St Oswald’s

Church of England Voluntary Aided Primary and Nursery School

School Brochure September 2014

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Dear Parents

Welcome to St. Oswald’s Primary and Nursery School. I would like to extend a warm welcome to you all and hope that your association with the school is a long and happy one.

From September 2014, the School has taken the historical move to become a Primary and Nursery School with a transition to Year 6 being completed by 2017. In order to facilitate this move, we have remodelled part of the School and had an additional classroom built. This move has however, necessitated the reduction in our Pupil Admission Numbers from 30 to 15 in order to accommodate all of the children in our school. We look forward to being able to retain the children we have nurtured all the way through to year 6 and watching them continue to flourish and build on the success that we always achieve by the end of KS1. We are also excited about the prospect of preparing our children for life-long learning and their transition to Secondary School.

St Oswald’s is a Church of England School and has strong links with St Oswald’s Church. We have a caring ethos founded on Christian beliefs, where every member of our school is valued as an individual, contributing to the happy, caring Christian environment which we strive to create. We encourage children to develop as individuals by promoting independence, care and respect for others.

The school has established a tradition of achieving high standards with a caring and supportive environment where all children are encouraged to do their best. We hope to instil in our children a love of learning by offering a broad, balanced and creative curriculum set within an enriching and stimulating learning environment.

We recognise our role within local community and the importance of developing links between home and school. We believe in working with parents as partners and look forward to sharing this new partnership with you.

I hope you find the information in this booklet useful. Do not hesitate to contact me to discuss any other information you may need.

Yours sincerely

Mrs G Harrison
Head Teacher
Bishop's Preface

A Message of Welcome from the Bishop of Durham, Bishop Paul Butler

It has been my privilege over many years to visit schools in many different places. This has been across England but also in some of the very poorest countries in the world, like Rwanda, Burundi and Uganda. It does not matter where I see schools at work, I am always impressed by the dedication of teachers and the longing of parents to want the very best for their children. As a parent I know you want the very best for your child. The Church of England is engaged in schools because it too wants the very best for every child.

Every child matters because every child is special. Naturally they are special to you, their parent or carer, and to grandparents. They are also very special to the school. This is particularly true for us in church schools because of what we believe about the value God places on every child.

Jesus’ friends were arguing one day about who was the greatest in God’s kingdom. Jesus took a small child, stood him or her amongst the group and told all the adults that unless they became like this child they could never enter God’s kingdom. I often wonder just how very special that child felt that day. We want that sense of being loved, accepted and valued to be at the very heart of our schools, and of your child’s education.

Education matters because it provides building blocks for life now and into the future. We seek to offer the very best education we can in every school. This is not simply about the important matters of reading, writing, numbers and the like. It is also about the values by which we behave, and the kind of people we want to be. We believe our church schools offer great all round education for every child.

I love being able to visit schools and meet children. They are always enthusiastic, welcoming and brilliant at asking tough questions. Their zeal for learning is inspiring. So welcome to one of our wonderful church schools. I trust your child will find they grow and develop well throughout their time here.

+Paul
Introduction

St. Oswald's is a Church of England school situated in the historic City of Durham, near the University. We provide quality education for children aged 3-11 years (3-8 from September 2014) and aim for high standards of performance and behaviour. We recognise the right of each child to develop a full range of learning skills irrespective of gender, race or physical ability. As a Church of England school, we aim to reflect the teaching of the Christian faith in all aspects of school life. Our Voluntary Aided status enables us to strengthen and maintain our Christian ethos.

St. Oswald's is a small school of five classes: Nursery, Reception, Year 1 and Year 2 and Year 3 (first year of transition to Primary School status). Depending on the number of children in each year group, the classes maybe mixed. There are 26 part-time children in the Nursery classes, attending up to 15 hours each week. All infant classes have a statutory limit of 30 which from 2014 will be comprised of our first reduced intake of Reception children (amended intake of 15 from our previous intake of 30).

The small size of the school enables staff to get to know all of our children and their parents; Parental involvement is an important feature of the school where an open door policy is welcomed. Parents take part in school life as Parent Governors, classroom helpers and involvement in the activities of the Friends of the School which is an active and successful organisation. We regard parents as partners in the learning process of each child and greatly value the support they give to their child's learning.

