



logo drawn by Daisy, ex-Y6)

Welcome to Levendale School!

We are a one-form entry primary school, tucked away within a private housing estate on the outskirts of Yarm. We pride ourselves on the friendly, approachable atmosphere in school and the sense of belonging that we try to instil in all members of the school community.

For all our pupils, we seek to provide a happy and secure environment founded on mutual respect for one another. We aim to develop the children's skills knowledge and understanding through carefully-planned and structured activities, which provide experiences to enrich and stimulate learning through an engage, broad, balanced and enjoyable curriculum. All children are special and we seek to foster each individual's unique talents and to provide appropriate support where difficulties arise.

Our most recent Ofsted inspection (September 2017) corroborated the sense of family that we nurture in school, as well as reinforcing the fact that pupils feel safe:

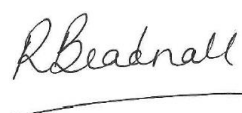
"Your underpinning ethos is in developing the whole child, academically, socially and emotionally. This strong set of values steers the school's curriculum well and nurtures the strong sense of 'family' within the school. Parents value greatly the time taken by your staff to get to know and appreciate their child's needs. Every pupil is treated as the special individual they are and this reflects your strong and effective commitment to inclusion."

"Pupils' behaviour is conducive to the calm and orderly atmosphere in school. Pupils in all year groups demonstrate excellent attitudes to their learning and exemplary manners, and they offer broad smiles and a warm welcome to visitors. In all classes, pupils are keen to share their learning and talk with enthusiasm about the many opportunities they receive and their high aspirations for the future. Pupils talk eloquently about those of other faiths and beliefs and demonstrate tolerant and respectful attitudes to others. This is the result of your carefully crafted approach to pupils' personal development. One of the older pupils shared how easy it was to be a new starter at the school: 'There were bundles of people asking me to join their games and be their friend'. Parents, who overwhelmingly say that their children are happy and well cared for, endorse this view."

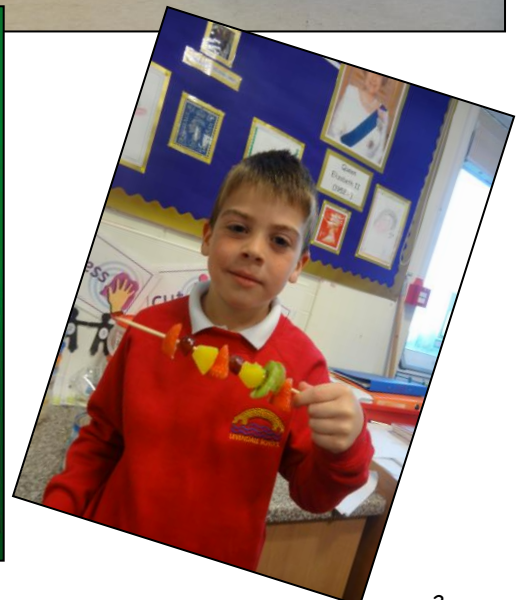
"Pupils say that they feel safe in school and they have the utmost faith that, should an incident occur, there would be a trusted adult in whom they can confide. Parents endorsed this view."

Words on a page are only part of the story, however. To truly get a feel for what makes Levendale a very special place for children to thrive, come and see what we have to offer!

All information in the brochure relates to the time of printing (November 2017). Some information such as class teacher names, numbers on roll or, occasionally, dates may change.



(Head Teacher)



AIMS OF THE SCHOOL

Levendale Primary School aims to provide a happy, safe, secure, stimulating, co-operative and challenging environment in which children can develop respect and concern for others whilst making full use of the opportunity to explore and develop their own potential.

The school aims to provide a broad and balanced curriculum which, whilst equipping children with all the essential skills in reading, writing and mathematics, also offers children a much wider, holistic experience.

We recognise that every child is an individual and as such we aim to ensure equality of opportunity across a range of educational experiences. We aim to provide opportunities for high achievement and personal success for all. We promote tolerance, equality and the celebration of diversity.

The aims of the school are described further as follows:-

To arouse children's curiosity and enthusiasm; to encourage them to become confident, well-motivated, independent learners with lively inquiring minds and to develop their ability to question and argue rationally.

To widen children's experience of the world around them, past and present, deepening their understanding of the world and their relationship to it.

To increase children's appreciation of the environment, language and the arts; to equip them to live in an increasingly technological world.

To help children acquire knowledge and the necessary skills which will facilitate their understanding, appreciation and enjoyment of life.

To develop tolerance and understanding towards one another, towards other ways of life, other races, religions and cultures thus deepening the children's awareness and understanding of moral and religious values.

To acquire self-esteem through the development of self-confidence, self-discipline, self-responsibility and self-awareness.

In setting out to fulfil these aims, we recognise the importance of building upon the strengths, needs, expectations, attitudes and interests that individual children bring from home. We seek to create an atmosphere where the partnership between home and school can support and encourage high achievement in all areas of the child's development.



GENERAL INFORMATION

Levendale Primary School is an established Community School for boys and girls between the ages of three and eleven years.

If places are available, children can start in our Nursery (FS1) section of the Foundation Stage shortly after their third birthday.

Children whose fifth birthday falls between 1st September and 31st August start full time education in the September prior to this birthday. We welcome all children, providing parents/carers meet Local Authority criteria and have applied for a place through the Admissions Department at Stockton Borough Council. They can be contacted on 01642 526604.

