



Fishburn Primary School

Prospectus

2021 - 2022



Acting Head Teacher, SENCO and Designated Safeguarding Lead – Miss Gemma Ferguson
Deputy Designated Safeguarding Leads – Mrs Tracy Gibson and Mrs Tonia Leddy
Chair of Governors – Mr John Robinson
Vice Chair of Governors – Mrs Maureen Watret

Fishburn Primary School Prospectus

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Welcome to Fishburn Primary School

An Open Invitation to Prospective Parents and Carers

At Fishburn Primary we are very proud of our inclusive ethos, dedicated staff team but most importantly of our children, who are our most effective ambassadors. If you are considering our school as a choice for your family, then please contact the school office and we would be more than willing to take you around school and discuss your individual needs so you can see the quality of education and experience that we deliver. Please also look at our website and Facebook page for further information.

School Contact Information:

Fishburn Primary School,
East View,
Fishburn,
Stockton on Tees,
TS21 4AU.

Telephone: 01740620162

Website: www.fishburn.durham.sch.uk



School aims:

These are our school aims which have been agreed by all staff and our board of Governors:

We believe that learning should take place in a happy, caring and stimulating environment in which staff, children, parents and the local community have important roles to play.

To this end we aim:

- To provide a happy, caring environment in which both children and adults feel secure and valued, where they will find satisfaction and pleasure in their work and where learning will flourish.
- To ensure continuity and progression within the curriculum and provide opportunities for children to develop an understanding of the world and their influence upon it.
- To enable children to develop lively, enquiring minds and the ability to question and discuss rationally and to apply themselves to realistic tasks and challenges.
- To encourage individuals to celebrate their own and others' achievements and to develop a wider appreciation of human fulfilment and aspiration.
- To enable both children and staff to fulfil their potential and in so doing, acquire knowledge, skills, concepts and attitudes which will be relevant throughout their lives.
- To believe that we all have a part to play in shaping the future and that we are all valued respected and heard.
- To help children develop spiritually and morally, drawing inspiration from, and developing tolerance of, world religions, cultures and ways of life.
- To develop each individual as a caring, concerned and contributing member of the community.

Context of our school, Safeguarding and Staffing.

Context of the School:

Fishburn Primary School is situated in the small ex-mining village of Fishburn. We are a smaller than average semi-rural primary school with around 150 children currently on roll. The school's catchment is made up of some private housing, Local Authority housing and some private rented accommodation. The area is an area of some social deprivation with high levels of unemployment. We are proud to be able to welcome children from as young as 2 as we now have a dedicated pre-school on our site. This means we are able to cater for children from a much earlier age.

School Organisation:

Our admission limit for school is 30 children per year group, giving us a total capacity of 220.

The school has four phases:

- Early Years Foundation stage (Pre-school, Nursery & Reception)
- Key Stage 1 (infant classes 5-7 years)
- Lower Key Stage 2 (junior classes 7-9 years)
- Upper Key Stage 2 (junior classes 10-11 years)

Safeguarding and Special Educational Needs:

Our Designated Safeguarding Lead (DSL) is Miss Ferguson.

Mrs Gibson and Mrs Leddy are both Deputy Designated Safeguarding Leads and would ensure that any safeguarding issues are dealt with if Miss Ferguson was unavailable.

Miss Ferguson is also our Special Educational Needs Coordinator (SENCO)

Staff roles and responsibilities 2021– 2022:

Name	Roles / Responsibility
Designated Safeguarding Leads, SENCO and Senior Leadership Team	
Miss G Ferguson Acting Headteacher, Designated Safeguarding Lead and SENCO	Acting Headteacher, EYFS lead, SENCO, Assessment, Behaviour, Standards, Designated Safeguarding Lead, Attendance, Whole School Curriculum, Pupil Premium and LAC, Teacher Appraisal, RSC Lead, PSHE and Mental Wellbeing Lead.
Mrs T Gibson Senior Leader, Deputy Designated Safeguarding Lead	Trailblazers class teacher, Maths, Computing and E safety lead. DSL
Mrs T Leddy School Admin, Deputy Designated Safeguarding Lead	School Administrator, DSL, Attendance.
Mrs B Murray Senior Leader	Pathfinders class teacher, English and Humanities lead teacher.
Mrs R Kett Senior Leader	Pathfinders class teacher, PE, MFL and RE lead teacher.
Mr D Cornell Senior Leader	EYFS class teacher, Art, Design, Technology and Music lead teacher.
Class Teachers and support staff	
Mr D Cornell	EYFS teacher (The Little Explorers, The Explorers, The Discoverers)
Mrs C Swift	Nursery TA and Key worker
Mrs C Lee	Pre-school TA and Key worker
Miss C Riley	Pre-school TA and Key worker
Miss A Trevarrow	1:1 TA
Miss S Barker Platt	1:1 TA
Mrs J Lormor	The Adventurers class teacher (Year 1)
Miss E Jones	The Pioneers class teacher (Year 2 and Year 3)
Mrs N Atkinson	1:1 TA
Miss P Brace	1:1 TA
Mrs H Newbury	1:1 TA
Mrs R Kett	The Pathfinders class teacher (Year 4)
Mrs B Murray	The Pathfinders class teacher (Year 4)
Mrs T Gibson	The Trailblazers class teacher (Year 5 and Year 6)
Mrs C Stansfield	The Trailblazers class teacher (am only)

