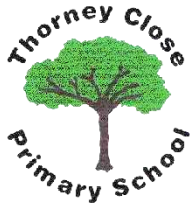


# Thorney Close Primary School

## School Prospectus



**2011 – 2012**



Thorney Close Primary School  
Torquay road  
Thorney Close  
Sunderland  
SR3 4BB

Telephone: 0191 5536093

E-mail: [thorney.close.primary@schools.sunderland.gov.uk](mailto:thorney.close.primary@schools.sunderland.gov.uk)

Website: [www.thorneycloseprimary.org.uk](http://www.thorneycloseprimary.org.uk)

Head teacher: Mrs Catherine Jones

Chair of Governors: Mr Colin Short

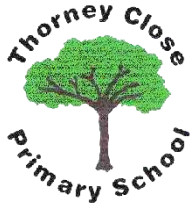
# ***Thorney Close Primary School***

*'Where Learning Blossoms'*



## **Mission Statement**

*“Thorney Close Primary school is proud to be at the forefront of lifelong learning where together everyone aspires to achieve in a nurturing environment.”*



Welcome to Thorney Close Primary School.

We believe that children's time at our school is one of the most important parts of a child's life. We believe that the experience's each child has during their time at school plays a large part in shaping children and their future.

We aim to provide a safe, happy and responsible community, in which your child can learn, enjoy and be valued as a unique individual.

We want the time your child spends at Thorney Close Primary School to be a wholly positive experience which encourages a love of learning and of life itself from their first day here.

A shared relationship and responsibility between us and home is what we feel is the key to making the most of your child's time here. We will offer regular meetings and opportunities for you to share and enjoy your child's experiences here and their education journey!

We look forward to sharing this exciting journey with you for the next 7 or 8 years.

