



# HESLEDEN



# PRIMARY SCHOOL

# School Brochure



## HESLEDEN PRIMARY SCHOOL BROCHURE



**Hesleden, nr Hartlepool, TS27 4PT • Tel: 01429 836376**  
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**Head Teacher: Mrs Dawn Dunn B.Eng. Hons PGCE NPQH • Chair of Governors: Mrs L. Jamieson**

Dear Parent

The aim of this brochure is to give an insight into the routines and systems of the School.

You may have more specific queries and if this should be the case I do hope that you will feel free to contact me so that we may help.

The information contained within this brochure is correct at the time of completion and any changes will be sent to you through School newsletters and messages.

Our aim is to ensure that all children feel confident and happy, enjoy their time at our School and thereby achieve their full potential.

*Mrs D Dunn BEng (Hons), P.G.C.E., NPQH*  
*Headteacher*



*Ethos* and *VISION*

This is our *Ethos*, written by the children. It says what our school does, why and how. It ends with a joint *VISION* for the future, and a new *motto* for our school.

*Our school is inspiring. We have fun lessons and great teachers. The School environment and outdoor playing spaces influence our creativity. We learn a range of different subjects in our classes, where our teachers create fun and exciting lessons to allow us to learn. We sometimes learn together in groups with different fun activities and we enjoy collaborating in our 'Houses'. We challenge ourselves to do things we can't do; Gem powers increase our learning. Lots of visitors are invited to help us to learn too; even the Teachers go on courses to help them continue to learn. If any children have special needs or disabilities we have special staff that will be able to care for them and help them to do their best.*

*The adults in our school aim to give us challenges and tests to help us get good results. Teachers try their best all of the time to help all children to succeed. In our school, we are given many opportunities, including advice to develop our ambitions and residential visits to build our resilience. Children take pride in doing their best in everything and are rewarded with House points, merits or their name in the 'good work book' to celebrate this.*

*Our school has high expectations of our behaviour; this makes us feel safe. If children don't behave sensibly, adults take matters seriously and deal with them fairly. Rights and respect are important in this school and children's voices are always heard. The school charter is very fair and children understand it. We learn to be responsible in our happy and caring school. Safety is taken seriously in our school, we have permission to take risks which helps with our confidence.*

**TEACHERS, GOVERNORS AND CHILDREN WORKING TOGETHER TO MAKE SURE OUR SCHOOL KEEPS IMPROVING AND IS THE BEST PLACE TO LEARN**

**We're Making a Difference at Hesleden Primary - MAD**





**GOVERNING BODY**

<b>Name</b>	<b>Governor type</b>
Mrs D Dunn	Headteacher
Mrs L Johnson	Teacher Representative
Mrs Gemma Morris	Co-opted
Mr John Gillette	Co-opted
Vacancy	Co-opted
Mrs Clare Garside	Co-opted
Mrs Stacey Deinali	Co-opted
Mr Andrew Stafford	Local Authority
Mrs Laura Jamieson (Chair)	Parent Representative
Vacancy	Parent Representative
Mrs Natalie Cox	Parent Representative
Vacancy	Parent Representative



**SCHOOL STAFF – Organisation from Autumn 2023**

Mrs Dawn Dunn	Headteacher
Mrs Janet Allen	Teacher, Class 1 (N/R)
Miss Alex Batty	Teacher, Class 2 (Yr 1/2)
Mrs Lynsey Johnson	Deputy Head Teacher, Class 3 (Yr 3/4)
Mr Liam Smith	Teacher, Class 4 (Yr 5/6)
Mrs Pam Fletcher	Higher Level Teaching Assistant
Mrs Elaine Gillespie	Higher Level Teaching Assistant
Mrs Alison Train	Teaching Assistant
Mrs Geeta Britcliffe	Teaching Assistant/SEN (Part-time)
Mrs Mary Johnson	SEN Support
Mrs Emma Hanson	SEN Support (Part-time)
Mrs Paula Medcalf	Office Manager
Mr Martyn Brown	Caretaker
Mrs Dawn Adamson	Cleaner, Lunchtime Supervisor
Mrs Michelle Foster	Lunchtime Supervisor
Mrs Deb Gray	Lunchtime Supervisor
Miss Vicki Brown	Lunchtime Supervisor
Mrs Gayle Grand	Cook, Chartwells
Mrs Pauline Kirton	Meals Attendant, Chartwells



## THE SCHOOL

Hesleden Primary and Nursery School is for Pupils from 3 to 11 years. We have a 26 part-time place Nursery which operates a flexible provision service when numbers allow. Main School is divided into 4 Registration classes. There are two classes in Early Years/Key Stage 1 and two classes in Key Stage 2. Size of class varies from year to year depending on pupil numbers and all of the classes are generally of mixed year groups.

The school consists of a hall, classrooms, library, learning support areas and verandah space. The rooms surround an enclosed garden which is continually being developed for Early Years outdoor learning. The School has an extensive playing field and a playground which are also developed into play and learning zones.



## THE SCHOOL DAY

Registration is at 8.55am and school finishes at 3.00pm.

Please do not bring your child to School before 8.40am, unless they are attending the Breakfast Club (run by Hazel Dene Childcare Ltd.) which begins at 8.00am. On a morning we use a staggered start to ensure entry is calm and the porches are not too busy.

The gates/doors are open between 8.40am and 8.55am, when all children are expected to be in their classes.

Children come into school, sort out their coats and bags and go straight into their classrooms. All children are encouraged to do this independently. *Nursery (morning) children should enter through main entrance, where they will be greeted by Mrs Allen.* Registration is at 8.55am, at which time the pupil entrance is locked and entrance must be gained through the main door at the office. Any children arriving late must be signed in. Authorised late marks are given until 9.15am, afterwards the morning is registered as unauthorised.