TIMING OF SCHOOL SESSIONS

<u>Nursery</u>	Morning Session	8:45 am	-	11:45 am
	Lunch club	11:45 am	-	12:30pm
	Afternoon Session	12:30 pm	-	3:30 pm
<u>Main School</u>	Morning Session	8.55 am	-	12.00 noon (KS2 12.05pm)
	Lunch	12.00 pm	-	1.00 pm
	Afternoon Session	1.00 pm	-	3.15 pm

We request that children do not arrive at school before 8:45 when supervision will be available. Normally children will wait in the playground before school unless they have been specifically requested to come in early by a member of staff. Where the weather is inclement, staff members will instruct the children to come into school from 8:45 and they will congregate in the hall under the supervision of a member of staff.

SCHOOL TERMS

AUTUMN TERM 2017

Friday, 1st September to Friday, 22nd December

Half Term Monday, 23rd October to Friday, 27th October (inclusive)

SPRING TERM 2018

Monday, 8th January to Thursday, 29th March (Good Friday, 30th March)

Half Term Monday, 12th February to Friday, 16th February (inclusive)

SUMMER TERM 2018

Monday, 16th April to Monday, 23rd July

May Day Monday, 7th May

Half Term Monday, 28th May to Friday, 1st June (inclusive)

We have three Professional Development Days booked in for Friday, 1st September and Monday, 4th September 2017 plus Monday 13th November. A further two are still to be arranged.

STAFFING for 2017/18

Head Teacher	Dr R. Beadnall	-	Designated Safeguarding Lead
Teaching Staff	Mrs A. Stonehouse	-	Nursery (EY Lead)
	Miss K. Snaith	-	Reception
	Mrs L. McMullen & Mrs S. Whincup	-	Year 1
	Mrs R. McFarlane & Mrs L. Kirk	-	Year 2
	Mrs S. Patrickson	-	Year 3
	Mrs K. Butterfield	-	Year 4
	Mrs S. Page	-	Year 5
	Mrs B.J. Carnelly	-	Year 6 (Deputy Head Teacher)
Administrator Administrator	Mrs D. Dearlove Mrs J. McCullagh		
Teaching Assistants	Mrs V. Dawson Mrs G. Flanagan Mrs J. Gullon Mrs J. Massey Ms L. Gardner		Mrs B. Thomas Mrs R. McBride Mrs T. Loughran Mrs J. Baisden
Caretaker	Mr D. Harding		
Lunchtime Supervisors	Mrs J. Adams Mrs D. Edemenson Mrs G. Turner Ms P. Mercer Ms L. Haggas Mrs V. Dawson		Mrs D. Farrar Mrs A. Clements Mrs L. Ware Mrs T. Laird Mrs E Sinha
Bus Escort	Mrs J. Adams		
Cook/Kitchen Staff	Mrs H. Moore Mrs H. Fowler		Mrs T. Collins Mrs S. Rodriguez
Cleaners	Mrs A. Clements		Mr A. Clements
Before & After School Club	Ms V. Keegan Mrs S. Wilson		Ms H. Clark
School Health	Telephone – 01642 606591		

Corporate Director of Children, Education & Social Care

Mr. Martin Grey, CESC, Municipal Buildings, Church Road, Stockton on Tees, Tel: 01642 527035

GOVERNORS

The Governors of the school are appointed for a term of four years. Their role is to provide strategic leadership and accountability in school.

The Governing Body serves Levensdale Primary School.

<u>Headteacher</u>	Dr. Richard Beadnall
<u>Staff Governor</u>	Mrs Stephanie Page
<u>Local Authority Governor</u>	Mr David Turner (Vice Chair/SEN Governor)
<u>Parent Governors</u>	Mr Martin Morgan (Chair/Safeguarding Governor) Mrs Katy Edwards Mrs Lisa Dowson
<u>Co-opted Governors</u>	Mrs Billie-Jo Carnelly (Deputy Headteacher) Mr David Scordino (Chair of Resources) Dr. Stephen Gowland (Chair of School Improvement) Mr Andrew Sherris Ms Rachael Swales

A copy of the minutes of Governors' Meetings is always available in school for anyone wishing to read them.

ORGANISATION

Current pupil numbers (as of November 2017) are:

Reception	-	22
Year 1	-	30
Year 2	-	25
Year 3	-	29
Year 4	-	28
Year 5	-	30
Year 6	-	28

The Nursery age class can accommodate up to 52 children on a part-time basis. If possible, children are offered a place in Nursery once they turn three years old.

Our Nursery and Reception classes work closely together. By the time the nursery age children commence school on a full time basis, they will already be familiar with their surroundings and know the staff who will be working with them. There is always a band of willing parents/grandparents who help in the Foundation Stage and school. New parents are welcome to participate if they wish and are encouraged to become an integral part of the school.

The teachers work in teams to plan the work and to prepare teaching materials. Each child is the direct responsibility of one teacher. The youngest children remain with that teacher for all subjects so that confidence and security can be established. As the children get older, while still remaining the responsibility of the class teacher, they may be taught by other members of staff with particular expertise in a curriculum area e.g. Music or Physical Education. Although children work as individuals, they are grouped from time to time for some work. This grouping may be based on age, but is more likely to be dependent on the child's development level.

There are currently seven single age group classes from Reception to Year 6 (10 and 11 year olds).

The Head Teacher and Foundation Stage staff have a short meeting with parents of F/S 2 children prior to the children starting school on a full time basis. At this meeting the curriculum and matters of organisation are clarified as well as questions answered.

There is a strong commitment within the school to involve parents both in and out of the classroom and parents are always very welcome. If you are interested in helping in class, do come to see either the Head Teacher or the class teacher.