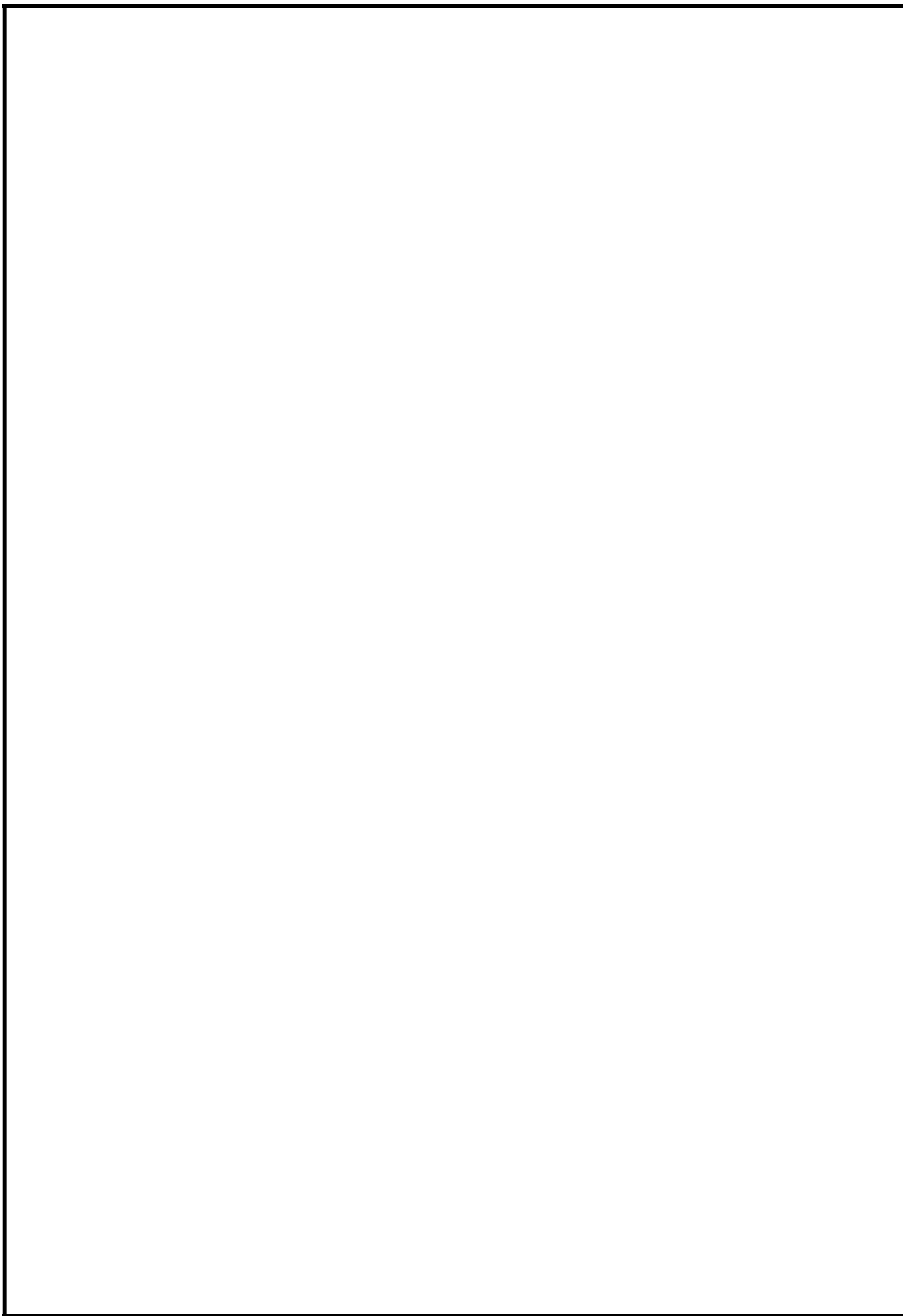
Catherine Jones  
Head teacher

### **Thorney Close Primary School Governing Body**

Chair of Governors:	Mr C. Short
Vice Chair of Governor:	Mr S. Dagg
Headteacher:	Mrs C. Jones
Teaching Governor:	Ms S. Dixon
Non-Teaching Governor:	Miss S. Rose
Authority Governor:	Cllr D. Allan
Community Governor:	Rev K. Bagnall
Community Governor:	Mrs H. Hogan
Community Governor:	Mrs J. Rose
Parent Governor:	Mrs M. Brettell
Parent Governor:	Mr A. Cuthbertson
Parent Governor:	Mrs P. Fowler
Parent Governor:	Mrs N. McDonald
Parent Governor:	Mrs O. Naylor

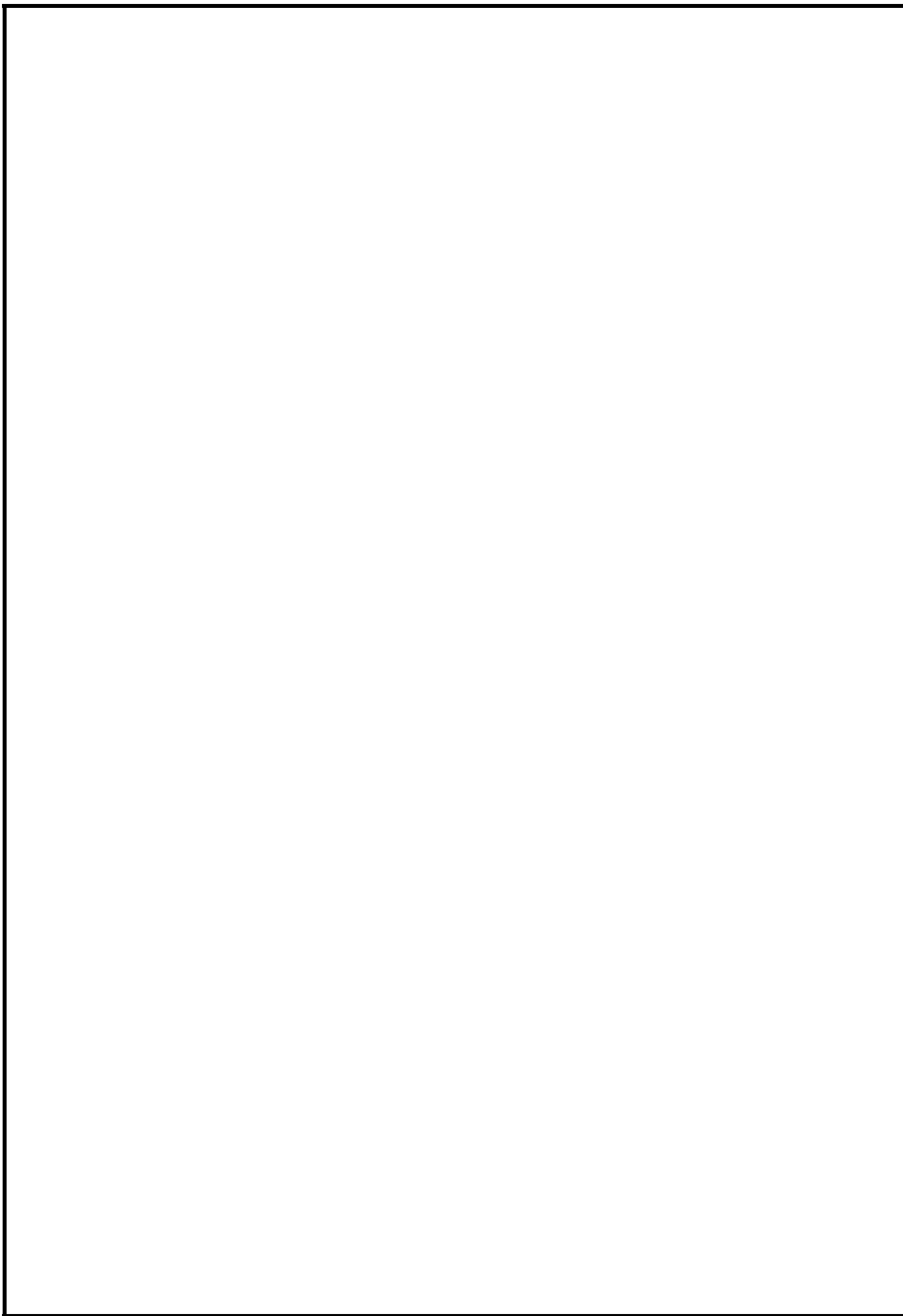
### **Thorney Close Primary School Staff**