- KS1 playtime is 10.15 - 10.30a.m. Free fruit is available as part of the Government's Healthy Eating plan.
- There are two KS2 breaks: 10.30-10.45am and 10.45-11.00am.
- Each class takes their turn on the yard with play and sports equipment

Lunch is            12.00 - 1.00pm (Key Stage 1)  
                          12.30 - 1.15pm (Key Stage 2)

KS1 playtime is 2.20 until 2.30p.m. KS2 have no afternoon break.



## PUPIL ORGANISATION (Autumn 2023)

Year N/R        - Class 1  
Year 1/2        - Class 2  
Year 3/4        - Class 3  
Year 5/6        - Class 4



## THE EARLY YEARS

In the Early Years Foundation Stage, a learning environment is provided which is responsive to the child's interests and needs.

The Staff assist the children to develop in the following areas:

1. Communication, language and literacy development.
2. Personal, social and emotional development.
3. Understanding the world.
4. Problem solving and mathematics.
5. Expressive arts and design.
6. Physical development.



The Early Years Foundation Stage Curriculum is organised on an integrated/open plan basis to produce an environment which is stimulating to the young child and to encourage them to participate and learn through exploration and structured play activities.

All children are encouraged to be actively and physically involved in the learning process working at their own level. At all levels our aim is to develop a happy child with an enquiring mind who is capable of working with others and has an awareness of the world around.

We have created an Early Years Unit where children of Nursery and Reception age play and learn together. Reception children also access Read, Write Inc., our phonics and early reading teaching.

Reception children attend full time, and Nursery children access their 15-hour education provision over five half days. Those children entitled to 30 hours free childcare access their additional 15 hours through Hazel Dene Childcare.

Morning Nursery session begins at 8.55am and ends at 11.55am;  
Afternoon Nursery begins at 12.00pm and ends at 3.00pm.

Children in Nursery will attend on a morning or an afternoon, depending on staffing and places available. Some children may transfer between school and Childcare if they are eligible for 30 hours provision.

**Please speak to Mrs. Allen in the EY Unit (Class 1), or for further details an additional brochure is available giving more details of the Early Years Foundation Stage at Hesleden Primary School.**



**THE AREAS OF LEARNING AND DEVELOPMENT IN THE EARLY YEARS**

*(Please see separate Early Years Unit brochure for fuller details.)*

Within the Early Years, staff must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and ‘have a go’
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These areas link with strategies used across Key Stage 1 and 2 – ‘4Bs’ and ‘Gem power’. These strategies include developing independence, collaboration, resilience and perseverance.

<b>Prime Areas</b> - These three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.	
<b>Communication and Language</b>	This area of learning helps to promote communication with other children as well as adults. The importance of ‘back and forth’ interactions is promoted, as is the importance of reading and exposure to extensive opportunities for word and language development.
<b>Physical Development</b>	Activities in this area work to improve fine and gross motor skills. Children will learn to move safely and confidently with an awareness of others. They will play indoors and outdoors and will have opportunities to complete puzzles and games. They will also learn about the importance of personal hygiene and the importance of making healthy choices related to food, sleep and exercise.
<b>Personal, Social and Emotional Development</b>	Throughout all activities, children will be encouraged to be kind, caring and helpful. They are encouraged to take turns and to be aware of other peoples’ feelings. Children become more confident in themselves and their abilities.
<b>Specific Areas</b> - The specific areas include essential skills and knowledge through which the prime areas are strengthened and applied.	
<b>Literacy</b>	In literacy, children begin by enjoying books and familiar rhymes, recognising their name and familiar signs, and later in Reception linking sounds to letters. They will begin to give meaning to their marks and in Reception begin to use correct letter formation, writing short sentences.
<b>Mathematics</b>	In Mathematics, children will learn to count confidently, and develop a deep understanding of numbers to 10. They will look at patterns in numbers and relationships between them (using practical resources, including ten frames). They will also develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Children will be encouraged to ‘have a go’.
<b>Understanding the World</b>	Children will develop their understanding of the physical world and their community. This includes visiting parks and museums (for example), and receiving visitors such as firefighters, librarians etc. They will hear stories and poems to help their understanding of other cultures.
<b>Expressive Arts and Design</b>	Creative Development covers all aspects of music, dance, art and design. Children learn songs, perform dances, and produce pictures and models using many different methods and materials. They will investigate sound using a range of instruments and develop imagination and cooperative play by engaging in the role play areas.



## THE CURRICULUM ACROSS THE SCHOOL

**English** – Coordinator: Mrs Johnson



### Speaking and Listening

Children are encouraged to develop oral confidence and to increase vocabulary through the spoken word and also to develop listening skills by listening to other children, adults and listening resources.

Children are also given opportunities to address an audience in drama work, group discussion and interaction, presentations to parents and assemblies.

We also encourage children to read their own written work to each other, to adults and to use digital technology, video and iPads.

Lessons include a plenary session in which children are encouraged to talk about their learning. Children are encouraged to develop effective communication skills in readiness for later life.



### Reading

We have a wide selection of reading books in School. We use Read, Write Inc. for our phonics and early reading teaching, and this is followed through school with books from the Oxford Owl reading scheme. KS2 also use Oxford's online 'Reading Buddies' portal.

We encourage parental and family involvement in reading by allowing children to take books home; adults must sign at least three times to say they have heard their child read. All pupils may choose independent reading books from the library and change these when finished.

Daily English lessons provide a variety of opportunities for individual, group and whole class reading. Shared (reciprocal) reading sessions enable children to practice reading skills and provide the teacher with opportunities for assessing understanding by developing a range of skills (summarising / predicting / questioning /clarifying) through structured sessions.



### Writing

Much attention is paid to the development of writing skills and we encourage children to be creative using a variety of stimuli to write about themselves, their surroundings and their experiences as well as recording events and using imagination and multi-media.

We encourage different types of writing such as poetry, fiction and non-fiction.

We like children to view writing as an enjoyable and purposeful means of communication.

