

**Durham County Council**

**RED ROSE COUNTY PRIMARY SCHOOL**

Headteacher:  
Mrs S Bainbridge B.A.(Hons) Ed.

York Terrace  
Chester le Street  
Co Durham  
DH3 3NA

School No: 840 2125

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Chair of Governing Body: Mr L Brewster

September 2016

Thank you for your enquiry about Red Rose School.

Red Rose School is a Durham County School for children from the age of 4 to 11 years. In September 2016 we shall have approximately 265 full time children, organised in 10 year group classes. Our infant children are organised into 5 classes and our junior children are organised into 5 classes. The published school admission limit is 38 children.

This information is correct as at 1 September 2016, but it must not be assumed that there will be no change affecting the relevant arrangements before the start of, or during the school year in question.

Choosing a school for your child is probably one of the most important decisions you will make. Please do not hesitate to contact our school if any further information is required or if you would like to arrange a visit prior to making your decision.

If you would like this, or any other school documentation in large type please contact school.

Yours sincerely

**Mrs Bainbridge Headteacher**

**Mr Brewster Chair of Governors**

## The aims of Red Rose Primary School

### THE SCHOOL'S COMMITMENT

*This school is committed to*

- giving everyone the opportunity to achieve his or her full potential
- providing support, care and guidance for each person as a valued individual
- fostering an atmosphere of respect for one another
- creating an active partnership with parents and the local community
- raising the profile of the international dimension within the curriculum, the school and the community
- fostering an environment in which all can feel happy, safe and secure

- understand the world in which they live
- understand the interdependence of individuals, groups and nations
- be adaptable to a changing environment and to learn from it
- develop awareness of, and tolerance towards other cultures, races, religions and ways of life
- develop awareness of self and sensitivity and aspirations
- build self-confidence, self-esteem and self discipline

- complies with all statutory requirements
- is broad, balanced and relevant to all children, whatever their age or ability
- will help all children use language and number effectively
- will make children familiar with, and confident in the use of an increasing range of technology
- fosters an enjoyment in learning, a sense of curiosity and lively enquiring minds
- encourages independence

- good co-operation between home and the school, and involvement of parents as partners in the learning process
- the fostering of an understanding of conservation and the need for care of the environment
- all to take pride in their work
- personal initiative and integrity
- the development of good relationships and attitudes in every member of the school community
- a range of extra curricular activities which enrich pupils' experience and learning



**Our Year 6 pupils enjoying one of the tasks, washing the dishes, of Blaithwaite, 4 day residential.**

## **GOVERNING BODY**

Mr L Brewster	Mr C Downs	Mrs A Brinton
Mrs M Coates	Mrs J Proud	
Mrs V Jowett	Mrs L Flannery	
Mrs G Ruijgvoorn	Mrs J Curtis	
Mr L Wright	Ms N D'Souza	

### **SENIOR MANAGEMENT TEAM STRUCTURE**

Mrs S Bainbridge  
 Mrs A Brinton  
 Miss N Williams  
 Mr D Ross

### **TEACHING STAFF**

Mr D Ross / Mrs Thomas	-	Discovery Room
Mrs A Brinton / Mrs Thomas	-	Nasa Room
Miss N Williams	-	Apollo Room
Mrs C Patterson	-	Armstrong Room
Mrs J Beevers	-	Galaxy Room
Mrs J Carr	-	Starlight Room
Mrs L Jackson / Mrs Waters	-	Moonlight Room
Mrs E Elliott	-	Rainbow Room
Mrs A Sweet	-	Sunshine Room

Mrs S Landon (PPA)

Mr L Clark (Hermitage Academy - teaching French)

### **PERIPATETIC MUSIC TEACHING STAFF**

Mrs C Shuttleworth	-	Teacher of Strings
Mrs F Preston	-	Teacher of Woodwind

### **ANCILLARY STAFF**

Ms J Kendall	-	Higher Level Teaching Assistant
Miss M Fowler	-	Teaching Assistant
Mrs E Gollings	-	Teaching Assistant
Miss C Bradley	-	Special Educational Needs Support Assistant
Mrs P Robinson	-	Special Educational Needs Support Assistant
Mrs D Hodgson	-	Special Educational Needs Support Assistant
Mrs D Jennings	-	Special Educational Needs Support Assistant
Mrs K Murray	-	Special Educational Needs Support Assistant
Mrs N Laws	-	Special Educational Needs Support Assistant
Mrs J McCrea	-	Special Educational Needs Support Assistant
Mrs W Hill	-	Teaching Assistant
Mrs A Aittis	-	School Secretary
Mrs C Maddison	-	Office Staff