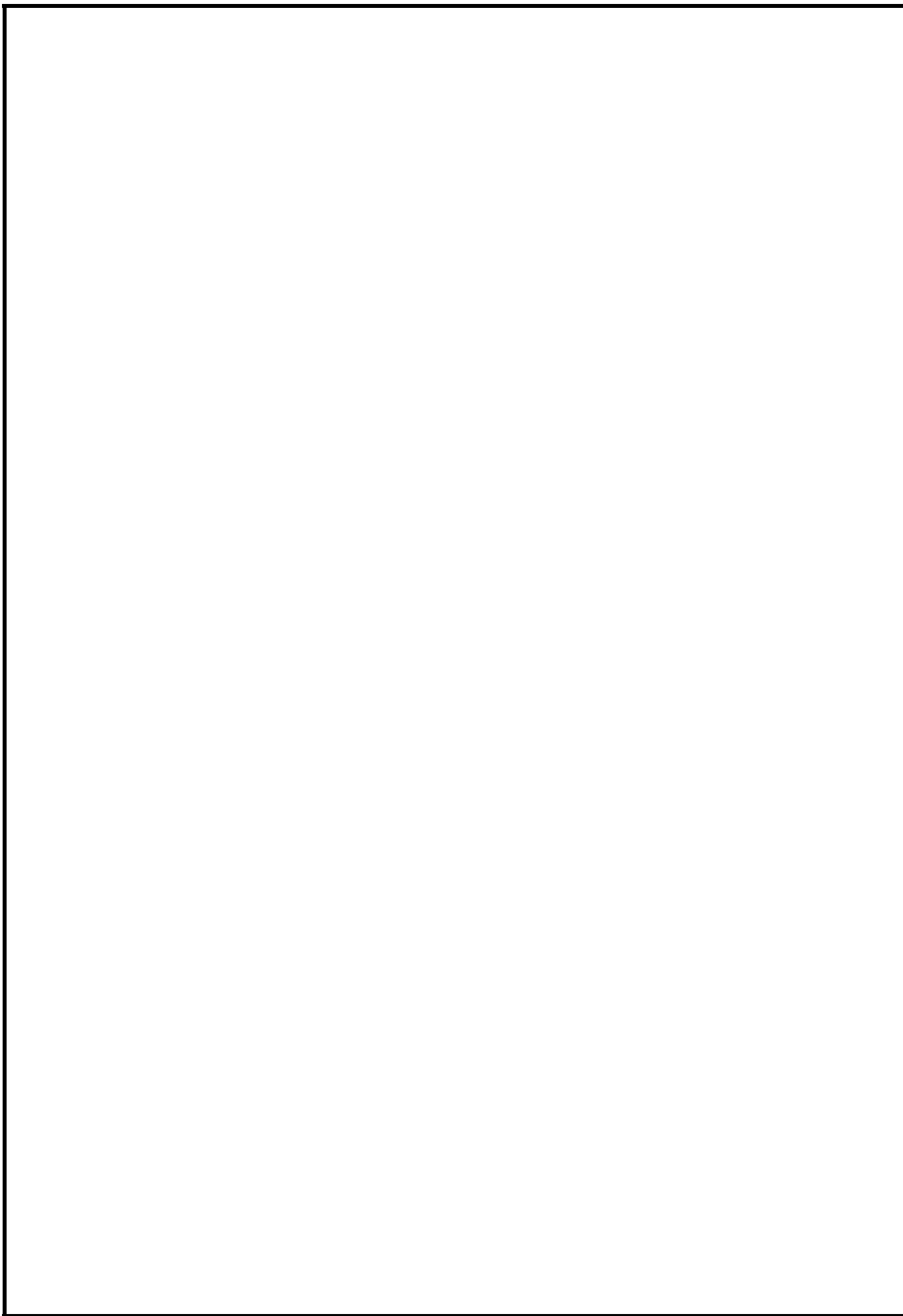
Headteacher:	Mrs C. Jones
Deputy Headteacher:	Miss L. Averill
Teaching Staff	Mrs A. Buckle



Nursery Nurses/  
Teaching Assistants:

Mrs P. Carrick  
Mrs G. Chambers





Office Manager:  
Facilities Manager:  
Caretaker:  
ICT Technician:

Miss R. Miller  
Mr D. Thornton  
Mr M. Winter  
Mrs G. Holmes

Lunchtime Supervisory Assistants:

Mrs S Fairweather

Ms J. Rich

Miss F. Wright

Mrs P McParlin

Miss S. Stobbs

### **Thorney Close Primary School Ofsted Inspection**

The school was inspected in November 2008. For a copy of the Ofsted report please visit the Ofsted website.

[http://www.ofsted.gov.uk/oxedu\\_reports/display/\(id\)/102767](http://www.ofsted.gov.uk/oxedu_reports/display/(id)/102767)

We are delighted that Ofsted has confirmed we are a satisfactory and **improving school** and they rated many areas of our school as good.

At Thorney Close Primary School:

- The extent to which pupils feel safe is **good**.
- Pupils' behaviour is **good**.
- The extent of pupils' spiritual, moral, social and cultural development is **good**.
- The personal development of learners is **good**.
- The extent to which learners enjoy their education is **good**.
- The extent to which learners make a positive contribution to the community is **good**.
- The effectiveness of care, guidance and support is **good**.
- The effectiveness of partnerships in promoting learning and well-being is **good**.

Foundation Stage (Nursery and Reception) is inspected separately and it was judged that:

- The overall effectiveness of the Early Years Foundation Stage is **good**.
- The outcomes for children in the Early Years Foundation Stage is **good**.
- The quality of provision in the Early Years Foundation Stage is **good**.
- The effectiveness of leadership and management of Early Years Foundation Stage is **good**.

I would like to finish by saying how proud I am that Ofsted commented at length about the behaviour of our children in and around school. Ofsted were very impressed! In addition they said that school deals with any issues which do arise effectively.