However, we also consider the teaching of grammar, spelling and punctuation to be very important and will encourage children to present their work concisely, tidily and in a thoughtful, imaginative manner.

We teach basic handwriting patterns from an early age and encourage children to develop a straightforward first handwriting style.

**Maths** – Coordinator: Mrs Johnson

The maths curriculum is a mastery curriculum where it promotes "raised ambition for all pupils." It is split into three main aims:

1. **Fluency** - knowing mathematical facts and understanding the structure
2. **Problem solving** - children apply their mathematics to a variety of problems with increasing sophistication







3. **Mathematical reasoning** - where a line of enquiry is followed, generalisations are made and justifications or proof is developed using mathematical language

The Maths Curriculum is delivered using the National Curriculum and planning through White Rose. Our mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills, and the ability to think in abstract ways. We aim to provide all pupils with some direct teaching every day, which is oral, interactive and stimulating. Teaching styles and lesson structure provide opportunities for pupils to consolidate their previous learning, use and apply their knowledge, understanding and skills, pose and ask questions, investigate mathematical ideas, reflect on their own learning and make links with other work.

**Our approach to teaching mathematics is based on some key principles:**

- A dedicated maths lessons each day
- Direct teaching and interactive work including independent, small group and whole class activities
- Activities are differentiated in a manageable way so that all pupils are engaged yet challenged
- Opportunities for problem solving and investigations on a weekly basis

We ensure that our classrooms are stimulating learning environments where our displays and resources aim to prompt pupils to remember key facts and vocabulary, develop an image of number and the number system and to encourage children to quickly recall mathematical skills. Models and images are used, and are progressive across the school.

**Key Stage 1**

Children are taught in year groups where tasks are planned appropriately for their main maths lesson. Children are taught mental calculation strategies that promote the rapid recall of facts, as well as being taught a range of written methods that encourage efficiency when developing methods and supports reasoning when solving problems. In addition to this they learn about shape and space, aspects of measures and handling data through practical activities which build on their understanding of their immediate environment.

**Key Stage 2**

Children are taught in mixed ability groups for their daily maths lesson. They move from counting reliably to calculating fluently with all four number operations. Throughout this Key Stage, children are encouraged to use a wider range of mathematical language, diagrams and statistical charts to extend and secure knowledge and understanding of the topics being taught. They learn to tackle a problem with known methods as well as being encouraged to develop their own methods of reasoning.



**Assessment**

Pupils are assessed in a variety of ways. Assessments are regular and are used to inform teachers of next step teaching and to monitor progress through each topic/stage. They include:

- Short, informal tests focusing on rapid recall of mental calculation skills often set on a weekly basis
- Homework is also used as a form of assessment to ensure children have understood methods worked on in class.

Assessment activities are planned which involve a range of ideas and skills linked to objectives covered previously. As a result of these assessments, individual targets are discussed with pupils. Parents are kept informed about assessments and progress on Parents Evenings.

Long-term assessments are undertaken through a combination of teacher assessment and end of year tests. The tests used are class-based assessments and national tests at the end of Year 6.



**Science – Coordinator: Mr Smith**

Children study all three aspects of Science (Biology, Physics and Chemistry) and it is taught through practical activities and investigations where appropriate.



Children are equipped with the basic Science knowledge to try and develop their excitement and curiosity of the world. They are encouraged to transfer their English skills into making a detailed prediction and conclusion for practical work. Children are given the opportunity to plan their own investigations and work as part of a group.



We have a range of Science resources to contribute to engaging and stimulating lessons.

**History – Coordinator:**

Through the study of history, we aim to inspire curiosity, encourage children to ask perceptive questions and weigh up evidence, to investigate, consider, reflect and review in order to help them develop a coherent knowledge and a chronological understanding of the past.

**Key Stage 1**

Children will develop an awareness of the past, using common words and phrases relating to the passage of time. They should know where the people and events they study fit within a chronological framework, and identify similarities and differences between the ways of life in different periods of time and should ask and answer questions using stories and other sources. Children are taught about changes both within living memory, (for example, space travel) as well as events beyond living memory, (for example, the Great Fire of London). They will also learn about the lives of significant individuals in the past who have contributed to national and international achievements, (for example, comparing explorers like Sir Ranulph Fiennes, Neil Armstrong and Christopher Columbus). They will learn about significant historical events, people and places in their own locality.



**Key Stage 2**



Children will continue to develop a chronologically secure understanding and knowledge of British, local and world history, linking narratives across the periods they are studying. They will look at contrasts, connections and trends over time, and ask questions about those aspects. They will understand how our knowledge of the past is constructed from a range of sources. Children in KS2 will learn about changes in Britain from the Stone Age to the Iron Age; The Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; The Viking and Anglo-Saxon struggle for England to the time of Edward the Confessor; a study of local history (for example, St Cuthbert and Lindisfarne/Durham cathedral) and a theme in British history that extends their knowledge beyond 1066 (for example, The Battle of Britain, the first railways, King John). Older children will learn about the achievements of earliest civilisations such as the Mayan civilisation cAD900.

Where we can, we link aspects of the history curriculum to our local area and its heritage.

**Geography – Coordinator:**

Children are encouraged to develop a curiosity and fascination about the world and its people. We endeavour to equip pupils with knowledge about diverse places, people, resources and natural and human environments, as well as helping them understand the Earth's key physical and human processes.

**Key Stage 1**

Pupils develop their knowledge about the world, the United Kingdom and their own locality. They understand some subject-specific vocabulary relating to human and physical geography, and begin to use geographical skills. By the end of KS1 they should be able to name and locate the world's 7 continents and 5 oceans, as well as being able to name, locate and identify some key physical features and characteristics of the 4 countries and capital cities of the UK and its surrounding seas. They will use world maps, atlases and globes to identify the UK and other countries, continents and oceans. They will use simple compasses and locational language (eg; near, far, left, right) to describe the location of features and routes on a map, and use aerial photographs and plans to recognise landmarks and features, and devise simple maps. They will use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment.