Mrs C Barnes	PPA cover HLTA
Mr C Hall	Caretaker and Grounds Manager
Miss S Gillespie	Afterschool Club
Mr G Davies	Precision sports / Breakfast Club Provider

Admissions into Preschool:

We can take children who are 2 into our Preschool provision. Currently our Preschool is open on a morning only but if demand is high enough we can cater for children in the afternoon too. We take applications for funded 2-year-old places and also for private paid for places. Please contact the school office for further information about this.

Admissions into Nursery:

Our Nursery is staffed by a full-time teacher and Teaching Assistants and together with our Reception Class and pre-school provision makes up our Early Years Foundation Stage. All the staff work as a team to care for the children and to plan their activities. There are two nursery sessions each day, with up to 20 children (Age 3+) attending each session. For each setting the morning session is from 8.45 am until 11.45 am, and the afternoon session is from 12.30 pm until 3.30 pm. We have provision for up to 13 nursery age pupils to attend full time. A child's name can be put onto the waiting list as soon after birth as you wish; however, no child can be admitted to nursery before their third birthday, we can offer preschool places instead.

Before your child starts nursery, a member of the administration team will contact you to arrange an appointment for you to visit school in order to complete the necessary admission forms. You will then be invited to bring your child for brief visits before taking up the place offered. This helps to make this very important stage in your child's life as rewarding as possible. Please ask in school for details of enrolling your child at our provision. The Nursery and Reception teams work very closely as part of our Early Years Foundation Stage. This makes transitions between these bases as easy as possible for the children.

Admissions into full time school:

Children who are aged 4+ are admitted to full time school at the start of the Autumn Term, in September each year. Prior to joining the Reception Class, a series of visits are arranged for the children attending our Nursery. Visits can also be arranged for those children who do not attend our Nursery. A meeting is held for all new parents/carers to explain the running of the Reception Classes and the school. Parents/carers are given opportunities to meet their child's teachers and see their classroom. Parents and carers are informed about the curriculum, and any other important information that they may need is shared.

Our School Day.

Daily Routines:

Morning Nursery:

Morning nursery session begins at 8.45 am and ends at 11.45 am.

Afternoon Nursery:

Afternoon nursery session begins at 12.30 pm and ends at 3.30 pm.

School Day:

We open the doors to school at 8:50am where a member of staff will greet the children. Our gates are then locked at 9.00 am; all late children must report to the School Office via the main school entrance.

Children **must not** be brought into school before 8:40 am as there is no supervision unless they are attending breakfast club.

We run a **Breakfast Club** and **After School Care Club** for those who require wrap around provision. Our Breakfast Club runs from 7.30 am until 8.55 am and our After-School Care Club runs from 3.15 pm until 5.30 pm during term time. For pricing and to book places, please contact the School Office.

The registration of children takes place as soon as the children enter school and is entered by all teachers onto SIMs.

Children's Morning Breaks:

Pre-school Children –

Pre-school children attend on a part time basis and have access to outdoor provision therefore; they do not have a formal break as the older children do.

Nursery Children -

Nursery children attend on a part time basis and have access to outdoor provision therefore; they do not have a formal break as the older children do.

Reception Children -

Reception sessions are from 9.00 am to 12.00 noon and 1.00 pm to 3.10 pm and has continuous outdoor provision in its designated play area therefore children do not have a formal morning break as the older children do.

Key Stage 1 Children -

Morning break is from 10.30 am - 10.45 am.

Afternoon break is from 2.15 pm to 2.30 pm.

All Classroom staff carry out playground duties and remain on the yard observing and supporting children for pastoral and health and safety reasons. All children should go outside unless they are injured, ill or have special dispensation. The children are allowed on the school field if the grass is dry and they are accompanied by a member of staff. The teacher on duty, will decide when they should remain in the playgrounds.

Fruit – Fruit is issued to all Reception and KS1 children free of charge.

Key Stage 2 Children -

Morning break is from 10.30 am to 10.45 am.

Afternoon break is from 2.00 pm to 2.15 pm.