Parents of children who are already in school (or parents considering the school for their child) are welcome to come to school anytime to see the Head Teacher; it would be appreciated however if a mutually-convenient appointment can be arranged.

For details of the school's 30hr offer for eligible parents, please refer to our website: <http://bit.ly/2trJtfd>

END OF DAY ARRANGEMENTS

Foundation Stage: each child is collected by a responsible adult.

Lower School: children are taken to the cloakroom door where they are taken by a responsible adult.

Upper School: staff ensure that children leave in an orderly and safe manner.

School children whose classrooms are at the rear of the school should always leave by the back doors. There are exceptions to this where, for example, the child takes the bus home from school or he/she needs to speak to Mr Beadnall or Mrs Dearlove.

CURRICULUM

The Foundation Stage classes provide planned learning experiences that take the children through the stepping stones of the Foundation Stage curriculum. This is followed by a Key Stage 1 curriculum for Year 1 and 2 whilst Year 3 to Year 6 follow the Key Stage 2 curriculum.

We try to ensure that each child is working to the best of their ability and that tasks are designed to extend and challenge accordingly. If and when extra support is needed beyond that which the class teacher with the aid of our team of support staff can provide, the school will work with the family in liaising with relevant outside agencies to ensure provision for the child.

Copies of the school's curriculum coverage plan are available on the school website.

ENGLISH

Our aim is to ensure a command of English and an ability to communicate with other people both orally and through writing. We teach the main skills of Speaking and Listening, Reading, Writing for a wide range of purposes and audiences, Spelling and Handwriting. We also ensure that these skills can be transferred and practised in all other aspects of the curriculum.

Our wide selection of books provides the opportunity to promote reading skills, reference skills and very importantly, reading for pleasure. Children are encouraged to take books home. We aim for a high standard both in actual letter formation and overall presentation of work.

MATHEMATICS

Our aim is to develop a thorough understanding of the basic mathematical skills and concepts which the children can apply in investigational work and problem solving situations, both in this subject and other curricular areas. The 2014 National Curriculum for Mathematics is followed throughout KS1 and KS2.

Children work on computation and practical exercises at their own level of ability whether it be individually, in a small group, or as a whole class.

SCIENCE

In Science we are concerned with the areas of study laid down in the 2014 National Curriculum. As well as acquiring a body of knowledge across a broad range of natural and physical sciences, children are encouraged to observe, record and experiment in order to build up the skills of systematic inquiry.

COMPUTING

Computing replaces in name the subject previously taught as ICT. It is a very important part of the National Curriculum and also plays a vital role in many other subjects across the school curriculum. Computing helps to prepare pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We aim to deliver Computing in a positive and creative way so that children become confident with its use and its application across all areas of the curriculum. Throughout

the Early Years Foundation Stage and both Key Stages 1 and 2, pupils develop their Computing capabilities through a range of curriculum activities.

Each classroom has a networked laptop and an Interactive Whiteboard, including a touch screen whiteboard in EYFS. Each class in school has timetabled weekly sessions of Computing. Children have access to wireless laptops and iPads to use across the curriculum: we also have 8 Macbooks which can be used to promote the more creative aspects of Computing such as podcasting, animation and video editing, alongside a range of additional equipment such as DV cameras, digital cameras and voice recorders. We believe that increased capability in the use of Computing promotes collaborative and independent learning, with pupils being able to make informed judgements about when and where to use Computing to best effect, and to consider its implications for home and work - both now and in the future.

DESIGN & TECHNOLOGY

Children are encouraged through the skills of Design & Technology to identify and analyse a need, design a product which can satisfy that need, construct that product, test it and then make any modifications which may be necessary. In Design & Technology these processes are developed through a range of activities including junk modeling, baking, woodwork, Lego and Lego Technik.

HISTORY

The Study Units and Key Elements of National Curriculum History are taught through a topic approach which also utilises skills developed in other curriculum areas. Through their study of a period in history the children will develop their skills of historical inquiry, their sense of chronology and their ability to interpret historical information and organise and communicate this to others.

GEOGRAPHY

In Geography the children study the local area and also contrasting localities at home and abroad. They develop their geographical skills by making observations, collecting and recording evidence, interpreting globes, maps and plans, pictures and photographs. Fieldwork will take place using themes such as Rivers, Weather, Settlement and Environmental change.

ART & DESIGN

Children will study aspects of art through Drawing, Painting, Print making, Textiles, Collage and Sculpture. Their skills and understanding will be developed by focusing attention on the visual elements of art: line, shape, pattern, colour, texture, tone, form and space.

MUSIC

In music we will be concerned with two aspects: Performing & Composing and Listening & Appraising. Children will have the opportunity to sing and use a variety of instruments and to listen to and respond to the work of composers. Specialist music teachers visit school to give instruction in stringed instruments and choir and recorder groups meet. We also have a highly-qualified external music teacher who will be working with different classes across the year on a particular aspect of the Music curriculum.

PHYSICAL EDUCATION

Our aim in PE is to promote physical activity and a healthy lifestyle. We are seeking to develop physical skills, positive attitudes towards fellow pupils and a sense of fair play. Pupils will develop skills in gymnastics, dance, games, athletics, swimming and outdoor activities. Extra

curricular opportunities exist to develop skills further. Coaching, clubs and/or teams are available in a range of sports including: Kwik Cricket, Football, Netball, Tag Rugby, Athletics, Multi-skills and Tennis.