**Key Stage 2**

Pupils will extend their knowledge and understanding beyond their local area to include the UK and Europe, North and South America and Africa. This will include the location and characteristics of a range of the world's most significant human and physical features, including naming and locating countries and cities of the UK, geographical regions, key topographical features (hills, mountains, coasts, rivers) and land-use patterns, understanding how some of these aspects change over time. They will learn to identify the position of latitude, longitude, Equator, Northern/Southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic/Antarctic Circle, and the Prime/Greenwich Meridian and time zones. They will compare geographical similarities and differences between regions of the UK, a European country, and North/South America. They will begin to understand how climate zones work, as well as learning key aspects of rivers, mountains, volcanoes, earthquakes and the water cycle. Human geography study will include types of settlement and land use, trade links and the distribution of natural resources; energy, food, minerals and water. They will use maps, atlases, globes and digital/computer mapping to locate countries and describe features, use the 8 points of a compass, use 4 and 6 figure grid references, symbols and key (including the use of OS maps). They will use fieldwork to observe, measure, record and present using a range of methods including sketch maps, plans, graphs and digital technologies.

Our geography curriculum across KS1 and KS2 is often linked to Zambia, where children learn about how it is the same and different to our own location. We are supported in this by the Zambezi Sunrise Trust, and a partner school, Linda Community, in Livingstone.

**Computing – Coordinator: Mr Smith**

The computing curriculum is based on three strands, each separate but linked:

- The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content.





- Computing also ensures that pupils become digitally literate – are able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.
- The final strand is Online safety, taught as a separate subject in its own right, and within computing and PSHE sessions.

We have laptops and iPads which are timetabled to teach aspects of computing and support the skills development of the children. Children are taught basic skills across a range of programs and apps. They are also taught to use computers as a learning and communicating resource.

### **Art & Design / Design & Technology – Coordinator: Mrs Allen**

Children are encouraged to become proficient in drawing, painting, sculpture and other art, craft and design techniques. They evaluate and analyse creative work using the language of art, craft and design.

They learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines; making links to their own work and understand the historical and cultural development of their form of art. We use the local circumstances of our school in that we use the local environment as the starting point for aspects of our work.

Across the school, children create sketch books to record their observations and use them to review and revisit ideas.

Children are given the opportunity to use a wide range of materials and to plan, design and make a variety of objects.

They are encouraged to review, assess and if necessary, modify their work in order to achieve the planned result. Design Technology is closely linked to other areas of the curriculum particularly science, maths, art & design and forest schools.



### **Physical Education – Coordinator: Mr Smith**

Children are given the opportunity to develop a wide range of physical skills such as running, jumping, climbing, balancing etc. and also to use many different types of apparatus. Movement to music is also taught and P.E. is often linked to other curriculum areas such as drama, science and health education.

Children will have swimming lessons at some point during Key Stage 2. This is to ensure they reach the requirement to achieve 25m by the end of Year 6. Swimming currently takes place during the autumn term at Shotton Primary School and parents will be informed when their child's swimming lessons will take place.



Whilst we encourage children to extend their abilities physically, attention is also paid to safety which we consider to be of paramount importance. Team games are taught and co-operation, sportsmanship and teamwork are encouraged. External providers provide in-School coaching.

Each class also participates in forest schools, which aims to develop independence and resilience in a structured way. Outdoor and adventurous activities are planned and delivered in our own forest school area.



### **Music – Coordinator: Mrs Allen**

Pupils are introduced and are learning to explore a wide genre of music from an early age. They are encouraged to work co-operatively to appraise and produce music both as individuals and in groups.

The music curriculum consists of practical music-making such as singing and playing, exploring different types of music and attempting simple composition using percussion, tuned instruments and computer programs. We teach music supported by 'Charanga' an online Music Service.

Peripatetic tuition for groups of children who have an interest in learning to play a brass instrument is provided by Mr. Hind. Year 4 engage in 'first access', with Mr Hind, as an introduction to playing an instrument.

### **Religious Education – Coordinator:**

Early Years, KS1 and KS2 follow the Agreed Syllabus for R.E in Durham. The children learn about major world religions including Christianity, re-visiting and deepening their knowledge and understanding of different faiths throughout the key stages. Children develop their own critical thinking in reflecting on their learning and comparing religions. They progress to consider their own ideas and values through personal reflection. A variety of resources are used such as exploring festivals, customs, people, artefacts and visits.



### **Collective Worship**

All children take part in an act of Collective Worship each day which includes either an assembly in the Hall or a reflection in the Classroom. The content of this is broadly Christian with no undue emphasis on any specific Christian ritual. Visitors are invited into School to lead the Worship (where appropriate).

Parents have the right to withdraw their child(ren) from Acts of Worship by prior arrangement with the Headteacher.

### **Modern Foreign Languages – Coordinator:**



Children taught French across KS2 in attempt to foster pupils' curiosity and deepen their understanding of the world.

While learning a Foreign Language, pupils will be able to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing.

### **Relationships & Sex Education Policy**



The Governing Body has agreed that Relationships & Sex Education is part of a wider Curriculum aspect.

The School fulfils the requirements of the National Curriculum by teaching the elements of study in Science, including the development of animal and plant life and knowledge of the human body. The School Nurse supports the School with resources in this provision.



Building self-esteem and the ability to form relationships are explored by the children through cross-curricular opportunities and the Personal, Social, Health and Citizenship curriculum (PSHCE). Children's questions are answered honestly and openly, in an age-appropriate way.

***The importance of the role of parents is considered to be highly significant in partnership with the School. Where a problem may arise, the Head teacher would immediately consult with the Parent concerned.***



## SPECIAL EDUCATIONAL NEEDS

At some stage in their life children may meet learning difficulties which require identification so that provision can be made for a child's special/additional educational needs.

