

DURHAM LANE
PRIMARY SCHOOL



P R O S P E C T U S

Welcome to



Our School

Thank you for choosing Durham Lane Primary School. Our school prospectus and school website are full of useful information about the school, its ethos, organisation and staffing. We hope you find it helpful. My vision is that Durham Lane Primary School is a centre for excellence, serving our children, their families and the community as best we can, making sure they achieve and succeed.

Our school is a special place - full of learning, laughter and friendship where everyone is happy, feels safe and is valued. We enjoy the present, but look to the future and aspire to equip our children with the skills, curiosity and resilience they need to continue learning throughout their lives.

Our children deserve the best from this school. Our duty is to provide it.

Whether you are a visitor, parent/carer or pupil, we hope that you will find a warm welcome at Durham Lane Primary School. Our aim is to provide a safe, supportive and challenging environment where everybody has the opportunity to reach their full potential as learners. We believe that this can only be achieved if a child feels happy and secure, and our staff work hard to provide this environment for our pupils.

Here at Durham Lane Primary School, we are extremely proud to say that we provide a welcoming environment, not only for our children, but to all that are involved in our school community. All staff work extremely hard to provide an excellent environment for our children to allow them to thrive academically, emotionally and socially. First and foremost, our aim is to ensure there are plenty of opportunities for children to reach their full potential. All teachers and non-teaching staff work extremely hard to provide this. But most importantly, our children enjoy their school journey, feel safe and look forward to their day.

Durham Lane offers teaching of an extremely high standard and staff work together to ensure that every child reaches their full potential. Exemplary behaviour is something we are very proud of and we believe that our high standards and expectations are the key to our success. We offer an 'open door policy' and parents are always very welcome and encouraged to talk to a staff member if they have any concerns with regards to their children, education, health or well-being.

I look forward to meeting you in the near future.

Yours sincerely,

Helen Gregory
Head Teacher

"Where children and families come first"



Helen Gregory



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PRIMARY SCHOOL

Mission



Statement

At Durham Lane Primary School, we aim to maintain a secure, caring and stimulating community in which children are encouraged to have respect for themselves and each other. Through quality teaching and learning, children are given the opportunity to develop individuality and responsibility, and are challenged to achieve their full potential. We believe it is important that we develop the whole child, nurturing the academic, creative, spiritual, aesthetic and social aspects equally. Self-discipline and acceptable codes of behaviour are valued and promoted. We see our school as being at the heart of a larger community and we encourage our children to value and celebrate the diversities they encounter in this community and the wider world. Everything we do is for our children.



Grounds

Our outdoor playgrounds are designed to suit specific age groups and are equipped with a wide range of appropriate play equipment to interest your child. There is a multi-use games zone and a trim trail to test agility. We have an outdoor gazebo area with seating, different spaces for growing fruit and vegetables and other quiet areas. There is also a secret pond which allows us to provide a range of outdoor activity areas such as pond dipping, and nature watch. We are lucky that the school is surrounded by mature trees which give us shade in summer and a feeling of green all year round.



Our school

- **Early Years Foundation Stage:**

Nursery and Reception classes are for children aged 3 to 5. We have a Nursery class with 36 places and our Reception class has 30 places.

- **Years 1 to 6:**

There are two classes with a maximum of thirty places in each year group and they are organised in two Key Stages.

Key Stage One:

Year 1 ages 5-6

Year 2 ages 6-7

Key Stage Two:

Year 3 ages 7-8

Year 4 ages 8-9

Year 5 ages 9-10

Year 6 ages 10-11





Admissions Policy

When your child is aged two, please put their name on the waiting list and fill in a nursery application form from the school office. If there is a nursery place for your child, we will send you a letter of confirmation and we will arrange a school tour with the Head Teacher who will go through the admissions procedure.

Reception Admission

You must make a separate application for a Reception place on the Stockton Admissions Application Form.
<https://www.stockton.gov.uk/schooladmissions>.

Early Years

Early Years Foundation Stage: Nursery and Reception classes

Nursery and Reception classes follow the statutory framework for the Early Years. The focus is on developing children's learning and independence. Learning and play are structured across the seven areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children have the opportunity to engage in indoor and outdoor learning which may be led by an adult or self-initiated. Sessions are planned around children's interests and developmental stages.