For 2017/18, Year 3, 4 and 5 will participate in swimming as part of their statutory curriculum entitlement. We use 'Splash' pool in Stockton for our swimming sessions: each year group attends for ten consecutive days within a specified term. We aim to have every child able to swim at least 25 metres (the national expectation for Y6 children) as soon as possible. Many of our children go on to swim hundreds of metres however!

For the 2017/2018 academic year, we will also have the expertise of a dedicated P.E. teacher from Conyers coming in to school to support in the delivery of high-quality P.E. sessions.



RELIGIOUS EDUCATION

The Stockton Agreed Syllabus for Religious Education is taught in school. An awareness of Christian religions as well as some of the world's other religions is taught in order that children can learn about their own faith and understand those of other peoples.

Children may be withdrawn from Religious Education and Collective Worship. Parents who feel that they may wish to withdraw their child should discuss this with the Head Teacher. It should be noted however, that no special arrangements are made for such pupils.

LANGUAGES

Our chosen language across Key Stage 2 is French. Key concepts across the year will be acquisition of vocabulary in specific areas as detailed on our published Curriculum Matrix. Links to other languages will be made as and when topic areas allow.

SPECIAL EDUCATIONAL NEEDS

We recognise that some children have special talents which need nurturing and other children need help occasionally or even continuously in order to overcome specific difficulties and help them make progress. Children who experience difficulties are helped in the classroom by their own teacher with work or activities which should enable them to progress.

In determining children's needs we look at children's verbal, physical and academic abilities, emotional problems, attitudes, aptitudes and interests. When a child is identified as having learning difficulties, consultations take place between the class teacher, the Special Needs Coordinator (SENCo) and the child's parents: this determines the programme of work designed for the pupil.

If there is a need, the child will be referred (after consultation with parents) to one of the support services, eg Educational Psychology, Speech Therapy, Education Improvement Service etc.

Children with special academic abilities are catered for within the classroom with extension activities and whenever possible opportunities to work with similarly able pupils from other schools are provided.

For further information, please refer to the School's SEND Support Offer and the Local Authority's SEND Support Offer, both available and linked on our website.

ASSESSMENT, RECORDING AND REPORTING

Teachers are continuously marking and assessing pupil's achievements in all aspects of the curriculum. At the end of each academic year, parents receive a written report outlining their child's progress and performance in all aspects of the curriculum. For pupils in Year 2 and Year 6 this report will also cover performance in National Curriculum Tasks and Tests.

Consultation Evenings are arranged in the Autumn and Spring terms to which parents are invited. Parents are welcome to discuss their child's report in June/July if they so wish. Beyond these pre-arranged opportunities, parents are always welcome to arrange a meeting with teachers or the Head Teacher should the need arise.

KEY STAGE 1 AND 2 RESULTS

End of Key Stage 1 Results 2017

Cohort Details

Eligible Pupils

1 Pupil is equivalent to:

2016				2017			
Boys	Girls	Gap	All	Boys	Girls	Gap	All
13	17	***	30	20	10	***	30
7.7%	5.9%	***	3.3%	5.0%	10.0%	***	3.3%

● Pupils working towards the Expected Standard (WTS) or above

		2016				2017				Sch Diff vs LA/Nat
		Boys	Girls	Gap	All	Boys	Girls	Gap	All	
Reading TA	School	100%	100%	0%	100%	100%	100%	0%	100%	-
	LA	91%	95%	-4%	93%	91%	95%	-4%	93%	7%
	National	***	***	***	***	***	***	***	***	***
Writing TA	School	100%	100%	0%	100%	100%	100%	0%	100%	-
	LA	90%	98%	-6%	93%	90%	98%	-6%	93%	7%
	National	***	***	***	***	***	***	***	***	***
Maths TA	School	100%	100%	0%	100%	100%	90%	10%	97%	-
	LA	93%	98%	-3%	94%	93%	98%	-3%	94%	3%
	National	***	***	***	***	***	***	***	***	***
CRWM [‡]	School	100%	100%	0%	100%	100%	90%	10%	97%	-
	LA	88%	94%	-6%	91%	89%	95%	-6%	92%	5%
	National	***	***	***	***	***	***	***	***	***

● Pupils working at the Expected Standard (EXS) or above

		2016				2017				Sch Diff vs LA/Nat
		Boys	Girls	Gap	All	Boys	Girls	Gap	All	
Reading TA	School	77%	88%	-11%	83%	85%	80%	5%	83%	-
	LA	70%	82%	-11%	76%	74%	82%	-8%	78%	5%
	National	70%	78%	-8%	74%	72%	80%	-8%	76%	7%
Writing TA	School	54%	78%	-23%	67%	65%	60%	5%	63%	-
	LA	60%	77%	-17%	68%	66%	79%	-13%	72%	-9%
	National	59%	73%	-14%	65%	62%	75%	-13%	68%	-5%
Maths TA	School	85%	94%	-10%	90%	70%	70%	0%	70%	-
	LA	73%	78%	-5%	76%	76%	79%	-3%	77%	-7%
	National	72%	74%	-2%	73%	74%	77%	-3%	75%	-5%
Science TA	School	92%	100%	-8%	97%	100%	90%	10%	97%	-
	LA	84%	90%	-6%	87%	83%	88%	-4%	85%	11%
	National	79%	84%	-5%	82%	80%	85%	-5%	83%	14%
CRWM [‡]	School	54%	71%	-17%	63%	50%	60%	-10%	53%	-
	LA	58%	71%	-15%	64%	63%	72%	-10%	67%	-14%
	National	***	***	***	***	***	***	***	***	***

[‡] Threshold achieved in Reading AND Writing AND Maths

LA results include special schools

*** Not available

● Pupils working at a greater depth within the Expected Standard (GDS)