All Classroom staff carry-out playground duties and remain on the yard observing and supporting children for pastoral and health and safety reasons. All children should go outside unless they are injured, ill or have special dispensation. The children are allowed on the school field if the grass is dry and they are accompanied by a member of staff. The teacher on duty, will decide when they should remain in the playgrounds.

Children should be encouraged to use the toilet on their way outside and should not need to come back into school until the bell has been rung to signal the end of break time. If any children need the toilet during playtime they need to report to the teacher on duty.

KS1 & KS2 reflection time:

In accordance with our behavior policy, we have 'reflection time' over morning and afternoon breaks whereby children who have not followed our behavior policy have time to reflect on what they can do differently. This is supervised by a teaching member of staff on a rota basis and so the children are fully supervised during this time.

Milk:

Milk is available to all children under five years of age and those entitled to a free school meal free of charge each day. Some parents also pay for their child to have milk. It is the responsibility of the KS1 and KS2 staff to ensure that milk is distributed to the correct children.

Wet playtimes:

During wet playtimes all children will stay in their own classroom. The staff timetabled to be on duty should monitor their care at this time.

First Aid:

In the event of injury, children should be sent to the first aider for medical treatment. The teacher on duty should remain in the yard. In the case of a serious injury the teacher on duty should remain with the child and our nominated first aider should be summoned. At the end of playtime, the bell is rung and which signals children to stand still. When instructed to do so by the teacher on duty children should walk quickly to their class line ready to be escorted into school ready to start lessons.

Lunch times:

- 30 hours nursery children are escorted by lunchtime staff to the dining hall at 11.45 am
- Reception class – These children are escorted by the class teacher to the dining hall at 12pm..
- The Adventurers and The Pioneers classes – These children come to the hall with their supervisors at 12pm.
- The Pathfinders and The Trailblazers classes – These children come to the hall with their supervisors at 12:30. Between times they are on the playground.

Lunchtime Supervision:

Lunchtime supervision is carried out by the Lunchtime Supervisory Assistants. We aim to make our lunchtime provision inclusive and engaging for all of our children. Throughout the week the children can access different provision within both of our yards. There are a range of activities on offer to our children such as 'Boom Box Dance' sessions led by our Year 6 children. We also have a range of built in play equipment for the children to access, including a trim trail in KS1 and a Pirate ship and all-weather sports pitch in KS2. When the weather is nice, our children can access the extensive field at the back of school. Lunchtime Supervisory

Assistants follow the whole school behaviour policy and liaise with senior staff before issuing sanctions to ensure consistency across the school.

Supervision entails ensuring that all the children have a seat and that noise levels and behaviour are acceptable and table manners are observed. Children are supervised in the playgrounds by the Lunchtime Supervisory Assistants until bell time for the afternoon session. A member of the Senior Leadership Team is available over lunchtimes to assist if required.

School Meals:

Parents will be informed of any changes in price of school meals, currently they are £2.05 each day (£10.25 per week). Dinner money must be paid for in advance on parent pay. Children may bring in packed lunches though for administrative reasons we ask parents not to swap and change between meals and packed lunches and to opt for one or the other on a termly basis. Sweets, fizzy drinks and glass containers are not permitted and a spoon should be provided for packed lunches where needed.

Parents who are entitled to free school meals need to register their child for this. We strongly recommended that you do this even if your child doesn't have a school meal at this time as it effects how school is funded. Application forms are available from the school office.

Home Time:

The school day ends at 3.10 pm for Reception children, 3.15 pm for infant children and 3.20 pm for junior children and children will be brought out of school as soon as possible after this time. Reception and KS1 children are escorted into the Key Stage 1 yard and are handed over one at a time. KS2 children leave by classroom, escorted by their teacher into the Key Stage 2 yard. Some of our older children are allowed to walk home by themselves. This is only ever in prior agreement with parents and a form must be signed to this effect. Parents are asked to contact school via our main School Office if there is any change in a child's pick-up routine. A message will then be relayed to individual class teachers.

NO PERSON UNDER THE AGE OF 16 MAY PICK UP CHILDREN FROM OUR SCHOOL.

Our School Curriculum.

The Curriculum:

When your child attends school, each day they participate in a wide range of activities which have been carefully planned in appropriate stages by their teachers. These stages of teaching take account of the age, ability and aptitude of each child. At Fishburn Primary School, pupils in the Pre-school, Nursery and Reception Classes follow the Early Years Foundation Stage (EYFS) Curriculum. Pupils in Year One and Year Two follow Key Stage One of the National Curriculum. Pupils in Years three to six follow Key Stage Two of the National Curriculum. The National Curriculum covers a wide range of subjects including Mathematics, English, Science, History, Geography, Art, PE, Music, Computing and Design Technology. Personal, Social and Health Education (PSHE) lessons are also taught, together with Citizenship. A Modern Foreign Language (French) is taught as part of the KS2 curriculum. We aim to enhance our curriculum in many ways, including providing opportunities for pupils to experience a number of appropriate planned visits and in partnership with the RSC (Royal Shakespeare Company) and Durham University. We teach our children about how to be good citizens through preparing them for life in modern Britain. We incorporate British Values teaching into our democracy and PSHE lessons wherever possible. A National Curriculum document is available online at www.gov.uk/national-curriculum.