Our system for identifying learning difficulties is one which involves close and continuous observation, assessment and recording of progress of each individual child. With such a system we are alerted if a child begins to experience difficulties and thereafter we have a means of judging the special help required. In some cases, we may use selective tests to ascertain the nature of the learning difficulty.

Depending upon the nature of the learning difficulty, teaching methods, materials and experience may need to be adjusted to take account of individual needs. In certain cases, Support Staff in school may withdraw children or work with the class teacher in the classroom.

We consider it essential to regularly review the progress of individual children and encourage at all times the contribution parents can make to their children's development.

We also seek the assistance of the LA Cognition and Learning team including the Educational Psychologist designated to our School who helps us to assist in diagnosing specific learning difficulties. Parents are invited to be involved at all stages of help and action planning as we believe this is crucial to the success of our system.

Contact may be made either personally or through our Special Needs Coordinator (Mrs Dunn)



## SCHOOL DEVELOPMENT

Hesleden Primary School is a successful School. During the year opportunities for pupil success continue to grow. The School believes that education is about all aspects of growth and development and not merely provision in a narrow sense. Consequently, the School provides for academic, emotional and social development of pupils.

Society is undergoing relentless change. Hesleden Primary School seeks to prepare pupils for the increasing challenge of growing up in today's world while making every effort to maintain traditional British values including: democracy, the rule of law, liberty, mutual respect and tolerance. To succeed in this quest, the School needs and values the support of all Parents, so that children come to School knowing what is expected of them.

The School continues to work with the local Community, business, industry and both Primary and Secondary Schools in the area. The School also works with Durham University to provide initial teacher training partnerships.

### **The following events take place in school on a regular basis:**

- \* Forest Schools – each class participates in outdoor learning activities regularly each year
- \* Parents' Meetings to discuss
  - o pupil progress
  - o Nursery/KS1/KS2/KS3 Pupil transfer
  - o Family Learning
- \* Annual Achievement Celebrations for children
- \* Educational visits for all age groups
- \* School Sports Teams represent the School in a wide range of activities/events.

### **The School is proud of its achievements, including:**

- \* The School is a Unicef Rights Respecting Gold school
- \* Through Educate and Celebrate, we are a Silver LGBT+ award school
- \* The Basic Skills Agency has renewed the School's Quality Mark over seven times in recognition of effective basic skills teaching.
- \* The School has achieved School Games GOLD award
- \* A range of "after hours" tuition and clubs take place throughout the year depending upon need and opportunity
- \* Ongoing development of the Inner Garden and wider school grounds into an Outdoor Learning Facility, and the development of playground facilities and equipment to improve social and recreational times.
- \* Forest schools education and resourcing of the outdoor learning areas across the school site
- \* Annual (partially subsidised) residential visits for Key Stage 2 children; includes outdoor and adventurous activities
- \* The updating of our School Website, and Twitter feed





### Attendance, Absence and Punctuality

The School continually reviews its attendance data in its attempts to reach stretching targets set by the Government and the Local Authority. The school has been ranked in the top 20% of all schools for attendance. We monitor absence and lateness on a daily basis and target support towards children who give us any type of cause for concern. We also work within the guidance of the Local Authority’s Attendance Improvement Team. If your child is absent from school please telephone to leave a message with a reason on the first morning. This is very important as we need to mark the register according to the reason for absence.

Parents do not have the right to take their children out of school during term time. By law you must ask permission for your child to miss school, if you fail to gain the school’s permission you risk receiving a penalty fine. All schools in areas of Durham have agreed to follow a common policy on absence during term time. If you would like to apply for permission for your child to be absent from school you must complete a form and return it to the school for authorisation at least 2 school weeks in advance of the proposed leave. **Authorisation is not guaranteed and is likely to be refused.**

We also reward children whose attendance/punctuality improves, and those who achieve 100% attendance across the year.

	% Attendance	% authorised absence	% authorised absence due to holidays	% unauthorised absence due to holidays	% unauthorised absence
<b>2018-19</b>	96.7	2.2	1.1	0.01	0.65
<b>2019-20</b>	<i>Data was affected by Covid-19 and various lockdown restrictions</i>				
<b>2020-21</b>	<i>Data was affected by Covid-19 and various lockdown restrictions</i>				
<b>2021-22</b>	93.8				

### Professional Development of Teaching Staff



All teaching and support staff attend training days to continually up-date their skills and practice. Teachers must attend courses therefore there may be a necessity to provide supply teachers to cover for the teacher attending the course so there may be occasional times when your child will be taught by visiting teachers or experienced school support staff.

In addition, all staff attend weekly staff/curriculum meetings, after school, which are continual training sessions. Training days are also held in school and alternate locations. It is very much a culture of the school that staff continue to improve their knowledge and expertise, alongside pupils and the Governing Body. In the light of continual educational change, staff have a very demanding schedule of in-service training throughout the year.





## ASSESSMENT and TRACKING – An Overview

Assessment of the children's ability or attainment is made against 'age-related' criteria for all subjects. Criteria statements match National Curriculum expectations for each year group and are applied consistently across the school.

Each half-term, all teachers are expected to make an attainment [what they can do] judgement about every child, for reading, writing and maths in Y1-6. This is recorded on children's individual criteria sheets to enable tracking of progress.

At the end of each full term, data is collected and input ready to be analysed. All teachers participate in pupil progress meetings following analysis.

**Reading** is assessed using criteria statements during guided/reciprocal reading sessions and through the teacher's knowledge of individual performance in class. Reading comprehensions are also used to give the children a taste of question types.

**Writing** is assessed on an ongoing basis. Teachers record once a child has demonstrated sufficient skill to partially or fully achieve specific criteria. Evidence for the achievement of writing criteria may also be found in Humanities or Science books, depending on the task. These records are collated to provide a secure Teacher Assessment judgement at the end of each half-term.