		2016				2017				Sch Diff vs LA/Nat
		Boys	Girls	Gap	All	Boys	Girls	Gap	All	
Reading TA	School	48%	24%	23%	33%	30%	30%	0%	30%	-
	LA	21%	30%	-9%	25%	22%	34%	-12%	28%	2%
	National	20%	27%	-7%	24%	***	***	***	25%	5%
Writing TA	School	15%	18%	-2%	17%	10%	20%	-10%	13%	-
	LA	10%	18%	-9%	14%	12%	23%	-12%	17%	-4%
	National	10%	17%	-7%	13%	***	***	***	16%	-3%
Maths TA	School	31%	18%	13%	23%	35%	20%	15%	30%	-
	LA	18%	17%	1%	18%	22%	20%	1%	21%	9%
	National	19%	16%	3%	18%	***	***	***	21%	9%
CRWM#	School	15%	6%	10%	10%	10%	10%	0%	10%	-
	LA	8%	12%	-4%	10%	9%	15%	-6%	12%	-2%
	National	***	***	***	***	***	***	***	***	***

Threshold achieved in Reading AND Writing AND Maths

LA results include special schools

*** Not available

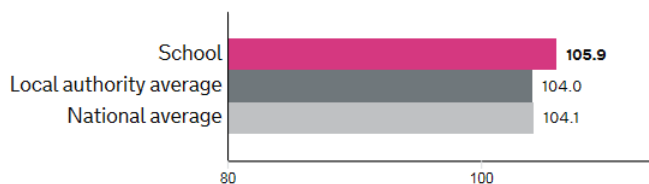
Key

- Within the 'Boys' and 'Girls' columns, indicates the better performing gender
- Within the 'All' column, indicates performance is better than last years
- Within the 'All' column, indicates performance is worse than last years
- the school is above the LA/NAT but is less than the equivalent to 1 pupil % of Total Cohort
- the school is above the LA/NAT but is more than the equivalent to 1 pupil % of Total Cohort
- the school is below the LA/NAT but is less than the equivalent to 1 pupil % of Total Cohort
- the school is below the LA/NAT but is more than the equivalent to 1 pupil % of Total Cohort

Key Stage 2 scaled scores and progress measures

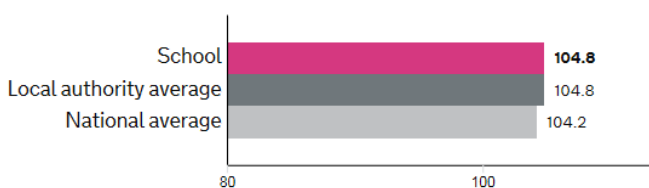
Reading ?

Number of pupils = 30



Maths ?

Number of pupils = 30



Reading [Explore data in detail](#) Writing [Explore data in detail](#) Maths [Explore data in detail](#)

	Reading	Writing	Maths
School progress score	+2.86	+1.70	+1.72
Confidence interval ?	+0.63 to +5.08	-0.46 to +3.86	-0.30 to +3.73
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)	●		
Average (about 60% of schools in England)		●	●
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	30	30	30

End of Key Stage 2 Results 2017

Cohort Details

Eligible Pupils 1 Pupil is equivalent to:	2016				2017			
	Boys	Girls	Gap	All	Boys	Girls	Gap	All
	18	10	***	28	15	15	***	30
	5.6%	10.0%	***	3.6%	6.7%	6.7%	***	3.3%

● Test Results: Pupils achieving the Expected Standard or above

		2016				2017				Sch vs LA/Nat
		Boys	Girls	Gap	All	Boys	Girls	Gap	All	
CRWM Indicator [†]	School	67%	80%	-13%	71%	73%	87%	-13%	80%	-
	LA	51%	57%	-6%	54%	61%	67%	-6%	64%	16%
	National	50%	58%	-8%	54%	57%	65%	-8%	61%	19%
Reading	School	72%	100%	-28%	82%	73%	93%	-20%	83%	-
	LA	62%	70%	-8%	66%	69%	75%	-6%	72%	11%
	National	63%	70%	-7%	66%	68%	75%	-7%	71%	12%
Writing (TA)	School	83%	100%	-17%	89%	80%	93%	-13%	87%	-
	LA	71%	82%	-11%	76%	74%	86%	-12%	80%	7%
	National	68%	81%	-13%	74%	70%	82%	-12%	76%	11%
Maths	School	89%	80%	9%	86%	80%	87%	-7%	83%	-
	LA	74%	71%	3%	72%	78%	78%	0%	78%	5%
	National	70%	70%	0%	70%	74%	75%	-1%	75%	8%
Spelling, Punctuation & Grammar	School	89%	100%	-11%	93%	73%	93%	-20%	83%	-
	LA	72%	79%	-7%	76%	75%	84%	-9%	80%	4%
	National	68%	78%	-10%	72%	73%	81%	-8%	77%	6%