School trips and visits:

In addition to regular visitors to school, visits to environments outside of the classroom and school are made on a regular basis as part of each child's education. Details of each visit are issued before the children go, and we hope that

parents and carers will give us support and encouragement. The great majority of school visits cannot be fully paid for from school finances, therefore a voluntary contribution towards transport, insurance and admission charges is often asked for. This contribution is essential if such visits are to take place and failure to raise sufficient funds for a visit may entail cancelling it. One kind of support which is very practical and greatly appreciated is for parents to provide extra adult support by accompanying a class on visits. Parents and carers are asked to sign a consent form giving permission for their child to participate in educational visits. We aim to provide our older pupils (Y4, Y5 and Y6) with the opportunity to participate in residential visits in partnership with TASFL (Thrills and Skills for Life).

Religious Education and the right to withdraw:

At Fishburn Primary School Religious Education is provided in within the framework of the Durham Agreed Syllabus for Religious Education. We use guidance from our local SACRE (Standing Advisory Councils on Religious Education) and the National Curriculum Framework for Religious Education to inform our programme of study to develop informed attitudes to understanding major world religions and aim to create a positive ethos and tolerance of all beliefs and practices. The National Curriculum Framework for Religious Education was drawn up with the support of a steering group comprising the major faith groups and belief communities in Great Britain. Parents/carers do have a statutory right to withdraw children from Religious Education lessons and collective worship. Should any parent choose to exercise this right we believe this should be from all Religious Education as to do otherwise would be discriminatory. Any parent/carer wishing to exercise this right should make an appointment to discuss this with us after consulting our Religious Education Values and Inclusion Statement.

Relationships and Sex Education and the right to withdraw:

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. **High quality**, evidence-based and **age-appropriate** teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable us, as a school to promote the spiritual, moral, social, cultural, mental and physical development of pupils in society. The duties on schools in this area are set out in legislation. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education **compulsory for all pupils receiving primary education**. They also make **Health Education compulsory in all schools** (except independent schools).

The right to be excused from sex education (commonly referred to as the right to withdraw), Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A record of this discussion will be made. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is **no right to withdraw** from Relationships Education or Health Education.

Homework & Reading at home:

We have a homework policy. Teachers welcome the co-operation of parents and carers who will supervise and support extra study at home. This could be reading, learning spelling patterns or words, times tables practise, number bond practise or researching certain topics.

Homework can develop out of any subject and if there is a carry over of enthusiasm by your son or daughter we hope that will encourage it by assisting in any way you can. We encourage our children to be listened to read by an adult as much as possible. In KS2 we expect the children's home reading records to be signed by a grown up at least 3 times per week. We encourage children to read a range of texts, as often as they can.

SEND & Inclusion:

The school has a special needs policy in line with the Code of Practice. The SENCO works closely with the staff in identifying, assessing and supporting children who experience a range of special educational needs. Individual School Support Plans are compiled and are regularly reviewed. The partnership between parents and school is extremely important to all and at Fishburn Primary School we pride ourselves on being an inclusive place for everyone and we aim to use all of the expertise available to us to meet the needs of all of our children. Special Educational Needs and Disability (SEND) Children with difficulties are identified as soon as possible and placed on our SEND Register, with the involvement of parents, our SEND Co-ordinator and the SEND Governor. The school receives support from Durham County Councils Educational Psychologist and appointments can be arranged for this service through meetings with parents / carers when required. These meetings are coordinated by our SENCO / Deputy SENCO (Mrs Storey and Miss Ferguson). Pupils' difficulties are discussed by staff at their group meetings and in particular with the school SENCO. Where appropriate pupils follow their own Individual Education Programme which is detailed in their short note or support plan.

Where pupils demonstrate a particular talent or aptitude in a subject, they may be placed on our Gifted and More Able Register. Please ask to speak to either the SENCO or Deputy SENCO if you require any further information on SEND & inclusion issues within school.