### **CLEANING STAFF AND MEALS STAFF**

#### **Cleaning staff**

Mr J Laidler - Caretaker  
Mrs L Cain - Cleaner

#### **Meals staff**

Miss W Bell  
Mrs G Davidson  
Mrs L Fawcett  
Mrs J Heeley  
Mrs L Rowe  
Mrs C Stockton

#### **Breakfast Club staff**

Mrs S Roberts  
Miss C Bradley  
Mrs N Laws

### **SCHOOL CROSSING PATROL**

Miss M Batey

### **Curriculum**

The school aims to give to each of its pupils a broad, relevant and balanced education, providing opportunities for learning in Mathematics, English, Science, Technology, ICT, Art, Physical Education, Geography, History, Music, PHSCE (Personal, Health, Social and Cultural Education) and Religious Education. We have a commitment to promoting race equality through all areas of the curriculum.

The school operates fully within the framework of the National Curriculum and policy practice in each curriculum are regularly reviewed and revised. Emphasis is placed on achievement in Literacy and Numeracy. Over 50% of the school timetable is committed to ensuring each child reaches its potential in these areas.

The school focuses strongly on the personal and social development of children, encouraging good habits and recognising the value of each as an individual. Here at Red Rose Primary School we seek a curriculum of quality. We are committed to providing equal opportunities for all our children, and helping them recognise that all have rights which ought to be respected. Great emphasis is placed on the need for respect, honesty, and the building of trust. Through the fostering of this atmosphere of respect we seek to help all children develop awareness of and tolerance towards other cultures, races, religions and ways of life. The School Council meets regularly, helping children become more involved in the life and work of the school, and the related decision taking.

The learning environment will be stimulating and challenging for all children. Classroom areas will be arranged imaginatively and contain displays which celebrate children's achievement.

Due to legislation requiring Key Stage 1 classes to have no more than 30 children, the Infant year groups are arranged into 5 classes. Junior classes are arranged by age. Children work with their class teacher for the majority of the time, although some classes may have different teachers for some lessons such as music, art or P.E.

Teaching time, excluding the statutory daily act of collective worship, registration and break is 21 hours, 40 minutes per week for Infants and 24 hours, 10 minutes for Juniors. The act of collective worship is broadly Christian in nature, although other faiths and festivals are included at appropriate times.



Subjects apart from English and Maths are sometimes taught through a thematic approach, at other times they are taught discretely. At different stages in the year there may be a different emphasis (and therefore time) allocated to each curriculum area. However, long term planning ensures that a balance of subject time is achieved. Children also have the opportunity to improve their knowledge and understanding of Health Education, Local Studies, Conservation and Pollution as an integral part of their studies over the year.

The National Curriculum and accompanying assessment as delivered in this school is a legal requirement and ordinarily no pupil may be excused. If parents have any queries, or require further information about the curriculum, they should not hesitate to discuss this with the Head teacher who will be willing to assist. Statutory Instruments, Circulars, published OfSTED reports, and all County and School policies and schemes are available at the office. If parents wish to discuss them an appointment would be essential.

are taught daily Maths is taught in accordance with the national Numeracy strategy guidance.

Children in Junior classes are taught in groups based on the child's level of ability. Extra teaching support is used to provide smaller teaching groups in Key Stage 2 for English and Maths.



English is taught in accordance with the National Literacy Strategy guidance. Reading is an important part of the English curriculum, and children have the opportunity to choose from a variety of good quality contemporary fiction as well as reading scheme books, all carefully graded into reading levels. Parental help in supporting their child's reading at home is vital to progress. Advice on this is available from school.

RE is taught in accordance with the Durham Agreed Syllabus. Children are taught about major world faiths, with the emphasis on Christianity. Tolerance and respect for the beliefs held by others are encouraged. RE also includes personal and social education.