In **maths**, weekly mental arithmetic tests are carried out during each half-term, and are supported by a longer half-termly test which is given during assessment periods.

**Foundation subject** criteria sheets are used to assess how well children are performing against teachers' expectations. This data is collected using a range of evidence. It is also submitted termly for analysis.

Final end of year judgements will be made against the age-related criteria for the curriculum the children have been taught. In the main, this should be for their academic year, although some children may be above or below expected levels and be working on different criteria. Attainment and progress outcomes will be included on end of year reports to parents and will be discussed at the summer term parent consultation event in July.

### National SATs Tests

When children are aged 11 they sit national Standard Assessment Tests in English (reading; spelling, punctuation & grammar), and mathematics. Testing is intended to provide a snapshot view of how children are performing against national standards. Statutory testing at age 7 will no longer take place after 2023.

National testing takes place for children at the end of Year 1. This is the Phonics/Word reading test. Any children not meeting the required level will have to take the test again in Year 2.

Children in Year 4 participate in a Multiplication (times tables) Tables Check.



**SCHOOL RESULTS OF NATIONAL CURRICULUM ASSESSMENTS**



**Summary of End of Key Stage Data (2022-23)**

**Note:** 2019-20 and 2020-21 data was not collected due to the Covid-19 pandemic/lockdown and restrictions which caused the 'cancellation' of assessments

<b>Key Stage 2</b>		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	
average progress scores in <b>reading, writing and maths</b>	<b>2023</b>	<b>-1.9</b>	<b>0.4</b>	<b>0.3</b>	
	2022	-2.7	-1.3	-3.0	
	2019	-3.2	-1.1	-1.2	
average 'scaled scores' in <b>reading and maths</b>	<b>2023</b>	<b>105</b>	<b>N/A</b>	<b>107</b>	
	2022	103	N/A	102	
	2019	102	N/A	105	
<b>Key Stage 2</b>		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>RWM Comb</b>
percentage of pupils who achieved the <b>expected standard</b> or above in <b>reading, writing and maths</b>	<b>2023</b>	<b>82%</b>	<b>82%</b>	<b>82%</b>	<b>82%</b>
	2022	78%	74%	78%	70%
	2019	69%	77%	77%	62%
percentage of pupils who achieved a <b>high level of attainment</b> in <b>reading, writing and maths</b>	<b>2023</b>	<b>18%</b>	<b>27%</b>	<b>27%</b>	<b>9%</b>
	2022	17%	9%	9%	0%
	2019	8%	15%	23%	0%
<b>Key Stage 1</b>		<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>
percentage of pupils who achieved the <b>expected standard</b>	<b>2023</b>	<b>75%</b>	<b>75%</b>	<b>67%</b>	<b>100%</b>
	2022	80%	30%	80%	90%
	2019	70%	80%	90%	80%
percentage of pupils who achieved <b>greater depth</b>	<b>2023</b>	<b>25%</b>	<b>25%</b>	<b>17%</b>	n/a
	2022	0%	0%	0%	
	2019	30%	20%	30%	
<b>Phonics Screening Check</b>		<b>Y1</b>			
percentage of pupils who achieved the <b>expected standard (32/40)</b>	<b>2023</b>	<b>89%</b>			
	2022	100%			
	2019	73%			
<b>Early Years Foundation Stage</b>		<b>Good Level of Development (GLD)</b>			
percentage of pupils who achieved the good level of development (GLD)	<b>2023</b>	<b>62%</b>			
	2022	71%			
	2019	85%			



## SUMMARY OF THE LAST INSPECTION (18 & 19 April 2023)

### ***What we do well***

- We have strong relationships between adults and children and we know our families well
- We have a well-developed curriculum offer which has a positive impact on children's experiences and we know what we want the children to learn and to remember
- Teachers are knowledgeable about their subjects and support each other through training
- Children with additional needs are well supported to learn, and access the same curriculum as their peers
- We have a strong phonics and early reading strategy, using Read, Write Inc. and children, including those at the earliest stages of reading are able to read unfamiliar texts
- Children are exposed to a wide range of texts to increase their enjoyment of reading
- We have a clear curriculum in place for Personal, Social, Health & Economic education (including Relationships)
- Children know how to stay safe (including online) and what makes a healthy relationship. They also speak positively about tolerance and discrimination
- Safeguarding is effective, and there is a good culture for this in school. Children say they feel safe.

### ***What we need to do next***

- We need to ensure that for children in the Early Years, our curriculum offer is as good as the rest of the school, and that their experiences provide a strong foundation for learning
- Provision and the environment in the Early Years needs to reflect the curriculum and the needs of the children
- We need to consistently hold Pupil Voice groups in order for children to use their right to be heard, and plan additional experiences, including educational visits and after-school clubs to further improve personal development
- Our expectations for behaviour will be embedded and shared so that all children understand the expectations of the school, and that all behaviour is dealt with in the same way



## GENERAL SCHOOL INFORMATION

**Uniform / PE Kit – it is expected that all children come to school in uniform as part of our school community**

### Uniform – whole school

- **Red polo shirt**, with or without the school logo
- **Navy blue jumper, sweatshirt or cardigan**, again, with or without the school logo
- Dark grey/black trousers, skirt or shorts
- Red/white or Blue/white checked dresses (Summer term)
- Sensible shoes – children climb steps indoors and out, and on outdoor equipment (wellies are also useful)

### PE Kit – whole school

Children are taught about health and hygiene, including the importance of exercise. The whole school have **PE on a Thursday** and children should come to school in their PE kit/forest schools kit for the day. Children should also always have a **pair of wellies** in school. Any KS2 classes going swimming will be told in advance.