Teachers are always willing to discuss progress and concerns with parents. Appointments can be made to see either the Head Teacher or Class Teacher.

School Ethos

The school aims to serve the community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all its pupils.

Recognising its historic foundation, the school will preserve and develop the religious character in accordance with the principles of the Church of England at parish and diocesan level.
How the Christian Ethos Influences the School

As a Christian school, St Oswald's will find opportunities throughout the school's curriculum, explicit and implicit, and through relationships at all levels, to share the Christian gospel and to demonstrate the life of faith in God. This will be evident in relationships, attitudes, understanding of right and wrong, forgiveness, and tolerance. Children of other faiths, or none, will be welcomed to the school. The Christian identity of the school will be obvious in all policy documents and correspondence.

The spiritual, moral, cultural, mental and physical development of each child will be based upon the values and virtues of our society's Judaeo-Christian tradition: love of neighbour, the pursuit of truth and justice, the challenge of service and duty, and the experience of trust and forgiveness.

These values and virtues are expressed throughout the school; in the curriculum and character and life of the school through:

- spiritual development which fully recognises the religious dimension of education throughout the curriculum and in the daily act of worship;
- moral development which builds character, enabling each child to have the courage to do what is right;
- cultural development which incorporates the Christian heritage of this country as well as the contribution made by other religions and cultures;
- mental and physical development which releases each child's full potential to grow in the image of God.

School Aims

All the staff at St. Oswald's are committed to providing the best possible education and school experience for your child. To achieve this, the following aims underpin the teaching and learning at this school.

We aim to:

- reflect the values and teachings of the Christian faith whilst respecting other cultures and beliefs. We will maintain close links with St Oswald's Church;
- provide high quality education suitable for the needs of each child, using a wide range of teaching methods;
- provide a happy and stimulating learning environment which promotes curiosity, creativity, enjoyment and interest in all aspects of learning;
- ensure all members of the school staff are confident in their respective roles, working together as a team and co-ordinated by effective leadership;
• create a caring and harmonious atmosphere in which all members of the school (children, staff, parents and governors) are listened to and respected, display tolerance and good manners towards each other, and strive for positive relationships with the wider community;

• provide a personal and social education which will encourage children to become independent, confident, self-disciplined and courteous;

• create a school environment which is welcoming, visually inviting, and which is safe and secure for all members of the school community.
School Staff

Head Teacher  
Mrs G. Harrison, MEd, NPQH, Cert Ed,

Deputy Head Teacher  
Ms D. Wilson, MA, PGCE, BA (Hons)

Teaching Staff

Nursery  
Mrs N. Kirkup, B.Ed. (Hons)

Elvet Class (Year R)  
Ms D. Wilson, MA, PGCE, BA (Hons)
and Mrs H. Stanley, BA (Hons) QTS

Dunelm Class 2 (Year 1)  
Miss G. Preece, MA, PGCE, BA (Hons)

Neville Class (Year 2)  
Mrs J. Cantwell, BA (Hons) QTS

Kingsgate Class (Year 3)  
Mr R. Handy, BA (Hons), QTS

Assistants

Nursery Nurses  
Miss V. Jewell, Foundation degree in Childcare and
Education, NNEB, HLTA
Miss E. Hunter, NVQ Level 3

Classroom Assistants  
Mrs J. Frame, HLTA, Teachers Assistant Cert,
Mrs N. Lang HLTA, Cache Level 3,
Miss S. Rycroft, Cache Level 3
Mrs G. Middleton BA (Hons) Cache level 3