● Test Results: Pupils achieving the Higher Standard or above

		2016				2017				Sch vs LA/Nat
		Boys	Girls	Gap	All	Boys	Girls	Gap	All	
CRWM Indicator [†]	School	11%	10%	1%	11%	0%	13%	-13%	7%	-
	LA	4%	5%	-1%	5%	6%	12%	-6%	9%	-2%
	National	5%	6%	-1%	5%	7%	10%	-3%	8%	-1%
Reading	School	44%	50%	-6%	46%	7%	60%	-53%	33%	-
	LA	15%	18%	-3%	16%	18%	26%	-7%	22%	12%
	National	16%	22%	-6%	19%	21%	28%	-7%	25%	8%
Writing (TA)	School	11%	10%	1%	11%	7%	27%	-20%	17%	-
	LA	11%	19%	-8%	15%	13%	27%	-14%	20%	-3%
	National	11%	19%	-8%	15%	13%	23%	-10%	18%	-1%
Maths	School	50%	30%	20%	43%	33%	13%	20%	23%	-
	LA	20%	14%	7%	17%	25%	23%	3%	24%	-1%
	National	18%	15%	3%	17%	24%	21%	3%	23%	0%
Spelling, Punctuation & Grammar	School	39%	30%	9%	36%	33%	53%	-20%	43%	-
	LA	21%	26%	-5%	23%	27%	36%	-9%	32%	12%
	National	19%	27%	-8%	23%	27%	35%	-8%	31%	12%

[†] CRWM - Combined Reading, Writing and Maths. Threshold achieved in Reading, Writing AND Maths.

LA results include special schools

*** Not available

SCHOOL RULES AND EXPECTATIONS

These are not in codified form; they are contained for the most part within this booklet as part of the context of most sections. When any new rules are needed or existing ones are varied, parents are informed by letter. The children are informed orally. We do, however, have a School Charter on display in the hall and all classrooms to which the children are expected to adhere in addition to the Golden Responsibilities.

We regard good behaviour as an essential prerequisite for effective teaching and learning to take place. We have adopted simple generally accepted codes of conduct and rules which we impart to our pupils: these define the ground rules of acceptable behaviour in and around school. The factors we associate with good behaviour are as follows:

Good relationships and mutual respect between staff and pupil.

High expectations for our pupils.

A well-matched curriculum.

The fostering of pupils' self-esteem.

Acceptance, tolerance, equality for all and celebration of diversity

Our Golden Responsibilities form the basis for praise and reward. We hope they are fully understood by all staff, parents and children. They are applied with fairness.

Our Golden Responsibilities:

Be gentle

Be kind & helpful

Work hard

Look after property

Listen to people

Be honest.

We offer all pupils specific responsibilities and extra-curricular activities to enhance positive reactions to school. We endeavour to give praise in a variety of ways including the use of team points, stickers and certificates rewarding high standards of work, attitude and behaviour.

SEX AND RELATIONSHIPS EDUCATION

The Governors believe Sex and Relationships Education (SRE) is an important part of the school curriculum and should be based on a moral framework which develops pupil's understanding of their own physical, sexual and emotional development. A variety of resources will be used with small groups of pupils in an appropriate context. The programme of learning will deal with Physical Development at Puberty, Reproduction and Family Responsibilities predominantly through the appropriate use of the Authority's 'Lucinda and Godfrey' materials. Parents will be invited to consider and discuss the resources with staff in advance and under the Education Act 1994, they have the right to withdraw their children from these sessions.

The sex education programme will take account of the maturity and age of the pupils; it is envisaged that all children will follow the course in Year 6, i.e. at age 10/11. There will, of course, be other occasions when pupils will learn about reproduction, e.g. in the study of animals as part of other curricular studies, such as Science.

HOMEWORK

Children will be given appropriate homework activities based on the age and ability of the children.

This will start with simple games and reading activities developing to more complex tasks which may include research as well as activities to reinforce, enrich or extend learning. Class teachers set out their expectations in relation to homework in letters to parents at the start of each school year.

CLOTHING

The school colours are red, white and black or dark grey. Sweatshirts and polo shirts incorporating the school logo can be obtained via the Elizabeth's Embroidery website – www.elizabethsembroidery.com (password Leven), from Tesco – tesco.com/ues or from Motif8 <https://www.motif8.co.uk/schools/primary-schools/levendale-primary-school-8354>. While school uniform is not compulsory, it is preferred that children wear clothing in the school colours, as it is both smart, serviceable and engenders that sense of belonging which we feel is important at Levendale.

Children **should** wear low heeled shoes in school.

Items of jewellery **should not** be worn or brought to school: many are a hazard during physical activities, and the school has not the facilities to ensure their safe keeping. Children must remove all jewellery including ear studs or sleepers before Physical Education periods. Due to the danger of earrings catching on clothing etc. causing injury, **we strongly recommend** discouraging your child from wearing them for school.

We cannot stress enough the importance of naming your child's clothing clearly. Each term we are inundated with items of clothing that are not claimed and we cannot return because they are not labelled. Time is saved and distress avoided if the garments are easily identified.

In inclement weather it is helpful if a change of footwear is brought.

Children are required to change for P.E. and Games and need a white T-shirt, red shorts and plimsolls (with non-marking sole), these are also available from the PTA. These should be brought to school in a bag (preferably named) and should remain in school for the week as P.E. sessions can sometimes be moved due to unavoidable circumstances.

LEVENDALE CHILDREN'S CENTRE (Before & After-School Club)

This club provides supervised child care for children attending school at the following times:-

Each weekday morning for one hour before school from 7.55 - 8.55 am.

Each weekday after school from 3.15 - 5.45 pm.

The club provides a range of fun activities in a safe and secure environment. Further details may be obtained from the school office (Mrs Dearlove) or the school website.

CHARGING AND REMISSIONS POLICY

The Governors have adopted as their policy the statement issued originally by Cleveland LEA and this is reviewed annually. In essence, this policy recognises that no additional funds will be released by Governors to finance optional extras such as theatre visits, trips etc, whether or not they take place during the school day, evenings or weekends. Thus, prior to any such visit, parents will be asked to confirm in advance that they wish their child to participate and are willing to bear the cost of such optional extras and recognise that, if sufficient funds are not forthcoming, visits will not take place.