Fishburn Primary School Curriculum offer:

<h1>Intent</h1>	<p>What are we trying to achieve?</p>	<p>Our curriculum promotes distinctiveness in individuals where every child's self-worth is celebrated and their achievements and diversity are recognised so that all of our children become...</p> <table border="1"> <tr> <td data-bbox="488 236 607 411">Curriculum aims</td> <td data-bbox="607 236 875 563">Children with self-worth and high self-esteem where they have a rich experience of language and have fostered a love of reading.</td> <td data-bbox="875 236 1263 411"> Successful learners Who enjoy learning, make progress and achieve </td> <td data-bbox="1263 236 1697 411"> Confident individuals Who are able to lead safe, healthy and fulfilling lives </td> <td data-bbox="1697 236 2092 411"> Responsible citizens Who make a positive contribution to society </td> </tr> <tr> <td data-bbox="488 411 607 563">Focus on learning</td> <td data-bbox="607 411 875 563"></td> <td data-bbox="875 411 1263 563">Resilient, adaptable, determined, risk taking, enterprising</td> <td data-bbox="1263 411 1697 563">Have core subject knowledge in English, Maths, Computing, Learning, Thinking and Science.</td> <td data-bbox="1697 411 2092 563">Able to understand and know about the world around them</td> </tr> <tr> <td colspan="2" data-bbox="488 563 875 603">Outcomes</td> <td colspan="3" data-bbox="875 563 2092 603">Healthy, Safe, Enjoy and achieve, make a positive contribution to school and life, achieve economic wellbeing.</td> </tr> <tr> <td colspan="5" data-bbox="488 603 2092 632">Pupils are prepared well for opportunities, responsibilities and the next stage in their learning journey.</td> </tr> </table>	Curriculum aims	Children with self-worth and high self-esteem where they have a rich experience of language and have fostered a love of reading.	Successful learners Who enjoy learning, make progress and achieve	Confident individuals Who are able to lead safe, healthy and fulfilling lives	Responsible citizens Who make a positive contribution to society	Focus on learning		Resilient, adaptable, determined, risk taking, enterprising	Have core subject knowledge in English, Maths, Computing, Learning, Thinking and Science.	Able to understand and know about the world around them	Outcomes		Healthy, Safe, Enjoy and achieve, make a positive contribution to school and life, achieve economic wellbeing.			Pupils are prepared well for opportunities, responsibilities and the next stage in their learning journey.																																							
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<h1>Implementation</h1>	<p>How do we organise our learning?</p>	<p>Approaches to learning are: varied and matched to need, our assessment is fit for purpose and guides our teaching, we offer personalised learning and a wealth of extra-curricular experiences for our children.</p> <p style="text-align: center;">Statutory expectations</p> <table border="1"> <tr> <td data-bbox="465 730 546 938" rowspan="3">EYFS</td> <td colspan="4" data-bbox="546 730 1339 762">Prime Areas</td> <td colspan="5" data-bbox="1339 730 2092 762">Specific Areas</td> </tr> <tr> <td data-bbox="546 762 712 850">Self-confidence / awareness</td> <td data-bbox="712 762 943 850">Health and Self Care</td> <td data-bbox="943 762 1133 850">Manage feelings and behaviours</td> <td data-bbox="1133 762 1339 850">Moving & Handling</td> <td data-bbox="1339 762 1442 850">Reading</td> <td data-bbox="1442 762 1570 850">Writing</td> <td data-bbox="1570 762 1731 850">Numbers</td> <td data-bbox="1731 762 1910 850">Imaginative</td> <td data-bbox="1910 762 2092 850">Technology</td> </tr> <tr> <td data-bbox="546 850 712 938">Making relationships</td> <td data-bbox="712 850 943 938">Listening & Attention</td> <td data-bbox="943 850 1133 938">Understanding</td> <td data-bbox="1133 850 1339 938">Speaking</td> <td colspan="2" data-bbox="1339 850 1570 938">People and the community</td> <td data-bbox="1570 850 1731 938">The world</td> <td data-bbox="1731 850 1910 938">Shape/ space and measure</td> <td data-bbox="1910 850 2092 938">Exploring using media and materials</td> </tr> </table> <table border="1"> <tr> <td data-bbox="465 979 546 1163" rowspan="3">KS1 & KS2</td> <td colspan="2" data-bbox="546 979 1010 1019">NC core subjects</td> <td colspan="4" data-bbox="1010 979 1731 1019">NC Foundation subjects</td> <td colspan="2" data-bbox="1731 979 2092 1019">Additional subjects</td> </tr> <tr> <td colspan="2" data-bbox="546 1019 831 1091">English S & L, GPS, Phonics, Reading & Writing</td> <td data-bbox="831 1019 1010 1091">Maths</td> <td data-bbox="1010 1019 1189 1091">Art & Design</td> <td data-bbox="1189 1019 1368 1091">Design & Technology</td> <td data-bbox="1368 1019 1547 1091">Geography</td> <td data-bbox="1547 1019 1731 1091">Music</td> <td data-bbox="1731 1019 1910 1091">RE</td> <td data-bbox="1910 1019 2092 1091">Citizenship</td> </tr> <tr> <td colspan="2" data-bbox="546 1091 831 1163"></td> <td data-bbox="831 1091 1010 1163">Science</td> <td data-bbox="1010 1091 1189 1163">Computing</td> <td data-bbox="1189 1091 1368 1163">Languages</td> <td data-bbox="1368 1091 1547 1163">History</td> <td data-bbox="1547 1091 1731 1163">PE</td> <td data-bbox="1731 1091 1910 1163">PSHE</td> <td data-bbox="1910 1091 2092 1163">SRE</td> </tr> </table>	EYFS	Prime Areas				Specific Areas					Self-confidence / awareness	Health and Self Care	Manage feelings and behaviours	Moving & Handling	Reading	Writing	Numbers	Imaginative	Technology	Making relationships	Listening & Attention	Understanding	Speaking	People and the community		The world	Shape/ space and measure	Exploring using media and materials	KS1 & KS2	NC core subjects		NC Foundation subjects				Additional subjects		English S & L, GPS, Phonics, Reading & Writing		Maths	Art & Design	Design & Technology	Geography	Music	RE	Citizenship			Science	Computing	Languages	History	PE	PSHE	SRE
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<h1>Impact</h1>	<p>How do we know we have achieved our aims?</p>	<p style="text-align: center;">To make teaching and learning more effective so that our children understand their success and know how to improve we:</p> <table border="1"> <tr> <td data-bbox="472 1201 712 1377">Evaluating impact</td> <td data-bbox="712 1201 882 1377">Look at the whole child, aims, progress, attainment and next steps</td> <td data-bbox="882 1201 1061 1377">Use information intelligently to identify trends and close gaps</td> <td data-bbox="1061 1201 1229 1377">Use a wide range of measures</td> <td data-bbox="1229 1201 1408 1377">Create a continuous improvement cycle</td> <td data-bbox="1408 1201 1581 1377">Use different ways to gather information on our children</td> <td data-bbox="1581 1201 1753 1377">Choose assessment methods which are fit for purpose</td> <td data-bbox="1753 1201 2092 1377">Involve the whole school community including parents, governors.</td> </tr> <tr> <td colspan="8" data-bbox="472 1377 2092 1417" style="text-align: center;">to secure...</td> </tr> <tr> <td data-bbox="472 1417 712 1476">Accountability</td> <td colspan="2" data-bbox="712 1417 1061 1476">Attainment and improved standards</td> <td colspan="2" data-bbox="1061 1417 1408 1476">Good behaviour and attendance</td> <td colspan="2" data-bbox="1408 1417 1753 1476">Healthy lifestyle choices</td> <td data-bbox="1753 1417 2092 1476">Involvement in further education</td> </tr> </table>	Evaluating impact	Look at the whole child, aims, progress, attainment and next steps	Use information intelligently to identify trends and close gaps	Use a wide range of measures	Create a continuous improvement cycle	Use different ways to gather information on our children	Choose assessment methods which are fit for purpose	Involve the whole school community including parents, governors.	to secure...								Accountability	Attainment and improved standards		Good behaviour and attendance		Healthy lifestyle choices		Involvement in further education																															
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Assessment.

