesting indoor and outdoor activities for the children to enjoy.

### **The Friends of Stamfordham First School**

The Friends Committee is a registered charity, made up of parents and supporters of the school. The key aim of the Friends Committee is to extend the educational opportunities for all children in the school. This may include supporting the purchase of extra equipment, funding educational visits, inviting musicians and theatre companies into school, or organising after-school clubs in a variety of subject areas.

To support the school in this way, the Friends raise money through a variety of fund-raising events. These include the summer fete involving the whole community, raffles, discos, jumble sales, fairs, dinner dances and other activities too numerous to mention. It is a packed social calendar!

The committee meets monthly and is an excellent way to meet other parents and support the work of the school.

### **The Governing Body**

The Governing body meets for its statutory meetings once per term, but much of its work is done in smaller delegated committees. This is an opportunity to meet and exchange views.

Governors are appointed for a four-year period and play a vital role acting as link between school, church, parents and the Local Authority. They work closely to ensure the interests of your child are met.

*The staff at Stamfordham First School strive to make ours a happy and successful learning environment for all the children who attend.*

*We look forward to sharing your child's first years at school.*