**It is expected that ALL children will wear a PE kit comprising:**

- gym shoes/trainers
- plain, dark shorts, tracksuit bottoms or leggings
- white t-shirt (with or without the logo)

Children will do PE indoors and outdoors so appropriate clothing is required every week

Uniform items and T-shirts (with the school logo) can be bought, relatively cheaply at Little Gems, Peterlee; or from [www.myclothing.com](http://www.myclothing.com). All plain uniform items can be bought in supermarkets, with t-shirts often as little as £2.

***Please ensure that all items of uniform and kit are named to reduce the amount in the lost property pile.*** If an item is lost we do our best to find it but unfortunately, we do not always succeed!

For safety and practical reasons, the wearing of jewellery, is not allowed. Children who wear jewellery do so at their own risk and children wearing jewellery, including earrings will be asked to remove them. **The wearing of any jewellery, including earrings will not be allowed during PE lessons or other sporting activities, including playing with equipment at playtimes, or playing on the tyre-park or trim trail.** Please support us in this request and encourage your child to wear all jewellery at home only. Hair long enough to be tied up should be.

### Pre-loved Uniform & School Clothes

We hold a supply of school items which are of very good quality, and some items are almost brand new. Mrs Medcalf will be able to help you if you require specific sizes and all items are available at no cost.

We hope to promote an eco-friendly culture of donating / contributing and reusing good quality pre-loved uniform which children have quickly grown out of. We may request that items are sent into school during the year to help replenish stocks.



## School Meals



Chartwells Catering provide a high quality choice of meals. The Local Authority charge is £2.50 per meal per day. Parents should use ParentPay (our online payment system) to pay for school meals. Children currently have the choice of two or three hot meal choices per day. Our school meals are nutritionally balanced and follow food and nutrient based standards to ensure healthy eating. Children in Reception, Year 1 and Year 2 are entitled to a free school meal as part of a Government initiative.

Children do still have the option of bringing packed lunches or may go home for lunch. Guidelines on the content of packed lunches are available in school or on our website, and should be followed to ensure healthy eating for children. Water is provided for all children at lunchtimes and is the only drink allowed in school (except for special occasions).



Children are given a water bottle when they start and are expected to bring it to school every day. New bottles can be bought for £1.

Children who have school meals or packed lunches may not leave the premises during the lunch time break. All children who stay on the premises during the mid-day break are supervised.

## Accident or illness

In the event of accident or illness at school we will try to contact you but will also take whatever emergency action is required. Please complete the form we send out for contact addresses and telephone numbers. *If there is any change in your address or telephone number, please let us know immediately.*



## Medicines in School



Because of problems which may occur we do not routinely give children medicines in school.

If because of a risk to health, your child needs to take medicine or tablets during school time please get in touch with the Headteacher or the deputy Headteacher. It is necessary to fill in a form recording the administration of medicine on school premises. The parent of the child should try to come to school to administer the medicine personally.

Parents may also provide consent for us to administer non-prescribed medicines (i.e. paracetamol, ibuprofen) and inhalers in case of emergencies.

## Infectious Diseases

In the event of any child contracting an infectious disease please notify the Headteacher as soon as possible. If your child becomes ill then we recommend that he or she stays at home until fully recovered thereby reducing the risk of widespread illness.

In the event of virus infections and sickness and diarrhoea children should not come to school until at least 2 days after the symptoms have cleared up. We have guidance for such illnesses and you should contact school for information.



## Visiting School

If any matter is giving cause for concern, please do not hesitate to get in touch. We will be pleased to see you at any reasonable time but making an appointment can help you and the school by ensuring that time is available to talk without disrupting the school curriculum. The best time to speak to the teachers is after school when they would be happy to discuss any problems.

## Educational Visits Charging and Remissions Policy



We consider that appropriate educational visits can make a positive contribution to children's learning and we ask parents to make a voluntary contribution towards costs. Our charging policy is that no child will be excluded from taking part in such a visit but if insufficient donations are received it may be necessary to cancel. Each year we endeavor to ensure classes benefit from some subsidised visits. Consent for visits is requested at the beginning of Reception, remains valid until the child leaves the school. The full Policy for Charging and Remissions can be found on the School's website.

## Admissions to School

If you are considering applying to the school for a place for your child and wish to visit the school, please telephone to make an appointment. The Headteacher will be happy to discuss any matters you may wish to raise. All new and in-year admissions requests must be made through School Admissions at County Hall (03000 265896).

## Admissions criteria

The Education Committee is legally responsible for all admissions to County and Controlled Schools. It may not be possible to offer your child a place at our school if the school receives more applications than it can take within its admission limit (currently 19 children per year group). Where this happens, the LA will consult the Governing Body of the School and allocate places according to the criteria in the current admissions procedures.

## Waiting lists

If a school is full in the appropriate year group, parents may ask the School Admissions to add their child's name to the waiting list. Names can be added to a waiting list at any time.

When numbers on the roll fall below the admission limit, pupils will be admitted from the list according to the priority order set out in the published criteria and not the length of time on the waiting list.

## Parental address

The parental address is used in applying the admission criteria. This means that when you state your choice of school you should only give the parental address at the time of application. Any change of parental address should be notified to the school in writing. The LA reserves the right to withdraw any offer made on the basis of an inaccurate address.



## Homework



We encourage children to work at home together with Parents, where appropriate. Please support us by encouraging children to complete homework on time.

All children in school are expected to read a school reading book at home each week (and at least 3 times aloud to an adult). Their reading record should be updated. Books in KS1 reflect the children's stage of reading. Children in KS2 have the option to use Reading Buddies, an online library where they will read a book and complete a quiz to show their understanding.

Children receive maths homework to support and consolidate in class learning.

Across the school, there is an expectation that children will use Lexia, Times Tables Rockstars/ Numbots for additional learning at home.