Years 1 to 6

From Year 1 we follow the National Curriculum to ensure we meet the legal statutory requirements for community schools. We follow a cross-curriculum two year rolling programme whereby Teachers plan lessons to link both maths and literacy skills across all subject areas. We teach many subjects through a cross-curricular approach following a two year rolling programme. Teachers plan lessons to link both maths and literacy skills across a range of subjects. Your child will learn:

| Core Subjects | Foundation Subjects |
|---------------------|--|
| English | Art & Design |
| Mathematics | Design & Technology (DT) |
| Science | Geography |
| Computing | History |
| Religious Education | Modern Foreign Languages (Keystage 2 only) |
| | Music |
| | Physical Education (PE) |
| | Personal, Social and Health Education (PSHE) and Citizenship |





Where children

Assessment

In Nursery and Reception classes, we make careful observations of every child's learning and development which are recorded in special books and development is tracked against the Early Learning Goals. From Year 1 through to Year 6, we use a range of assessment strategies to monitor progress and achievement. In class, teachers work with pupils, giving them feedback verbally and through marking their work, so they understand how they are achieving and what they need to do next to improve. Children are also expected to monitor their own progress, and work towards individual and group targets – being given time to reflect and discuss their learning in each lesson. Each term, teachers review the progress of all pupils through formal assessment, and gauge whether children are working at the expected level for their age in reading, writing and mathematics. Teachers meet with the leadership team to examine carefully every child's progress throughout the year.



Working together with parents and carers

We believe in developing a successful partnership between home and school and encourage parents to be fully involved in the life of the school. Parents are invited into school twice a year to meet with teachers, and targets are set to help children move on in maths, reading, writing, and spelling or phonics. There is a written progress and attainment report to parents in the summer term. We regularly hold an exciting range of classes, workshops and events for parents. Parents are encouraged to take an active role in their children's school life by:

- Joining us for assemblies and other celebrations throughout the year;
- Regularly checking our website for details of the school calendar and events at www.durhamlane.org.uk;
- Reading the monthly newsletters;
- Following the Durham Lane community page on Facebook;
- Supporting the school rules and reinforcing our high expectations of behaviour.



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Teaching

Our staff are dedicated to the school and aim to create a positive learning environment in which we build self-esteem, but also have high expectations for achievement. Lessons are structured in a variety of ways to provide a balance of investigative, independent and teacher-directed learning activities. Children learn in different ways and teachers make sure their needs are planned for in each lesson. Sometimes they will work individually, or in pairs, small groups or as a whole class.

At Durham Lane, we aim to provide a broad, rich, creative curriculum with the development of skills at its heart. We follow the National Curriculum, delivered through a breadth of experiences which develop the whole child. High quality teaching and learning underpins all academic achievement. Inspiring and challenging lessons ensure children have a strong foundation of English, Maths and Science and this is complimented by excellent opportunities across the wider curriculum.



The children participate in challenging and rigorous activities and teachers use a range of assessments to ensure each child receives appropriate experiences to aim high, take risks and fulfil their potential. We strive to develop pupils who love the challenge of learning and are resilient to failure. All staff embody the school's vision of 'Growing Learners for Life' by continually working to improve and develop their practice, keeping at the forefront of the latest educational thinking.

Highly trained and specialist staff help to enhance the learning provision on offer with opportunities in Maths, Music, Sports and Art. We are proud of the mature, responsible young adults that leave our school ready for Secondary School who are equipped with the behaviour, knowledge, skills and emotional resilience to play a successful part in society.



School Uniform

We have a school uniform that is worn by children from Nursery to Year 6. Our children are proud to belong to the school community and value the identity that the uniform provides. The uniform is intended to be smart, practical and economical and adds to the sense of family and belonging we have in our school. We expect all children to be neat and tidy and to take pride in their appearance.

Our uniform consists of:

- Green jumpers, or cardigans either plain or embroidered with the school logo; (Y6 black);
- Grey skirt/pinafore/trousers/shorts; (Y6 black);
- White polo shirt/white blouse, plain or with school logo on;
- School fleeces embroidered with the school logo are available for outdoor use;
- Flat, black sensible shoes (preferably with Velcro fastenings for younger children). We currently allow black trainers. Coloured trainers and open toed/heeled sandals are NOT allowed;
- Green gingham summer dresses or grey shorts may be worn during the summer term/first part of autumn term.

Year 6 pupils are encouraged to wear a special black sweatshirt and black skirts/trousers to show that they are the most responsible and oldest pupils in the school.