In Y2 and in Y6 pupils undertake **Statutory Assessment Tests (SATs)**. Parents are informed of the results of these tests as part of their child's Annual School Report. The Y6 results are published nationally. These assessments are always carried out in May. We make every effort to ensure that all pupils attain to the best of their abilities in their Statutory Assessment Tests. To this end Y6 pupils and their parents/carers are encouraged to participate fully in Y6 SATs preparations. This includes pupils and their parents/carers attending parents' meetings in the Autumn and Spring terms of Y6 and any SATs meetings arranged.

In year 1 all children undertake their Phonics Screening Check. This happens in June of the year and children are fully prepared for this starting in the Autumn term of their entry to year 1. As with the other SATs tests there will be parents' meetings and information sessions before the tests in June.

In year 4 all children now undertake an online times table check test. Again, further information regarding this will be sent to parents during the school year and all children will be well prepared for this before the check happens.

In the first few weeks of starting our Reception year all pupils are assessed using a 'Reception Baseline'. This involves teachers building up their knowledge of each child through their observations, interactions and every day activities. They then use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria. The results of these assessments are used by teaching staff to plan appropriate teaching in order to help ensure that all pupils make the best possible progress throughout their time in Reception. Throughout their Reception year pupils are assessed regularly as part of their Curriculum. Outcomes are reported to parents electronically each term.

Uniform, Attendance and Behaviour.

We expect all children to attend school in the correct school uniform. We wish to ensure that the identity of the school is represented by our children and that our children are instantly recognisable, both in and around the school and also on school trips. Much research suggests that the wearing of school uniforms sets high standards across the school in all areas.