**Across school, homework is given out on a Thursday and is to be completed and handed in by the following Tuesday.**

## School Fund



Donations to school fund are highly appreciated and contribute to a huge range of costs, including buying ingredients for cooking, Christmas parties, and subsidising events in School as well as helping to buy equipment. School Funds buy resources for the children but are insufficient to finance all Educational Visits. Parents may use ParentPay to make contributions weekly/half-termly etc.

## Book Fair

At least one Book Fair is held in School each year at which pupils and parents may buy books and stationery items.



## Fund Raising

We often have fund raising activities and appreciate your support on these occasions. The money raised for school fund is always used in ways which will benefit the children and we often have fun too!



## SECURITY IN SCHOOL

In order to ensure a more secure position during lesson times, the pupil entrances are closed as soon as possible after 8.55am each morning. Parents and visitors to school are asked to use the visitors' entrance after this time. There is a signing in/out book for anyone coming into, or leaving, the school premises during the day.

The visitors' entrance has an intercom system and a lock release mechanism. When the school is closed the gates are locked to prevent trespass.

### Safeguarding & Child Protection

Parents/carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of its pupils. In cases where school staff have cause to be concerned that a pupil may be subject to ill treatment, neglect or other form of abuse, staff will follow the Safeguarding Children Partnership (DSCP) procedures (<http://www.durham-scp.org.uk/>) and inform Children and Adults' Services. School may instigate an assessment through First Contact (One Point) in order to access extra support for children and their families.

Mrs Dunn is the designated safeguarding lead for Child Protection/Safeguarding in school and is supported in the role by Mrs Johnson and Mrs Fletcher. Mrs Jamieson is the link governor.

Our school complies with the requirements outlined in the DSCP Procedures and staff working with children require a DBS check. This includes ancillary and office staff. The DBS check is carried out online via the nominated person at County Hall. Our school undertakes DBS checks on regular volunteers working in the school. This is good child care practice even though it may create tensions.

### Car Parking

If you bring or collect your child(ren) by car please remember over 110 children arrive and leave school at approximately the same time. Please help us to keep all our children safe by parking cars away from the slip road leading to the school, this area is marked with yellow hazard lines.



Parents'/carers' cars are NOT allowed on school premises, at any time, to prevent accidents/public liability claims.





**HOLIDAYS – 2023-24**

<b>Holiday</b>	<b>Closing Date</b>	<b>Re-open for Teaching Purposes</b>		
Autumn term 2023		Tuesday 5 September 2023		
Autumn half-term 2023	Friday 27 October 2023	Monday 6 November 2023		
Christmas 2023	Tuesday 19 December 2023	Thursday 4 January 2024		
Spring half-term 2024	Friday 16 February 2024	Monday 26 February 2024		
Easter 2024	Thursday 28 March 2024	Monday 15 April 2024		
May Day 2024	Friday 3 May 2024	Tuesday 7 May 2024		
Summer half-term 2024	Thursday 23 May 2024	Monday 3 June 2024		
Summer 2024	Tuesday 23 July 2024			
<b>School will be closed for the following staff training days:</b>				
Mon 4 Sept 2023	Fri 6 Oct 2023	Mon 27 Nov 2023	Wed 3 Jan 2024	Fri 24 May 2024



## SCHOOL RULES AND THE MANAGEMENT OF PUPILS' BEHAVIOUR



Hesleden Primary School is a Gold Rights Respecting School. The atmosphere which we seek to create in school is one which is warm, friendly and relaxed but backed by consistently high expectations.

Our Class and School Charter is displayed around school to ensure all children, and adults, are aware of our expectations. The Charter is based on respecting children's rights, under the UNICEF Convention on the Rights of the Child. Examples of how to respect those Rights, are largely concerned with promoting a responsible learning attitude, and independence. They also help to prevent accidents and anti-social behaviour.

To reinforce positive attitudes children are awarded merits/certificates for good behaviour, good work, trying hard, being helpful, caring for others and general achievement. Also, on the achievement of five, ten, fifteen etc. merits a certificate is awarded. These achievements are celebrated during our Awards Assemblies on a Friday. Classes also celebrate their success with their Class teachers.

Our Annual Achievement celebration is a special occasion in July when Early Years, KS1 and KS2 children are commended for their year's work.

Where a child chooses not to follow our Charter system, then consequences are in place and known to the children. The consequences provide a framework for discipline in the Classroom.

Where the behaviour is considered to be seriously inappropriate then the Headteacher will contact the parents of the child, who will then be involved in partnership with the School.

Where a child behaves in an inappropriate way during lunchtime then parents will be informed that the child will go home for lunch and return for the beginning of the afternoon teaching session.

Where a child consistently fails to respond to the School's behaviour support system then outside services are brought in. The Governing Body will use the sanction of fixed-term suspension where all else fails to change the child's inappropriate behaviour.

This is to provide a period of time for:

- parents to consider the situation.
- the child to repair their attitude to School.
- the child to rebuild their behaviour in time to make a fresh start on return to School.

Permanent exclusion will be used in extreme cases.

**Further details about our Behaviour Policy and Guidelines are available from school, or on the website; [www.hesleden.durham.sch.uk](http://www.hesleden.durham.sch.uk)**



## COMPLAINTS PROCEDURE



Any concerns expressed by parents about the school curriculum and related matters should, so far as possible, be dealt with in informal discussion with the Class teacher in the first instance.

If there are concerns which cannot be resolved in an informal way, by the Class teacher or Head teacher, detailed information about how to make a formal complaint is available in school, or on the website.

Parents who wish to see documents relating to the school curriculum and related matters should make an appointment with the Headteacher who will be pleased to discuss any queries or matters of concern.



## FINALLY

We hope that your child will enjoy a happy and successful time at Hesleden Primary School. It is our aim to try to provide the highest possible standards of education for all our children and your help and support as parents is greatly appreciated.

This information is correct at 5 July 2023. Any changes to the information which occur before or during the year will be notified to parents through our monthly newsletters or through notes home.

We're **MAD** at Hesleden...  
#**Making** a **Difference**