Collective worship is held daily, either as a whole school, a key stage or within planet teams. This is broadly Christian in nature, but other major festivals and faiths are marked at appropriate times of the year. There are regular opportunities during the year for children to take part in services at local churches and chapels in the town, at the Christingle Service, the Leavers Service and at Christmas services for example. Parents are always informed about these services in advance.

**Please note:** Pupils may be withdrawn from Religious Education and Collective Worship.

Parents who wish to withdraw their child should discuss this with the Head Teacher.

Children withdrawn will spend their time with an adult on a curriculum related activity.

Educational visits are arranged as a regular part of the curriculum. These are very much related to classroom work and children are expected to join in these visits wherever possible. Parents are invited to make a voluntary contribution towards the cost of these outings. However - no child will be excluded from an educational visit arranged within the school day in the event of a contribution not being made.

Children in Year 6 spend a residential week at an activity centre, experiencing a wide variety of outdoor activities.

instruction is carried out at Bullion Lane Swimming Baths. Swimming is a statutory part of the PE curriculum, and no child can be excused from swimming without relevant medical information. This takes place in Year 3.

is introduced into RE and into aspects of the Science curriculum, as well as in sensitive answers to children's questions. The school nurse talks to children about puberty in their last 2 years in school. Parents will be informed when children are to undertake sex education, and will be given an opportunity to view the materials to be used. Parents have the option to withdraw their children from this aspect of the curriculum.

classrooms have interactive whiteboards. All classrooms have stand alone PCs, linked to the school network. There are 18 machines in the computer suite allowing large groups of children to use the machines at any one time. All machines are linked to the Internet. An adult will always be present when the Internet is being used.



The school has an Internet policy, and all parents are asked to give written permission before their child is allowed access to the Internet or to have work or photographs posted onto the school website. No work or photographs will be labelled with a child's name.

All children have been made aware of the rules concerning use of E-mail and Internet, and it is essential that these rules are obeyed at all times. Any persistent disregard of this would result in a child being barred from using these services.

Meetings are arranged during the year to explain to parents how the curriculum is presented to children. These are a valuable opportunity to ask about teaching methods and materials.



Members of the County Peripatetic Music staff give weekly music lessons to small groups of children on stringed instruments and woodwind.



Children can also opt to take keyboards or drum lessons within the school day.

We have recently been re-accredited with the Healthy Schools Award and Active Mark, which recognises the high standard of work done to help ensure the mental and physical health of both staff and pupils.

### Care for pupils

School has a commitment, which is taken very seriously, to the welfare and protection of all the children in our care. We have a policy and guidance on matters related to child protection, which is part of our overall approach to safety. A copy of the policy is available from school.

### School Day

The school day begins at 8.45am - 8.55am. "Meet and Greet" time.

Infant times:                      Morning sessions                      8.55am - 11.45am

	Afternoon sessions	1.10pm - 3.15pm
Junior times:	Morning sessions	8.55am - 12.15pm
	Afternoon sessions	1.10pm - 3.15pm

Transport is provided for children living at Chester Moor, and leaves the school gate at 3.25pm. At the end of the day, once dismissed from school children should not come back into the building. Cleaning staff begin work immediately and floors are wet and slippery. If children do need to return for any reason they should come to the office.

Parents are asked not to arrive too early, and to be thoughtful about where they park while waiting to collect children at the end of the day. Local residents must be allowed to have access to and from their homes. It is also essential that younger children are properly supervised and not allowed to run around the school grounds, gates or pavement as the volume of traffic presents a very significant risk.

### **Homework**

When properly completed, homework is an opportunity for children to practice skills learned, and reinforce learning done during the day.

Homework is set regularly in all classes and issued every Tuesday evening. Work set may include:

- practising reading
- researching from adults/books/the Internet
- learning spellings
- practising handwriting
- practising number facts/multiplication tables

We ask parental support and encouragement by:

- providing a quiet place for homework to be done
- encouraging children to complete homework carefully to an acceptable standard
- ensuring homework is returned to school on time
- contacting the Headteacher if problems are encountered

School sees parents very much as partners in the learning process, who, with a positive attitude to school can only give their children an enormous advantage.