School Secretary  
Mrs. S. Clift, BA (Hons) CSBM

Clerical Assistant  
Mrs. O Daglish

School Meals Staff

Lunchtime Supervisor  
Miss D. Clark
Mrs J. Hunter
Mrs J. Davis

Cook  
Mrs H. Hughes

Assistant Cook  
Mrs V. Sykes

Premises Manager  
Mr E. Allen

Cleaner  
Mrs M. Duffy

School Crossing Patrol  
Mr J. Lane
## School Governors 2013/2014

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<td>Chair of Governing Body</td>
<td>Ms S. Pitts, c/o School and Governor Support Service, County Hall, Durham DH1 5DQ, or the school</td>
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<td>Vice Chair</td>
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<td>Ex-officio Foundation Representative</td>
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| Foundation Representatives - Diocesan Board of Education | Ms S. Pitts  
Mrs A. Robley  
Mrs P. Nicholson |
| Foundation Representatives - Parish Church Council | Mrs S. Henniker-Major  
Mrs C. Roxborough  
Dr T. Lang |
| Foundation Representatives - Parent       | Mrs N. Bray                                                             |
| LA Representative                         | Mr C. Constance                                                         |
| Staff Representatives - Head Teacher      | Mrs G. Harrison                                                         |
| Teaching                                  | Ms D. Wilson                                                            |
| Non-teaching                              | Mrs J. Frame                                                            |
| Parent Representatives                    | Dr M. Armallini  
Mr A. Jordan                                                             |
| School and Governor Support Officer       | Mrs H. Moss, SGSS, County Hall, Durham City, DH1 5DQ                    |
The School Building

St. Oswald’s School was established in 1847 and is situated close to the centre of Durham City. The school has been extended and modernised over the years and we continue to make improvements whenever possible.

Situated on the ground floor are the head teacher’s office, the school office, Class 1, Class 2, Nursery, the dining room, resource room, cloakrooms, toilets, the kitchen, lift and the study. Class 3, 4, toilets, staffroom, the hall and library suite are on the first floor.

Outside there is an enclosed play area which has been landscaped and developed to include a trim trail and an enclosed quiet area. There is a separate Early Years garden with hard and grassed surfaces and garden area. The infant playground also has hard and grassed surfaces and garden area. For the safety of the smaller children, the two playgrounds are separated by a fence.

The security of staff and children is given a high priority. External gates to the playground and access doors are kept locked throughout the school day. Visitors to the school can only gain access by ringing the bell at the main entrance. All visitors to school must show identification before they are admitted and sign the visitors’ book.

Childcare provision

In September 2004 the school opened a child care centre to complement the educational provision provided by the school. This is known as “St Oswald’s Sunshine Club”. The Sunshine club is based within the school.

Three types of provision are available:

- The extended nursery day, i.e. one session will be an educational session based in the nursery class, followed or preceded by a private child care session;
- A before and after club for infant children, enabling parents to deliver and collect children outside of normal school times;
- A holiday club

There will be a charge for child care. Further details are available from the Sunshine Club 0191 3868322 or at www.stoswaldsdurham.net

Email: sunshine@stoswaldsdurham.net
Curriculum

The Early Years

Children between 3 and 5 years are part of our Early Years Department. This consists of a Nursery class and a Reception class. Two part-time job-share teachers, a full-time Higher Level Teaching Assistant and a part-time Nursery Nurse teach the Nursery children. A Teacher and a Higher Level Teaching Assistant are in the Reception class.

Children in the Early Years Department follow the Early Years Foundation Stage Curriculum (2012). This consists of seven areas of learning and development. The three prime areas are communication and language; physical development; and personal, social and emotional development. The four specific areas are literacy; mathematics; understanding the world; and expressive arts and design.

Children are assessed on entry to Nursery and Reception to allow teachers to plan appropriate learning and development opportunities. Children in the Nursery class are assessed using the Development Matters document which forms part of the Early Years Foundation Stage curriculum guidance. During the Reception year the children are assessed using Development Matters and the Early Learning Goals culminating in an end of year statutory assessment which is known as the Foundation Stage Profile. In 2014/15 we will be trialling a new baseline assessment for children in Reception. This has been designed by Durham University’s Centre for Evaluating and Monitoring and will help our Early Years staff to more accurately plan learning according to children’s needs.

The Nursery and Reception classes each have access to an outdoor learning environment where many areas of the curriculum are developed alongside physical skills and social interaction. Children use these outdoor areas in all types of weather.

More details about the Nursery and Reception classes are given when places are allocated and visits for children and parents are arranged prior to entry.
Key Stage 1
Children of 5-6 years are usually in Year 1 and 6-7 years in Year 2. We have mixed age year groups depending on our admission numbers. These two years make up Key Stage 1 of the National Curriculum. Each class has a teacher and a part-time classroom assistant or Higher Level Teaching Assistant.