I hope that you are pleased with this summary of our progress and I would be very willing to discuss any questions you may have.

### **Safeguarding**

Parents should be aware that the school would take any reasonable action to ensure the safety of its pupils/students. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCB (Sunderland Safeguarding Board Procedures) and inform Children's Service Social Care of their concern.

The designated person for child Protection is the Headteacher and the designated deputy is the Deputy Headteacher. The Chair of Governors is the link governor for child protection.



### **Nursery and Foundation Stage**

We have a purpose built well-equipped Foundation Stage Unit Nursery education to 26 children in morning sessions and 26 for afternoon sessions. The nursery is excellently resourced with specially designed outdoor learning areas and indoor facilities.

The Early Years Foundation Stage curriculum is followed through Nursery and Reception classes. It encompasses six areas of learning;

- Personal
- Social and emotional development
- Language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

The six areas help practitioners plan the learning environment, activities and experiences, and provide a framework for the early years curriculum. This does not mean that all young children's learning is divided up into areas. One experience may provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning.

We firmly believe that the education offered in our nursery, the Foundation Stage curriculum, is exactly as its name suggests – a foundation for future life-long learning.

Our aims are that:

- Children enjoy learning.
- The needs of every child should be met.
- The potential of every child should be fulfilled.

- Every child should learn to respect their own rights and the rights of others every child should learn to see the relationship between dependence, interdependence and independence in society.
- Every child should expect that their own needs and the needs of others will be met in school and society.
- All children need to feel that they are contributing to the making of a society which is supportive of the needs and rights of the diverse peoples of which it is composed.
- All children need to feel that they are functioning as effective participants in the communities to which they belong.



### **How nursery can help your child**

In the nursery they meet new people, become confident with adults and learn to work together, to share, and to help each other.

- They meet with a variety of different activities, equipment and experiences.
- They plan, make decisions and choices, concentrate, and work things out
- They express themselves in language, drawing, painting, construction and pretend play.
- They become interested in books and writing as a source of enjoyment, interest and information.
- They develop a positive attitude to school and regard their Early Years Team as friends and partners in their learning.
- They play outside and exercise their bodies using all their rapidly developing physical skills.

With care and your help, we can make sure that they grow in confidence and independence which will help them throughout their lives.

### **When can they start? How are they admitted?**

Children normally begin nursery shortly after your child turns three. While your child is on the waiting list or if he/she is about to start, we would be happy to make time for you to visit whether just to say hello or to play a while. There are two sessions each day in the nursery, one in the morning and one in the afternoon. Our children attend in the morning or the afternoon.

During June the Nursery Teacher and Nursery Nurse visit the children about to come into the nursery and their parents at home. A home visit is by no means compulsory but it is offered to all children starting nursery.

Why home visit?

- It provides us with an opportunity to talk about your child – their achievements, interests, likes and dislikes.
- We can begin to look at the needs of your child.
- For the child, the aspect of “the stranger” is removed; the person who is welcomed into the home is to be trusted. It provides a familiar face when the child starts nursery, providing reassurance and dispelling anxiety.

As our aim is make nursery a happy and secure place for your child we admit the children gradually by staggering their entry. Settling in can take a short time or can be extended depending upon your child. Experience tells us our system of induction works.



## **Discipline**

Discipline implies far more than children doing as they are told.

- Children learn from adults who, by their example, show them what is acceptable.
- Children should be encouraged to behave sensibly and considerately.
- Children value the security of clear, fair rules which are consistent.
- Children should be given reasons for rules, see the point in them, and join in the rule making.
- When possible children should be encouraged to develop respect for others and themselves.
- We always encourage self discipline and independence.



## **How parents can help?**

You are the most important people in your children's lives. If you show an interest in his/her education and share in their achievements there will be many rewards and benefits throughout their school life. We would love you to find time to spend in nursery with us, perhaps for the whole session occasionally or just for an hour. Not only are you extra eyes, ears and hands but your child (and others) gain a lot from your involvement.



If you would like to come on a regular basis please let us know, otherwise feel free to stay any time you can. Extra help with practical things such as sweeping the sand or fastening aprons help the nursery to run smoothly. More important though is having extra adults to talk with and listen to the children and show a real interest in what they are doing. Being with adults is one of the best ways in which children learn.

One of the best ways to help children concentrate is by sitting in the book corner and reading to one or two children. Books and reading are the key to education and we hope that by the time they leave the nursery they will all have a love of stories and books and so be well on the way to being able to read themselves.



We ask all parents who work with children to apply for Criminal Record Bureau disclosure. Forms are available from school.

## **The School Day**

### **Teaching time**

- Start of school day: 8.55am
- Morning break: 10.30am – 10.45am
- Lunch break: 12.00pm – 12.55pm
- Afternoon break: 2.00pm – 2.15pm (Reception and KS1)
- End of the school day: 3.15pm



### **Nursery School day**

- Morning session: 8.30am – 11.30am
- Afternoon session: 12.30pm – 3.30pm

The school ensures that all subjects are allocated appropriate teaching time per subject in each Key Stage, for 36 out of the 38 school weeks per year. This allows 10 days for special curriculum events, sports days, concerts and religious festivals.

The DfEd states that RE will be taught for 36 hrs a year in KS1 and 45 hrs in KS2. The above proposal means 9 hrs RE is to be taught in the additional 10 days. This is done through events such as shared drama of the Easter story.