A homework club is also available to our Key Stage 2 children. (Every Wednesday evening).

### **After School Activities**

There are many varied after-school activities for children, which are aimed at enriching their experiences and learning.



These include football, rugby, netball, chess, athletics, cross country running, recorder, K'NEX, music club, creative club and choir.



Teams play in local football, rugby and netball leagues. Other sporting activities are often available outside school at various times of the year, usually run by outside agencies and for which a small charge is made.

While the atmosphere of these clubs is, of course, more relaxed than lessons, the same standards of behaviour are always expected by children.

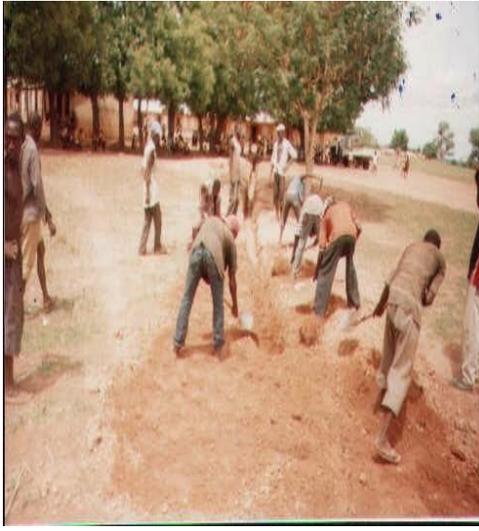
Children are never encouraged to remain after school for an activity if they have not informed an adult of their intention to do so.

We aim to give all children the opportunity to enjoy live theatre performances. Travelling theatre groups are invited into school to give curriculum-related performances, puppet shows and musical programmes. Visits are also made to local theatres in Sunderland and Newcastle for evening performances.

### **The International Dimension**

Following a visit to Africa by our retired Head Teacher 10 years ago, we have a link with Yorogo Primary School, Bolgatanga, Ghana. Through this link we support Yorogo School in a number of ways.

Links are actively being sought with schools in France and China.



The money raised has, to date, paid for a supply of clean water and also toilets in the school.

Books, teaching resources and a football strip have also been sent.

Digging out the pipeline, Yorogo - June 2002

Some children have pen pals links with students in Yorogo. An annual exchange of postcards is organised through Link Community Development, the charity which facilitated the project.

Children in Key Stage 2 have weekly French lessons taught by a member of staff from the Hermitage Academy. In school assembly times, issues such as Fair Trade have been discussed with children.

Each year we have a One World Week, when visitors from other cultures are invited into school to share stories, music, art and information about life in other lands. Children spend the week exploring information on these and many other related topics through books, the Internet and by talking to visitors.

The main aim in our international work is to help children understand and celebrate the diversity of our world, and to remove some of the barriers between cultures. We want our children to grow up prepared for International Citizenship, and to understand that life-style choices we make have an effect on the world in which we live. School has recently been awarded the International School Award in recognition of work in this area within the curriculum.

### **Parent Teacher Association**

All parents or carers are automatically members of the PTA, whose main object is to provide opportunities to get to know each other, to understand the school and its work and to support that work through fund-raising activities. All parents and friends are invited to join in any or all of the wide variety of activities which are planned throughout the year. Information about these and all other school activities is sent out to all parents through regular newsletters.

## Uniform

The wearing of school uniform is strongly recommended. This comprises:



grey/ black skirt/trousers;  
white shirt or blouse;  
red or white polo shirt;  
bright red jumper;  
sweatshirt or cardigan;  
red dress in summer  
Children are encouraged to wear  
shoes and not trainers.



Sweatshirts are available from school at £8.50 & polo shirts (white or red) at £8.25  
Waterproof coats are also available from school at £23.00, without initials and £25.00 with initials.

All children require a change of clothing for PE, comprising  
T shirt (white), shorts (either black or navy) and PE shoes.

Jeans, tracksuit bottoms and cycling shorts are **not acceptable wear for school.**

**Children are not to wear jewellery for school** - apart from the risk of loss, it can cause accidents. School will not be held responsible for injury caused by the wearing of jewellery.