HEALTH

We endeavour to take the greatest care of your child. It is impossible to do this without the fullest information about your child's health. It is also important for us to know if circumstances at home have altered eg if grandparents die, mother is in hospital, father working away from home etc, since these do often affect a child's performance in school. All of this information is confidential and treated as such. Its absence may not allow us to care properly for your child.

Should your child have any medical conditions or allergies would you please make school aware. If your child is asthmatic it is advisable to provide an inhaler with the appropriate medication to be kept in school; the local doctors are very good at providing an additional inhaler should you request one. The inhalers are kept in the classrooms to ensure easy accessibility at all times.

The only medication that is permitted in school is that prescribed by your doctor. Should your child need to take medication during the school day, it would be appreciated if you could make arrangements for it to be administered by yourself if at all possible. Should this prove impossible (as is sometimes the case when parents are at work) and you cannot adjust the dosage times to coincide with the end of the school day, it would be necessary to complete a form (available from the school office) containing full instructions regarding the dosage, and giving written permission for the medicine to be administered by a member of the school staff. **Please note that medication cannot be given unless this form is completed and the medication is (a) clearly labelled with the child's name and (b) has been prescribed by the child's GP or other medical professional.** Children are released for medical and dental appointments but the request should be made in writing. **All pupils must be 'signed out' by the adult who is collecting them. No child is allowed to leave the premises at any time during the school day unless an adult collects them.**

Attendance for 2016/17	–	96.8%
Authorised absence for 2016/2017	-	2.8%
Unauthorised absence for 2016/2017	-	0.3%

NORTH TEES HEALTH NHS TRUST

Given below are details of the departments parents should contact in the Family Health Division if their child has a medical problem and they are concerned about his/her development. If this medical problem has an education bearing, for example, a speech or hearing problem, parents should contact the Head Teacher who will advise them as to the best course of action.

Family Health
Ragworth Neighbourhood Centre
St John's Way
Ragworth
Stockton

School Nurse
01642 606591

CHILD PROTECTION INFORMATION

The majority of parents do not know of the role of school in Child Protection and the duty upon staff to refer cases to the Social Services Department. Good relationships are based on honesty and openness. A useful way of ensuring that parents are aware of the school's role is to make a clear statement.

"Parents and 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 County Child Protection Procedures and inform Social Services of their concern. This may involve a visit to the home by a Social Worker".

I trust that you will find this statement helpful. Should you wish to discuss the matter further, please do not hesitate to contact the Head Teacher. The Headteacher is the Designated Safeguarding Lead.

TRANSPORT

Children who live at Hilton and Maltby travel by Special Bus, leaving the villages at 8.35 am and returning to Hilton at approximately 3.55 pm. The children are supervised to and from the bus stop on Mount Leven Road by adults employed by the LEA. If you require further information please contact Transport on 01642 527117

In the event of passes being lost, replacements must be obtained at the cost of the parents.

Over the last few years transport has also been offered to pupils travelling from Ingleby Barwick.

If children are at any time and for any reason not going to use the transport provided, the school must be informed in writing or, in an emergency, by telephone. Otherwise children will be placed on the bus as usual.

The Road Safety Officer has advised that parents bringing children to or collecting children from school by car, park their car at the front of the school in **the lay-by provided but away from the turning area at the end of the drive.**

Parents parking at the rear of the school on and near the zig-zag lines could put children using the cul-de-sac to enter the school grounds in danger.

Children are not allowed to cross the car park and in the interests of safety we request that parents support us in this and find an alternative route.

SCHOOL MEALS

The school meals service provides lunch each day for those children whose parents wish them to have it. The meals are prepared on the school premises. The Cook takes a pride in presenting a choice of main courses and sweets, which are both appetising and form a balanced diet. Each term we place the menus on our school website so that parents can see the choices that are available each day. We operate a band system in school so that everyone makes their meal choice in the morning ensuring every child gets what they would like. We hope children will select a meal they enjoy but they will not be forced to eat anything they find unpalatable after they have tried to eat it. They will be encouraged to try unfamiliar foods. The meal is served on

individual plates and/or bowls. Parents who wish to do so are welcome to see the meal being served. Children should not have sweets in school.

The charge for a school meal from 1st September 2017 will be £2.05 per day, £10.25 per week, and it is important that all meals to be taken are paid for on the first day of each week, even when children are not staying every day. If you wish to pay by cheque, please make these payable to 'SBC'. Credit is given when a child, having paid for a meal, is absent. For those children who bring a packed lunch, we ask that healthy choices are made and please do not include any foods that to your knowledge contain nuts as some of our children have allergies. **It is very important that if you wish to swap from a school meal to a packed lunch or vice versa you must give school at least one week's notice.**

All children in EYFS and KS1 are, as has been the case since September 2014, entitled to a free school meal, regardless of whether their parents are in receipt of certain benefits or on a low income. However, those children whose parents are in receipt of those certain benefits or have low incomes may qualify for a free school meal. If you think your child may be entitled to free meals, please contact the school or The Education Offices for further details and an application form. It is of benefit to the school if all parents whose children are eligible apply for free school meals even if they do not take them up. Children who have Free School Meals are not identifiable to the other children.

During the lunch break the children are supervised and cared for by our team of Lunchtime Supervisors, most of which are long serving members of our school team. All of our supervisors are included in our training programmes, receive regular Safeguarding and Child Protection training/updates and some are First Aid qualified.