Key items of school uniform such as; book bags and PE bags are available to order from the main school office or our uniform suppliers Motif8. The supplier offers a service embroidering children's initials onto uniform for a small extra charge.

P.E. Uniform

Children will need a change of clothing for P.E. activities.

These should be kept in a drawstring bag in school and taken home regularly to be washed.

The kit includes:

- plain black shorts;
- white or green T-Shirt;
- Plain black tracksuit;
- plimsolls or a change of trainers.
- Items of PE clothing, including T-shirts and tracksuits, may also be ordered from the school suppliers. Children who are involved in after-school sporting activities should bring in a separate kit for their activity including additional footwear.

Extreme Hairstyles

Extreme hairstyles are not permitted at school. This includes extremely short cuts, coloured hair dye and tram lines /etchings cut into the hair. Long hair should be tied back whenever possible.





Home learning

We set home learning weekly. This may be online learning on seesaw or other paper-based tasks. This is an opportunity for parents to support their children with their learning. We also appreciate the vital importance of our children becoming proficient readers. Therefore, we encourage parents to be very much a part of this process. We encourage home reading to be recorded on the Boom Reader APP, which is used by both parents and staff. Parents are invited to attend workshops throughout the year to find out more about how to help their child.

After school clubs

We encourage children to take part in extra-curricular activities before, during and after school. These include sports clubs, breakfast club, art, school council, STEM, cooking and Eco club. Some children are also invited to take part in extra booster classes to support their learning.

Preparing for learning

We expect all children to arrive at school ready to learn. When children join Reception or Nursery classes, it will be the parent or carer who will organise the child for school. Gradually, however, it is important for the child to be shown how to take responsibility for being ready to learn.

Some things families can do to help prepare their children for school are:

- Make sure they go to bed at a sensible time on school nights;
- Arrive at school on time;
- Give them a healthy breakfast at home or bring them to the school's breakfast club;
- Help with their homework;
- Bring their book bag every day;
- Read with the child every day or discuss their books with them;
- Make sure they dress suitably every day.

Special Educational Needs

Every child is unique and individual. They learn at different rates and reach milestones at different times, and this process continues throughout lifelong learning. In every class, there will be children who may at some time have special educational needs (SEN). These learning difficulties could be short or long term.

At Durham Lane, we work in partnership with parents to monitor all our pupils' development and, where there are concerns, take steps to help them to learn more effectively. We do this through identifying any special educational needs and drawing up a SEN Support Plan. This helps us target areas of difficulty, identify the steps needed to support learning and ensure the right level of help.

We have a team of trained teaching assistants who provide additional help, both one-to-one and in small groups. All our teachers are trained to support children with special educational needs, although the school may at times seek specialist advice from other people with relevant expertise e.g. speech therapist, educational psychologist, school nurse.



PRIMARY SCHOOL

School meals

Our school meals team cook hot food in our own kitchen and provide a varied menu with a range of healthy choices. Children may also bring in a packed lunch of cold food. If you think you may be entitled to claim for Pupil Premium, please enquire at the school office or school website.

School dinners are cooked daily in our kitchen by a team of Stockton Borough Council kitchen staff. All children in Reception classes and Y1 and Y2 classes are entitled to a free meal at lunchtime and we would encourage parents to take up this option. Please see school website for costings.

For parents who may receive income support, school meals may be provided free of charge to children in all year groups.

Information about claims can be obtained from our school office. All claims are treated in the strictest confidence and children receiving meals are in no way distinguished from their peers. Claiming free school meals, if eligible, is very important to register as it can also ensure further educational support for your children as part of pupil premium funding (see section on Pupil Premium). Parents may prefer their child to have a packed lunch. This should be in a rigid plastic container or lunch box carrier and must be clearly marked with the child's name. Guidance on the content of packed lunches can be obtained from the school website, but we request that no glass bottles, chocolate or nut spreads, canned drinks, sweets, fizzy drinks, nuts or chocolate bars are included. We also ask that for the small numbers of children in Nursery, Reception, Year 1 and Year 2, whose parents choose to send in a packed lunch, all small items of fruit/veg, such as grapes and cherry tomatoes, be chopped in half at home before they are brought into school, as these can be a choking hazard. In addition to these arrangements:

- Trained lunchtime assistants supervise the children during the lunch break supported by members of the teaching assistant staff;
- The Head Teacher, Deputy Head Teacher and other senior members of staff are also available;

Playtime

Playtime is a key part of children's experience and our playground areas are designed to suit different age groups. There is opportunity for children to take part in activities or to just play with friends. Staff are trained to support children's activities in the playground and to keep them safe.