**PLEASE ENSURE ALL ITEMS ARE LABELLED WITH YOUR CHILD'S NAME.**

## Children with Special Educational Needs

All children have the right to access a broad, balanced and relevant curriculum. However, it is recognised that many children may at some stage need extra help and support in their learning. Children who are experiencing difficulties need to be identified as early as possible through a variety of methods. Teacher observation is one very obvious method, but this may need to be supplemented by a more formal approach.

All children who are experiencing difficulty are entered onto the school's Special Educational Needs Register. This is simply a means of ensuring that no child is overlooked, and that their progress is regularly and closely monitored.

Children are assessed using a 5-stage process which covers a full range of learning needs. Children often, after receiving the necessary extra help and support, can be removed from the register.

## The 5 stage Monitoring and Assessment Model

<b><u>School Action 1</u></b>	Class teacher identifies a concern, consults with colleagues and parents. Strengths and difficulties identified, and a programme of in-class support drawn up.
<b><u>School Action 2</u></b>	If the above action proves insufficient for the child, an Individual Education Programme (IEP) is prepared, detailing targets for the child to work towards over a period of about 10 weeks.
<b><u>School Action Plus</u></b>	If the above still proves insufficient to meet the child's needs then support is sought from professionals outside school, (eg Educational Psychologist, Learning Support Service, Speech/Language Therapists etc).
<b><u>Statutory Assessment</u></b>	This stage is begun when needs are identified as being more significant, and not easily met within the school's resources. The Educational Psychologist will begin a formal assessment procedure.
<b><u>Statement of Special Educational Need</u></b>	The LEA will provide a Statement of Special Educational Need if it is felt that the child requires support and provision beyond that which can normally be provided by the school.

Parental co-operation is actively sought at every stage. Where it is necessary for an Individual Education programme to be drawn up parents will be invited into school to read through and discuss the programme. This will be carried out twice in each academic year.

Very able children also have Special Needs, and those with such abilities will be catered for by seeking advice, when appropriate, from colleagues in the next phase of education, and by consulting specialists outside school.

Our overall aim is to ensure that every child is supported as necessary to gain access to a broad, balanced and differentiated curriculum.

In order to fulfil that aim it is necessary to:

1. Identify a child's educational needs as early as possible.
2. To draw up a programme of work matched to the child's needs.
3. To provide support to help the child gain access to the curriculum.
4. To involve and work with outside agencies whenever this is necessary.
5. To ensure that the record keeping system provides sufficient information for carefully planned progress to be made at every stage.
6. To adopt a whole-school response in providing for children with special needs and to ensure that it is regularly reviewed.

7. To actively seek parental support and involvement at every stage.

This forms a brief summary of the school's Special Educational Needs policy. This document is available from the Head Teacher.

### Rules

In order to make school a safe and happy place for all then an orderly atmosphere is necessary. The rules which are made are concerned with ensuring the safety of children within the building and its environment and with the fostering of respect for the building, the contents and each other.

Children are involved in reviewing these rules at regular intervals. Every effort is made to ensure that they understand the need for them and it is expected that they will be obeyed. In cases where there are discipline problems which are considered by the Head Teacher to be more than routine then parents will be contacted and asked to come into school to discuss the matter further. Parental support is required at all times to maintain acceptable standards of behaviour. Where it is considered to be necessary a Home/School Behaviour diary is used to monitor progress and to encourage improved behaviour.

If there is a problem with bullying then the Head Teacher should be informed at the earliest opportunity. This matter is always taken very seriously. All children are regularly made aware that there is no need for anyone to tolerate being bullied, and there are clear guidelines about the procedure to be followed in these matters. This always involves talking to all parties involved and, where appropriate, involving parents.

At Red Rose School we have agreed these rules:

1. We will treat our school buildings and grounds with respect.
2. We will walk in the corridors.
3. We will be polite and kind to each other.
4. We will have good manners and respect each other.
5. We will work hard, listen carefully and not disturb others.

### Educational Visits

Educational visits, which enhance and enrich teaching and learning opportunities, take place throughout your child's time at Red Rose Primary School. As a school we no longer require written permission for each individual visit as a one-off consent form (Form EV4) can be signed, yearly. However, we will provide appropriate information before the visit such as date, length of visit, educational purpose, cost, staffing and lunch arrangements.