COMPLAINTS ABOUT THE SCHOOL CURRICULUM AND OTHER RELATED MATTERS

The Local Education Authority has established a procedure for considering complaints from parents relating to the school curriculum, the charging and remissions policies of schools and religious education and collective worship. It is hoped that parents would raise any concern they might have about such matters with the Head Teacher in the first instance. If parents wish to make a formal complaint, however, details of the procedures available can be obtained from the Head Teacher, Chair of Governors or from the Local Education Authority.

SECONDARY SCHOOL

The majority of our children transfer to Conyers School at the end of the school year in which they reach eleven years. This is a mixed Secondary academy for children up to the age of eighteen. There is a full programme of induction for our Year 6 pupils in the summer term so they are familiar with the school, the staff and new classmates before they start.

The children who transfer to other local secondary school are also provided with opportunities to visit their school prior to transfer.

Levendale School PTA

Charity No. 1025380

Welcome to Levendale School – and a warm welcome from the PTA.

On behalf of Levendale School Parents, Teachers Association (PTA,) I would like to extend you a warm welcome. Levendale School PTA is a friendly, lively and dynamic group of parents, carers and school staff, all committed to supporting our school and it's pupils by raising funds.

Why do we do fund raise?

Our children are the single most important thing in our lives and we all want to know that their time in school will be enriching, inspiring, instructive and of course, educational. This comes at a cost.

The PTA raises funds for the 'extras' not provided by the Local Education Authority (LEA.) Monies raised by the PTA have been used to bring authors into school, provide music workshops, enable pupils to experience foods and practices from different cultures, purchase sportswear for our school teams and, supplement after school activities. This is to name but a few!

How do we spend the money we raise?

We have funded major projects including:

- A school bag for every foundation stage pupil
- Redevelopment of the school garden
- Play equipment across the school
- Nintendo Wii & controllers for Golden Time
- Stunning artwork in the Y2/3 cloakroom area

In recent years we have funded:

- World Vision, sponsor a child
- Annual visits from a touring pantomime for the whole school
- Resources for Golden Time,
- Poets, authors and illustrators to work with classes throughout school
- An animal nativity
- Chicks and an incubator
- Football strips, sportswear and sports kits
- School Party to celebrate the Queens Jubilee 2012 & commemorative rulers for the whole school
- School Choir
- Storage trolley

How do we fund raise?

Throughout the year we run social events for children, for parents and for families. Many of these such as the school discos, the Christmas fair and carol concert, quiz night, ladies night, Easter competitions and the summer fair, have become regulars in the school calendar. They also help to maintain our schools community spirit and atmosphere and help bring parents together to enrich their lives and that of their children.

Who can join the PTA?

It's not just for mums!! Every parent/carer is automatically a member of the PTA. We can only exist with the support of parents in the school sharing a common cause – to raise funds to support the school and our children to grow. Our PTA depends on a continual cycle of parent involvement. As children reach their final year and leave, so do their parents and we need (and benefit) from continuously regenerating our membership with new parents each year on the PTA.

The PTA is simply a mixture of parents/carers that work together for the benefit of Levendale Primary School. Some of us are full-time parents, some work part-time or work full-time. NONE of us are specialists in fundraising but we all play our part in working together as a team and that is very rewarding!

What does joining the PTA involve?

Joining the PTA is totally flexible. PTA members give what time they can. This means anything including the following:

- being an active committee member with a dedicated role – attending quarterly PTA meetings for approximately 1.5 hours
- taking on an assistant role – helping with production of promotional flyers, putting posters around school, playing an active part in organising events.
- sparing half an hour to serve drinks at the school disco
- helping out by manning a stall at the summer or Christmas fair
- photocopying or distributing letters in school
- cleaning up after an event has been held

There is no commitment required and we are always grateful to everyone who can help. You may have something else to offer that you could bring along or suggest.

Giving up just 30 minutes of your time to help the PTA is invaluable. If everyone could spare 30 minutes a term to help, just think what we could achieve!

Why not pop along to one of our meetings? Dates and times are advertised both on the PTA notice board at the front of school and, on the PTA page of the school website.

If you are unable to attend PTA meetings - you can send in ideas for discussion! We welcome suggestions!

What are the benefits of joining the PTA?

For every member, joining the PTA means something different. It is a great way to meet other parents and the teachers who work with our children. It is also an incredibly rewarding experience to have been involved in the planning of events and to see the funds raised put to an excellent use within school. This is probably best summed up in the following quotes by a PTA member;

My reason for joining the PTA:

'to make new friends with parents of the school and get to know teachers and the school head outside of the classroom setting'

The benefits I get from joining the PTA from an active PTA Committee Member:

'a great sense of achievement when PTA events come together and the profits are re-invested into funding school activities for the benefit of all children at the school'

'the rewarding feeling of being involved in PTA events (school discos, secret santa shop etc) and seeing the glow on my child's face when I am 'working' in their school and having a good rapport with teachers'.

How could you help?

If you would like to become more involved with Levensdale School Parents, Teachers Association, please get in touch. Our meetings are advertised on the PTA notice board at the front of school and on the PTA page of the school website. Alternatively, speak to a member about how you might like to become involved. You can do this via details on the PTA notice board or the school office.

Every contribution counts we welcome your support and involvement!

Thank you.

PTA Chair

EVENING ACTIVITIES

The school is available to be used during the evenings for a range of activities: currently, Brownies meet on Wednesday evenings and the Levensdale Association have regular events across the academic year, including wine-tasting, Gardener's Question Time and barn dances.

For further details of lettings costs etc, please contact Mrs Dearlove in the school office.