## **School Organisation**

We are specialist provision for children with hearing impairment and visual impairment. Our sensory support base has extra skilled staff to meet the needs of 18 children. Our school is specially adapted to meet complex sensory needs with children experiencing both mainstream and specific sensory needs teaching.

At present the school is divided into 9 classes over the 7 years age range. All classes are of a mixed ability. Various teaching methods are used within the school according to the requirements of the pupils at any particular time. The class may be taught as a whole group or in smaller groups according to the subject and the needs of the pupil. The curriculum is differentiated to take account of the needs of individual pupils in order to support those with learning difficulties and to challenge the more able.

All pupils have the right to equal learning opportunities. Ongoing assessment of work ensures pupils are offered a differentiated curriculum according to their needs and ability. The class teachers give homework in accordance with the agreed school policy.

The Special Educational Needs Policy is fully inclusive and is reviewed in line with the new Code of Practice. Pupils are identified early and assessed by

Learning Support Service Teacher. Targets are set on Individual Education Plans (I.E.P.s) to match the individual needs of the pupils. A computer programme I.E.P. Writer is used to aid this process. Reviews of pupils' progress are held regularly and attended by parents, relevant professionals and sometimes, the pupils. External support services and agencies are contacted whenever it is appropriate, to meet the needs of the child. This coming year the school has also organised a team of TAs to meet the specific needs of identified pupils throughout the school.

### **The School Curriculum**

The school offers a wide curriculum to meet present day demands and satisfies the statutory orders of the National Curriculum. The curriculum is available to all pupils from 4 - 11 years and necessary records are kept which are available for parental inspection.

The subjects of the curriculum are:

- Core Curriculum: English, Maths, Science, Information Communication Technology (I.C.T.), Religious Education (R.E.)
- Foundation Subjects: Design and Technology, History Geography Art Music Physical Education PSHE Citizenship

We teach the Foundation subject areas through a creative curriculum approach. This means that instead of teaching each subject separately, we teach each area through topics and themes which link together. Research has shown that by creating these links the quality of learning experiences are greater for children.

A variety of teaching styles including whole class, group and individual are used. The school benefits from visits and visitors who support topic work based on first hand experience.



### **Targeted Mental Health in School and SEAL (Social and Emotional Aspects of Learning)**

A key area of our curriculum throughout school is our support for pupils with their emotional well being. If a child is emotionally ready to learn then they will be more able to achieve their full potential, whatever that may be. To help support our children, many of whom are vulnerable in one way or another, we offer a package of well being opportunities to all children. In addition, a small targeted group of children are able to access more specific or specialized support.



### **English/Literacy**

The English curriculum contains three major elements – Speaking and Listening, Reading and Writing.

The school has a number of reading schemes, and we encourage children to read at home both to and with parents. We also have regular visits from a Book Fair, where the children and parents can buy books in school. The school receives a book commission for holding these fairs, which increases our library stock. Please support the school by encouraging your child to buy books through the school. We also have our own well-stocked library from which the children are encouraged to borrow books.

Emphasis is placed upon children's use and understanding of language through writing and reading. Creativity and imagination are encouraged while at the same time handwriting, spelling and overall presentation are essential elements of the English curriculum that cross into other subjects.

Literacy hours take place in all classes from Year 1 – Year 6. A love of books and a confidence to write is encouraged through planned talk, special events and a creative approach to teaching basic skills.



### **How parents can help.**

Parents can and do play a crucial role in the areas of language development. From birth onwards, talking, and later reading to and with children, is vital if your child is to develop a capacity for language learning. Please help your child's progression in reading by ensuring that you support the school.

Reading and enjoying books at home is a major factor in children's success at school. Being able to read effectively is a key for children to access other areas of learning. You can encourage your children to use the public library, encourage a love of reading, talk to them about what interests them, read what they write, and listen to what they say. When school and home work in partnership, the child can only benefit.

### **Mathematics/Numeracy**

Thorney Close places prime importance on mathematical understanding and practical application of what is learnt. We acknowledge that mental ability is of great importance, and we therefore teach a variety of strategies to improve mental performance, from the Foundation Stage through to Year 6. Children are encouraged to calculate accurately and efficiently both mentally and with paper and pencil. Computers and calculators are used in various and investigative ways to support our teaching of mathematics and motivate children's learning. Knowledge and understanding of multiplication tables and number bonds is also an integral part of our mathematics scheme.

From Foundation Stage, children learn to explore number, use mathematical vocabulary and work with shapes and measures. Practical application of number and shape skills are developed as children measure and learn to interpret data. Children are encouraged to investigate, and are given open-ended tasks to promote their mathematical thinking. Ultimately, the work covering number, calculations, measure, shape and space and handling data, is designed within a problem solving or real life context.

Our curriculum ensures children have a range of opportunities to develop key skills in the four operations, word problems and using and applying



### **How parents can help**

As parents you can do much to support your child in Maths. The locality is full of shapes, for example church steeples, traffic roundabouts, patterns in clothing, wall and floor coverings. Practice in tracing, making and naming shapes is an important part of early Maths. Children can help with shopping so that they become familiar with coinage, costs and aspects of a household budget. Baking together is an opportunity for your child to learn how to weigh and measure; further development can involve fractions, e.g. cut a cake into equal parts. Helping children learn basic number facts, for example number bonds to 10, 20 and beyond and supporting with tables, will really help your child succeed.