### Emergency Contact and Absences

It is that school always has an up-to-date list of contact telephone numbers, which make it possible for a responsible adult to be contacted in the event of an emergency. This list should include the numbers of any adult with legal rights of access to the child. Please remember to up-date mobile numbers whenever they are changed, as we operate a text messaging service.

Children who are unwell should not be sent to school as the school does not have facilities to care for sick children. If a child becomes unwell or is injured then parents or another nominated adult will be contacted, and if necessary the child will be taken home by the Head Teacher or other appointed member of staff.

We are required to record a reason for every absence. Please inform by telephone, personal visit or in writing the reasons for any absence. Please ensure that all cases of absence are notified to school.

As from September 2013 the Head Teacher's authority to authorise holidays during term time has been removed by the Department of Education. Information, prepared by Durham County Council, which explains this process is available from the school office.

**Parents are urged to consider the disruption which is caused to schooling by repeated absence for holidays.** The school will not set homework tasks for the children while they are away from school but suggest a reading book is taken and a written diary is kept, this could be shared with the teacher and other children on return from holiday.

### Admissions

Visits are always arranged for those with children about to start to school, at whatever age, in order that there is as little anxiety as possible prior to the first day at school.

For children starting in reception a series of visits is arranged at the end of the Summer term to enable children and parents to get to know the school and staff. A meeting is arranged so that parents have the information they need prior to admission. This is also an opportunity to meet all infant staff and some of the Governors of the school - (and to enjoy a glass of wine!)

Children transferring at 11 to Comprehensive education are also given opportunities to visit their new school.

Admission criteria are set by the Local Authority, and these are;

- **Children who are 'looked after' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order.** A looked after child is a child who is, at the time of making an application to a school, (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

- **Medical reasons**  
Pupils with very exceptional medical factors directly related to school placement.
- **Sibling links**  
Pupils who have a sibling already attending the school and who is expected to be on the roll at the time of admission.
- **Distance**  
Pupils who live nearest the preferred school, measured by the shortest walking route. This will be based on the parents' address. Where the last place to be allocated would mean that a multiple birth sibling group, ie twins, triplets or other multiple birth sibling groups, would be split, the sibling group will be given priority over other children.

A Geographic Information System (GIS) is used to identify and measure the shortest walking route. Routes are measured from the centre point of the pupil's house, or in the case of a flat from the centre point of the building, to the nearest school entrance.

Further information on matters relating to admission is available from school.

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

#### Use of photographic devices

Parents are asked to sign documentation giving consent to the taking of photographs or DVDs at school events. This signature is an undertaking to use the photographs or DVDs for the sole use of the family, and for no other purpose. Presently all parents have signed this undertaking, so taking of photographs and DVDs is permitted. At all times parents have the option to remove their child from a situation when a photograph is to be taken. Close-up images of children are used on the website, and names never used where this could lead to the identification of a child. Should the press wish to take photographs in school, permission is always sought.

#### Meals

School meals for **KEY STAGE 2 children only** cost **£2.00 per day (£10.00 per week)**. Dinner money should be sent into school, in a named envelope, on a **Monday morning**. However, if preferred, dinner money can be paid half termly. If paying by cheque please make the cheque payable to "Red Rose Primary School" and include the address on the reverse of the cheque. From September 2014 meals are free for **all KEY STAGE 1 children**.

If preferred, children can bring a packed lunch to school. This is eaten in the dining hall at the same time as the meals are served. Packed lunches should be brought in a lunch box. Water is freely available every lunchtime. No sweets or chocolate should be included in the packed lunches. Please avoid bringing fizzy drinks into school.

If your family is entitled to free school meals we need essential paperwork connected to showing free school meal entitlement. Information regarding entitlement can be obtained from the office. **Sweets and chewing gum are not allowed in school.**

#### Complaints

If there is a complaint about any matter relating to school it would be appreciated if this could first be brought to the attention of the Head Teacher. If the complaint is not satisfactorily resolved then parents are advised to contact either the Chair of the school Governing Body (whose address is available from school),

and/or the

Area Administrative Officer  
School and Governor Support Service  
Children and Young Peoples Services

County Hall

Durham

DH1 5UJ

Tel: 03000 260000

A copy of the school Complaints Policy is available from the office.