Administration of Medication

We have limited provision for looking after children who are ill. If your child is not well enough to participate fully in the school day, s/he should remain at home. In some cases, children are well enough for school, but have to complete a course of prescribed medicines. These will only be administered during the school day for the following reasons:

- chronic illness or long-term complaints such as asthma, diabetes etc.
- children recovering from a short-term illness who are well enough to return to school but are completing a course of antibiotics that is prescribed to be administered four times a day.

Should your child have or develop a particular medical condition e.g. asthma, please inform the school immediately through the information forms available at the office or on the school website.

All medicines administered must have been prescribed by a doctor and parents must complete a letter of authorisation. All medicines or tablets must be handed in and collected directly from the school office. For full details of school procedures, a copy of the First Aid and Medicine Policy can be obtained from the school office/website.

Assemblies

Assemblies are a special time for everyone when we:

- Share, celebrate and reflect upon the issues and values important to the school;
- Recognise and reward effort and achievement;
- Learn about, respect and share important religious and cultural festivals from different faiths;
- Consider, wonder and reflect upon moral and world issues;
- Bring the school and community together.

Behaviour

We expect high standards of behaviour because we recognise that a calm environment allows children to enjoy their learning and maximise their potential. We manage behaviour across the school, using consistent strategies and messages. We explain clearly what we expect from our pupils, and are delighted to acknowledge and reward good behaviour by either awarding reward stickers, presenting certificates or giving children responsibilities around the school. If pupils are not reaching our high expectations or are not following our school rules, we will always explain what they have done wrong and give them an opportunity to reflect and change their behaviour by making better choices.

Bullying

Our anti-bullying culture is high profile and we take it very seriously. We reinforce the message through activities such as anti-bullying weeks, assemblies, clubs and Personal, Social and Health Education lessons. Children are encouraged to build respectful, positive relationships with one another, and are taught strategies to resolve things if they think they have a problem. We deal immediately with any issues of bullying that may arise.

Attendance

Good attendance and punctuality are vital if pupils are to maximise their learning and make the best progress. It is important to work in partnership with parents to make sure their child gets the most out of their education. We expect notification of illness or absence to be given to us each morning and for medical appointments to be made out of school hours.



PRIMARY SCHOOL



Where children

School Council

Durham Lane pupils enjoy playing a key role in making decisions about school life. We are proud of our School Council whose representatives are elected by each class and are encouraged to discuss matters of importance with their classmates before council meetings.

School Governors

Governors are appointed to make decisions about how the school is run. They help decide what is taught, appoint staff, set standards of behaviour and monitor standards of achievement. Governors are parents or members of staff, community governors or Local Authority appointed Governors. They meet once a term as a full governing body and sit on a number of committees.

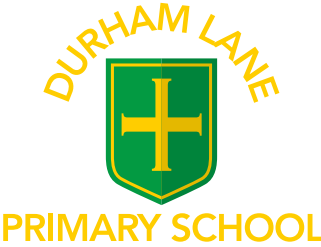
To be a Parent Governor, you must have a child in the school, be elected by parents and you may serve for four years, as with other governors. Parent Governors bring a parent's view to the governing body, acting as individuals, not as delegates of the parents. Our Governors play a full role in the running of our school and are valued members of our school community. They act as a 'critical friend', helping to develop and improve the quality of education for all children.

| | |
|-------------------------|---------------------|
| Chair of Governors | Clair Robinson |
| Vice Chair of Governors | Alison Corner |
| Staff Governor | Ms Elaine Barrett |
| Co-opted Governor | Mrs Alison Corner |
| Headteacher | Mrs Helen Gregory |
| Parent Governor | Ms Rebecca Jackson |
| Parent Governor | Mr David Mumford |
| Parent Governor | Miss Kate Nelson |
| Local Authority | Mrs Maureen Rigg |
| Parent Governor | Mrs Claire Robinson |
| Co-opted Governor | Mrs Susan Tindall |
| Parent Governor | Mrs Kim Pierson |
| Co-opted Governor | Mr Darren Ennion |



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Notes



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