Our School Uniform Consists of:

- Black or Grey skirts / trousers /shorts (No joggers / tracksuits to be worn)
- White or Pale Blue polo shirt
- White shirt and tie (Year 6 only)
- A blue Logoed Jumper or Cardigan.
- Blue / yellow Gingham Dresses for the girls in summer.
- Flat Black Shoes or Black Non-Logoed Trainers (No inappropriate footwear / heels)

P.E. and Swimming Kit Requirements:

Our P.E. Kit Consists of:

- White Round Neck T-Shirts (not vest tops).
- Plain blue shorts, tracksuit trousers may be worn in the winter months.
- Training Shoes / plimsols.

We allow our children to come in to school already dressed for PE on the days their PE sessions are. This worked well during the COVID pandemic and is something we have decided to continue. P.E. Shoes or Trainers must be worn. Children may need to have bare feet for some gymnastic and dance lessons. Sometimes lessons will be outdoors, children may bring Tracksuits for Winter Outdoor Lessons.

Swimming kit:

Children in KS2 will take part in swimming lessons. The girls must wear a one-piece costume and boys swimming trunks, ***long swimming shorts are not permitted for safety reasons.*** Each child must wear a Swimming Hat which can be bought from the Swimming Instructor at the cost of £1.50.

Ear rings must be removed for P.E. and Swimming Lessons. Children may bring a brush or comb but no spray deodorant. Junior children are responsible for inhalers and must ensure they have them for P.E. or Swimming lessons. If a child does forget P.E. Kit we have 'spares' that they can borrow. Their names must be recorded and lack of kit monitored. Parents must send a letter or contact the school if there is a medical reason why their child cannot take part in P.E. or Swimming lessons. School uniform can be ordered direct from the suppliers (Emblematic). Swimming is part of the National Curriculum; therefore, all children must attend unless there is a specific medical reason that would not allow this.

Attendance at school:

Good attendance is a priority for our school. We want our whole school attendance to meet or be above the 96% National Average set. If any child is late, they should enter the school by the main entrance and report to the office for their late mark. Whenever possible, appointments should be made outside of school time, however if this is unavoidable parents wishing to collect their children early or to make an appointment to see any member of staff should do so at the school office. "Every School Day Matters." - Attendance at school every day is very important. Following government regulations, the Head Teacher is unable to authorise pupils taking holidays in term time, except in exceptional circumstances. Consequently, any holidays taken in term time will be recorded as unauthorised and may be subject to fixed penalty notices issued by Durham County Council. A copy of our attendance Policy is available on the school website and paper copies can be provided upon request.

Behaviour Policy:

In Fishburn Primary School we seek:

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop self-respect, mutual respect and tolerance between pupils and respect for adults with whom they come into contact.
 - To develop care and concern for the environment in which we work and live.
 - To create the conditions for an orderly community in which effective learning can take place.

The children must take responsibility for their own actions by choosing to behave in an acceptable manner or accepting the consequences. We praise and reward acceptable behaviours in preference to focusing attention on undesirable behaviours. We emphasise fairness but we will not accept bad behaviour. We allow all children a new start after they have done something unacceptable. A complete copy of our behaviour policy is available on our website.

Safeguarding & Health and Safety.

Safeguarding:

Safeguarding in Fishburn Primary School is everyone's responsibility. Our staff will act with a 'professional curiosity'. In order to ensure everyone is safe. We are committed to safeguarding and promoting the welfare of all children and young people and we expect all of our staff and volunteers to share this commitment. Consequently, all staff and volunteers in school have up to date DBS clearances in place. Staff and visitors wear appropriate identification at all times and our Staff and Governors undertake regular training.

**Our safeguarding leads are Miss Ferguson, Mrs Gibson and Mrs Leddy.
Our E-safety lead teacher is Mrs Gibson.**

Parents with cars:

Parents are strongly requested not to drive cars down East view or use any part of the school grounds as a turning point. The road is very narrow and we simply do not have the space. With the number of very young pupils arriving and leaving school this practice constitutes a very real danger to children as well as an inconvenience to adult pedestrians and local residents. In order to avoid accidents, please leave cars on the main road and walk down to bring or collect your child. To keep our children safe the car park gates are closed and locked between 8:30 and 9:15 and 3 and 3:30.

Health & Safety in and around school:

We take the Health and Safety of all our children and families very seriously. Every care is taken to ensure that school site is safe for all. During PE lessons, pupils are required to take off their top garments and to wear shorts and a top. This is for both safety and hygiene reasons. Pupils are encouraged to keep their kit in school so it is readily available. Plimsolls or trainers are needed for outside PE. School clothing and clothing that is hung in cloakrooms must be clearly marked with the child's name. Whilst every reasonable precaution is taken to protect pupil's personal property, neither the school, or its employees can accept any liability for loss or damage to that property, however that loss or damage has come about. Please do not allow children to bring money into school, except for specific purposes.