Asking children to explain something to you is a good way to help their understanding. You can help your child practice and learn number facts, such as number bonds and multiplication tables. A thorough knowledge of tables is regarded as very desirable, if not essential in upper Key Stage Two.

Playing games with your children is a great help to their mathematical thinking and understanding, in a fun, relaxed way. A pack of cards or a set of dominoes are both full of potential number investigations and conversations; any dice game involves number work; many games involve working out strategies to win.

The daily Numeracy lesson will provide opportunities for children to practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies. These opportunities will be extended through the variety of homework activities where parents have the opportunity to play an active part in helping their child to become numerate.

The school is aware that the strategies used in teaching of maths have changed in recent years. To help parents understand methods used in school, Numeracy workshops will be held in the Autumn term, others will follow, and a parent's guide to teaching calculation is available for all families.



### **Science**

Children are involved in a wide range of scientific activities throughout their time in school, which will teach them basic scientific principles.

Children participate in various studies such as:

- Looking at how plants grow.
- Observing how animals live.
- Investigating diet.
- Comparing everyday materials.
- Constructing simple electrical circuits.
- Studying how forces move objects.

Our study of Science covers biology, chemistry, physics, astronomy and the earth sciences, through investigation, experimentation and interpretation.

The school's schemes of work develop links between Science and other parts of the curriculum. For example, measurement is used both in scientific experiments and in the study of Mathematics. Another example is when children write and speak about their activities in a variety of ways to different groups. In this way, English is integrated into their study of scientific themes. All children are given the opportunity to develop key scientific skills of fair testing, predictions, conclusions, data handling and investigations.

### **How parents can help**

Parents can play an essential role in developing a young child's curiosity and interest in science. For example, by keeping plants and animals, children can learn about the conditions that are needed for healthy living.

Involving children in everyday activities in the home can demonstrate to them how science is an integral part of their life, e.g.

- Helping with cooking will show the effects of heat on food and the benefits, the potential dangers and the need for safety.
- Using batteries to operate toys and games will help to explain simple electrical circuits.
- Visiting museums, garden centres and the countryside will develop a child's interest and knowledge in the environment.
- Planting seeds and experimenting with a variety of growing conditions can teach a child how to develop a fair and balanced approach to scientific investigation.
- Naming parts of the Body and using names correctly develops valuable scientific knowledge for younger children.
- Using computers to access electronic information provides a child with up-to-date information about the modern scientific world.



### **Our creative curriculum (Including-History, Geography, Music, Art and Design)**

Foundation Subjects are taught through our creative curriculum. We have worked hard to develop a creative curriculum which is relevant to our children and which provides them with a coherent skills based approach to learning. Care has been taken to ensure that National Curriculum Programmes of Study and key skills underpin the learning. Opportunities are also woven throughout for the development of collaborative learning, independent learning, thinking skills and for global links and the application of Literacy and Numeracy skills.

Parents can help in all these subjects by talking to their children about what they are studying at school, and supporting our topics, for example by taking children on visits to museums, the library for supplementary books and going on trips to the coast or countryside can begin to develop the child's understanding of the locality in which they live.

Providing real experiences and extending vocabulary and general knowledge are of immense importance. Answering children's questions is a starting point in helping their understanding of the world around them. Making your child aware of how things work develops technology skills. Helping to navigate with a road map when you're out and about supports the Geography work at school by developing spatial awareness.

Anything you can do at home to develop your child's natural curiosity about the world is of help to their all round education.



### **Information and Communications Technology**

The school has an ICT suite of networked computers equipped with a projector. Classes have computers in the teaching space. In addition all classes have computer and video linked data projectors as a teaching and learning resource.

We are committed to an ongoing programme of development and training in ICT to ensure our children have the best opportunities in ICT now and in the future. Children are able to complete online homework weekly. This is because we are aware that many children have access to computers at home. We always encourage them to further develop their skills at home and make full use of the internet as a learning resource.

### **Useful Websites**

There are many good websites for family learning [and presumably just as many poor ones!]. A little time on a search engine typing a key phrase may turn up something useful.

Please let us know if you find sites we should recommend to others.



### **Religious Education**

At Thorney Close Primary School we follow the Agreed Syllabus for Religious Education in Sunderland. The main aim and purpose is to introduce pupils to important concepts in religion, develop the skills to evaluate what they learn about from religion and be encouraged to foster positive attitudes that arise in the exploration of religion.

In Nursery children cover traditional topics such as Special Times, New life and Homes, which lays the foundation for areas covered in reception and Key Stage 1. Christianity, Buddhism and Hinduism are the religions covered with each class studying a different aspect. In Key Stage 2 children study Christianity, Hinduism, Judaism and Sikhism. Each class covers a different area to ensure there is no overlap. R.E. is also linked to other areas of the curriculum, especially, to PSHE (Personal, Social and Health Education) and Citizenship.

In accordance with statutory requirements Collective Worship is held daily. Parents are entitled to withdraw their child from R.E. and Collective Worship on religious grounds. Should you wish to do so please contact the Headteacher. Religious Education is broadly Christian and is provided in accordance with the LA's syllabus. Emphasis is placed on positive attitudes towards each other and people in the community. Parents wishing to withdraw their child

from Religious Education or Collective Worship should contact the Headteacher. Each class produces an assembly to which parents are invited.

### **P.S.H.E. & Citizenship**

Personal, Social and Health Education and Citizenship is an integral part of our broad and balanced curriculum. Children are encouraged to forge good relationships and to treat with respect all individuals they come into contact with. Through a programme of circle time activities throughout the school children improve their self esteem, learn how to interact with each other appropriately and discuss issues which are important to them. As part of our PSHCE Curriculum we also aim to teach children about personal finance and sustainability.

### **Sex Education**

Sex Education is dealt with informally and information is given to pupils as necessary and appropriate. Pupils are informed about the body and the function of the main organs. During upper Key Stage Two the school nurse visits the school to talk to the pupils about changes in the body. This is done with the parents having given their prior consent. Resources used in these lessons such as videos are available to parents prior to the lessons.

### **Additional music opportunities**

Throughout each year we offer children wide range of music opportunities from whole class samba lessons, to brass sessions in key stage 2. We also have a thriving school choir.



### **Physical Education**

Physical Education is an important part of the school curriculum. Apart from formal PE and games lessons, pupils participate in after school clubs in sports such as football, fitness and running. There are good links with other local primary schools in Sunderland as well as excellent links with the local Secondary School, Sandhill.

School teams compete in a wide variety of sporting events such as football, cross country events, rugby, cricket, swimming, hockey and tennis. Our school Sports Day is held in the Summer Term.

Adjacent to the school buildings are good playing fields and a hard area used for a variety of sports such as netball, tennis and basketball. A large hall provides for indoor PE and for gymnastics coaching for all children. Swimming lessons take place at Sandhill School and is provided for pupils from 7 years of age for three terms where possible.

Dress for PE Reception, Key Stage 1 and Key Stage 2 pupils require plain black/navy shorts and a plain white T-shirt. Key Stage 1 pupils need black plimsolls, kept in a cloth bag with a drawstring, for outdoor PE and Key Stage 2 pupils require suitable footwear for outdoor PE. All children are advised to bring a PE kit to leave in school. School will remind pupils to take their PE kit home at regular intervals to get it washed. Upper Key Stage pupils may find it more appropriate to take their PE kit home to be washed after each lesson.



### **'Every Child Matters'**

At Thorney Close Primary School we strive hard to meet the agenda of Every Child Matters. At the heart of what we do are the 5 outcomes of the 'Every Child Matters' agenda.

We have a School Council who have worked hard this year. These 5 outcomes are:

- 1. Be healthy**
- 2. Stay safe**
- 3. Enjoy and achieve**
- 4. Make a positive contribution**
- 5. Achieve economic well being**

### **Discipline**

We believe in a positive approach to discipline and have the highest expectation of our pupils. They are disciplined in a firm, fair manner. Rules are few but relevant and pupils are frequently reminded of these by all staff at appropriate times. Courtesy, good manners and co-operation are practiced by all members of staff to model appropriate behaviour. Everyday issues are dealt with by the staff. While rare, more serious, inappropriate behaviour is reported to the Headteacher and parents contacted if necessary.

A weekly assembly highlights and celebrates achievement with the whole school and awards and praise are a key aspect to our positive behaviour throughout school.

### **Pastoral Care**

Trained first aiders and paediatric first aiders see to minor cuts and bruises that may occur during the day where possible. If a pupil becomes ill in school the parents are contacted. If parents cannot be contacted we use alternative contacts suggested by parents. It is therefore essential that the relevant **emergency contacts are completed and the school is informed of any changes.**

School supports children with any specific medical needs through care plans and has very close working links with the school nurse and the attendance officer. The school currently offers breakfast club to provide a nice healthy meal and calm start to the day. The school is proactive in supporting vulnerable pupils and their families and is regularly involved in TAF (team around the family) meetings.

It would help greatly if teachers were also informed of any medical conditions requiring the occasional or regular use of medication. Wherever possible, parents are asked to arrange to administer all other medicines out of school hours but medicines prescribed by the doctor may need to be given at lunchtime. Please ensure that the medicine is clearly labelled and in its original packaging and is accompanied by a request form signed by a parent/guardian.

Parents must fill in a request form, available at the school office, to ensure that appropriate arrangements can be made for children who need frequent access to inhalers.

If your child needs an appointment to visit the dentist, doctor, or hospital, we ask you to try to make the appointment in the evening or late afternoon so that your child does not need to miss school.

From time to time we have problems with head lice. Although school no longer has a model letter, parents are advised to check their children's hair frequently. If head lice or eggs are found, please contact your local chemist where effective treatment can be given. It is recommended to treat the whole family. Children should not be kept off school if they have headlice as current treatments are fast and effective if used properly.



### **Dress**

The school uniform is worn by all pupils and parents are requested to encourage the pupils to wear it.

The uniform is as follows:

- Grey shorts/trousers/skirt/pinafore
- White polo shirts,
- navy blue sweatshirt
- Black shoes – low heels please

Items of clothing with the school badges on can be ordered via Little Gems in Sunderland City Centre.

During the summer term the girls can change to blue and white checked gingham dresses.

**Please ensure that all items of clothing are clearly named.**

For safety reasons, children may not wear jewellery in school, although this does not preclude the wearing of watches. Children should leave watches at home on days when they have PE, games or swimming lessons. Earrings are **not** to be worn in school at any time, for health and safety reasons. If parents are thinking of having their children's ears pierced this should be done during the first week of the summer holidays as this gives enough time for ears to heal and earrings to be taken out for school in September.