Sweets and chewing gum are also not allowed in school. Make up, fake tan, false nails, nail varnish and jewellery must not be worn in school. This includes rings, earrings, bracelets and necklaces. Pupils are not allowed to wear body piercings. Pupils who have had their ears pierced may wear small ear studs which prevent the holes closing up again. In these instances, the school cannot accept any responsibility for loss or damage to the ear studs, or injury caused to either the wearer or another child or adult resulting from the wearing of the ear studs. To this end, parents of pupils who wear ear studs will be asked to sign a disclaimer which is available from the school office. The disclaimer will be kept on file in the school office. Pupils wearing nail varnish will be asked to remove it. 'Strappy' sandals which provide little support should not be worn. Shoes must be flat and flip flops are not permitted.

A priority in any school is the safety of the pupils and staff within it. All external doors have a security system and all gates are locked at 9am and again at 3pm. All visitors to our school site must report to the school office.

Medicines in school:

Generally, if children need to take a course of prescribed medicine then they should not be in school. However, we appreciate that towards the end of a course of treatment they might be fit enough to return to school. In such cases medicine **cannot** be administered by staff unless all appropriate forms have been completed by parents / carers and we can only administer medicines prescribed by a doctor. If prescribed

medicine is to be taken more than 4 times per day we ask for parents / carers to administer the medicine at home working around our school times. The school will only administer medicines which are required 4 or more times per day and this will be at lunchtime when staff are allocated to administer and witness medication being taken.

[Asthma](#)

If your child suffers from asthma and this necessitates an inhaler, the inhaler and its spacer must be in school at all times. The school must be informed of the situation and the appropriate forms must be completed. Inhalers must be marked with the children name. The named inhaler and spacer will be kept in boxers in classrooms and will always be accessible to the child.

[Allergy Protocol](#)

The school follows our policy on allergy protocol. Any parent / carer of a child who suffers from an allergy should inform the school. A photograph will be needed to be placed on the special care form and details will be needed about the allergy and necessary treatment.

[Moving on from Fishburn Primary School:](#)

At the end of Y6 most of our pupils transfer to Sedgefield Community College. However, parents are reminded that they must complete the necessary preference forms which are sent to them at the relevant time and are asked to refer to the Local Education Authority's booklet "Secondary Education in Durham" to assist them in their choice of Secondary School. Please be aware that all secondary school allocations are handled by Durham County Council and that neither Fishburn Primary School or its staff have any influence over decisions. There is close co-operation and support between Fishburn Primary and the secondary schools which our pupils transfer to. There are teachers especially appointed in the secondary schools who our teachers meet for discussions and the exchange of information. Arrangements are made for pupils from our school to visit and spend induction days in their secondary schools. They are able to see the layout of the schools, meet some of the teachers, and find out what they have to offer, join in with some lessons and generally learn about the routines that they will have to follow. These opportunities are organised and coordinated by the secondary schools.

[Inspection of Documents:](#)

Any member of the public is allowed to look at curriculum documents (including schemes of work), Governing Body minutes (once they have been approved) and policy statements, DFE (Department for Education) circulars and occasional papers that have been sent to the school, OFSTED reports for our school, complaints procedure, and Agreed Syllabus for RE. No charge is made for viewing the documents. A charge can be made for any copies that are requested. Our most recent OFSTED inspection was in March 2019. The report can be viewed online at: www.ofsted.gov.uk Our school website can be found at: www.fishburn.durham.sch.uk

[Privacy Notice:](#)

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data. This privacy notice explains how we collect, store and use personal data about pupils. Our data protection officer is Melody Hockaday. The personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs

- CCTV images captured in school

We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department for Education. For further information on why we use this data, and how we collect store and share the data, please refer to the privacy notices and additional information on the school website.

Keeping in Touch & Emergency Contact:

It is vital that we can get in touch with you in the event of an emergency. Please inform the School Office of any changes in contact details including telephone numbers / address changes and email addresses. To comply with our stringent safeguarding procedures, we require at least 2 emergency contacts for each child in school.

If you are concerned about any issues relating to your child and their time in school, please contact us as soon as possible. You may contact The Head Teacher, Deputy Headteacher or your child's class teacher, whoever you feel is most appropriate. In the first instance please make an appointment through the school office. We do email home newsletters to keep you informed of forthcoming events in addition to general information and advice. We also communicate regularly with parents and carers through the 'Class Dojo' app (please ask at the school office if you need support to sign up) and through text messages which are sent as appropriate. You can also follow the school on Facebook. Please take time to ask your child if there are any letters that have been sent home as some children are forgetful and letters have been found stuffed inside pockets and book bags, long after they have been sent out from school.