### **School meals**

These are prepared and cooked on the premises. The current charge is £1.70 per day (£8.50 per week) and a register is kept recording payments made and meals taken. Payment may be made by cheque (please be aware that we are unable to give change) or cash. All cheques should be made payable to Thorney Close Primary School.

Please pay all dinner money on a Monday morning. Pupils not wishing to eat a school meal can bring a packed lunch packed in a suitably sized container. For reasons of safety please don't include hot food e.g. soup in flasks. We make every effort to ensure a healthy, balanced menu is provided for those staying for school meals. For obvious reasons we strongly encourage parents to provide healthy meals for those staying for packed lunch.



We offer a daily breakfast club for all pupils in school to attend. Breakfast club starts at 8.15am and currently cost for breakfast club is 80p.

### **Equal Opportunities**

In line with the LA's equal opportunities policy, all reasonable efforts will be made in order to treat pupils who have disabilities in the same way as other pupils. Good measures are in place to allow access into the school and playgrounds for disabled pupils. There are ramps to the pupil access points around the building, two stair lifts in the link corridor, grab rails around school and two toilets suitable for use by a disabled person in the main school building. School also has a soundfield system in the main hall and all the classrooms.

There is a range of after school and lunchtime clubs that take place throughout the school year. Some of these are free of charge whilst others, run by private providers, incur charges. This year we have offered gymnastics, street dance, ICT, art/craft, athletics, football and cooking.

### **Charges for School Activities**

Following regulations laid down in the Education Reform Act 1988, the Governors' policy on charging pupils for various school activities is in accordance with that of the LA.

The school is keen to maintain its tradition of taking children on school visits to places of interest as part of the learning process. Bus fares and entrance fees can make such visits expensive. Likewise, visits by school Theatre Groups tend to be costly.

Since neither the school nor the LA are able to fund such visits, the school will continue its policy of inviting parents to make voluntary contributions to finance these activities although no distinction will be made between pupils on the basis of whether or not their parents have contributed. Of course what is clear and obvious is that any planned activity may not be viable if there are insufficient contributions.

Similarly, it is school policy that parents be encouraged to contribute on a voluntary basis, any ingredients, materials and equipment needed at times for practical subjects such as cookery or craft/technology. Again there is no obligation to do so, although the feasibility of carrying out the activity will depend on parent support.

### **Supervision**

Children are supervised all day, by teachers, classroom assistants and lunchtime supervision staff. School doors are fitted with security locks and are kept locked during the school day. All visitors to school are required to report to the office and sign in. This enables us to monitor closely exactly who is on the premises.

## **Absences**

Children who arrive late at school must report to the office and have their attendance recorded in the register. If children are removed from school, either at lunchtime or for other reasons, parents must inform the administration staff and have them 'signed out' or 'signed in'. In this way we are able to check the whereabouts of all children and maintain their safety.

- Number of Registered pupils of compulsory school age on roll at September 2009 – 190.
- Percentage of half days missed through authorised absence – 5.3% (academic year 2009/2010).
- Percentage of half days missed through unauthorised absence – 0.0% (academic year 2009/2010).



### **Thorney Close Primary School Complaints**

The following is a summary of the procedure to be followed in respect of complaints about the curriculum and collective worship under the terms of the Education Reform Act 1988.

The Complaints Procedure is intended to deal with curriculum related matters and is to be a 4-stage process, although it is not expected that all four stages will be required in the event of a complaint. Indeed it is expected that most 'concerns' of parents can be dealt with in the normal, informal way by discussion with the teacher or head teacher.

However, the four stages of the procedure are envisaged as follows:

#### **Stage 1 (Informal)**

Concerns expressed by parents and others should be discussed with those directly involved with the issue, i.e. teacher/headteacher.

#### **Stage 2 (Formal)**

If the matter is not fully resolved it may be referred to the Governing Body (or a sub-group of the Governing Body) for their consideration.

#### **Stage 3 (Formal)**

If the complainant is still dissatisfied the matter will be referred to the LA designated officer who will refer the matter finally to a panel of LA members.

#### **Stage 4 (Formal)**

In the final instance the complaint will be referred to the Secretary of State for his consideration.

A copy of the complete Procedure is held in school. Title Documents Under Section 17(1) of the Education (No.2) Act 1986 and the 1989 Education Regulations, parents can have access to a variety of documents including LA and School Policy Statements, Schemes of Work and relevant OFSTED reports. These are available for inspection during term time from the school secretary. Copies may be obtained on payment of the printing costs.

### **Thorney Close Primary School SAT's results**

This table shows a summary of the National Curriculum assessment results of pupils in the school (2010) at the end of Key Stages 1 and 2 as a percentage of those eligible for assessment.

#### **Key Stage 1**

<b>Subject</b>	<b>Level</b>
Mathematics	Level 2+ - 88% Level 3 - 21%
English - Writing	Level 2+ - 76% Level 3 - 12%
English - Reading	Level 2+ - 79% Level 3 - 29%

#### **Key Stage 2**

<b>Subject</b>	<b>Level</b>
Mathematics	Level 4+ - 80% Level 5 - 28%
English	Level 4+ - 76% Level 5 - 28%
Science	Level 4+ - 88% Level 5 - 28%

### **Reporting to Parents**

Parents' evenings are held each term, giving the opportunity for parents and teachers to share successes and concerns regarding progress. Teachers prepare an end of year report to give an overall review of progress over the year. In addition to this, regular meetings are held to inform parents of new initiatives. Individual meetings with parents take place where either the school or parents feel it is necessary.