Key Stage 2
From September 2014 we will have our first cohort of Year 3 children aged 7 and 8. The children will follow the requirements of the 2014 National Curriculum: English, Mathematics, Science, Computing, Design and Technology, History, Geography, Physical Education, Languages (French), Music and Art and Design. Our school curriculum also includes Religious Education; Personal, Social and Health Education; Citizenship and Moral, Spiritual, Cultural and Social Development. The school curriculum is organised into a two year rolling programme of topic-based and subject-specific learning. The long term curriculum plan will be available on the school website at www.st Oswaldsdurham.net

Building on records received from the Foundation Stage, children are provided with learning opportunities suitable for their level of ability. Some children need to go at a slower pace whilst others need to have their experiences extended. On the whole the school plans for stage not age and the learning is personalised for small group teaching. Children with learning, physical or behavioural difficulties are carefully monitored, their needs identified and individual learning programmes put into effect. Records are kept of children’s progress and open days take place each term to allow parents to discuss their child’s progress with the class teacher.

Standards and Assessment
St. Oswald’s results in the National Tests (SATs) at the end of Key Stage 1 are outstanding. Results over the last five years show the school to be achieving results which are amongst the best in the county and much higher than the national average. When compared with similar schools nationally, St. Oswald’s performs extremely well. The school has been awarded 3 Certificates of Excellence to recognise the standards achieved. KS1 SATs results for last year are included in this brochure.

Much time is spent in developing social and behavioural skills. Children are encouraged to think of how their actions can affect others. Consideration for others, quietness in moving around school and when working, are key elements in developing self-control.
An awards ceremony is held each week when good effort in work, good behaviour and helpfulness are rewarded. This takes the form of a Star of the Week certificate, Good Writing award and a Friendship Cup for each class. Children are also encouraged to bring certificates, medals or trophies which they have earned out of school to be celebrated.

Assessments
This school upholds the L.A.'s view that “individual pupils are entitled to have their achievements, skills, abilities and progress recognised throughout the whole curriculum.” Careful records of pupils' achievements are kept throughout the year in each class. Parents will receive a written report compiled by the class teacher towards the end of the summer term and are invited to discuss the report with the teacher.

Open Days
Throughout the year, your child will bring you invitations to visit, sometimes on an individual basis with the teacher, other times on a more informal basis to view work in the classroom with groups of other parents. We vary times to try to accommodate everyone at some time during the school year. Children are encouraged to show parents around their classroom during our 'open sessions'. There may also be special assemblies where parents will be invited to attend.
This table shows a summary of the National Curriculum assessment results of pupils in the school (2014) and nationally (2013) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 30. Figures may not total 100 per cent because of rounding.

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</table>

1. Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.
2. Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
3. Absent and Disapplied are not reported in science main level but are reported as U (unable). These are shown in the disapplied column for the purposes of this table.
4. ‘-’ represents ‘Not Applicable’.
5. ‘x’ indicates a figure not shown in order to protect confidentiality.
Special Educational Needs (SEN)

Some children are on the school’s Special Educational Needs and Disabilities (SEND) Register. This is because the school has a policy of identifying concerns early and putting strategies in place to try and prevent small concerns becoming big problems. Mrs Stanley is the school’s SENCO (the SEN Co-ordinator). The Local Offer and Schools offer giving details about SEND, will be available on the school website at www.stoswaldsdurham.net from September 2014.

When a class teacher raises a concern, perhaps a social, learning, behaviour or physical problem, they will consult with the SENCO and inform you of that concern. This is to enable school and home to work together and allow you the opportunity to be involved in the process. Confidential records are kept in school and progress is reviewed at least termly. The initial stage of raising the concern and dealing with it within school is called the Early Years School Action Stage for Nursery, Reception and Year 1, and School Action Stage for Year 2 onwards. This terminology is changing from September 2014 when children will start to receive an Education Health Plan, however, the process of identification will be similar.

At the SEND review, it could be that identified problems have been overcome and no further action is needed. If members of staff are still concerned, then further actions will be taken, including perhaps, asking for expert help from such people as the Educational Psychologist, Speech Therapists or the School Doctor. When outside help is sought, this stage was previously referred to as Early Years School Action Plus Stage or School Action Plus.

Please support the school if it is suggested to you that your child has been identified as needing some help in an area of development. Having children on the SEND Register ensures that they are monitored closely and progress reviewed regularly, with appropriate action taken at each stage. The Class Teacher and Head Teacher are always willing to make an appointment with you to discuss any concerns and worries you may have.

Due to the fact that children develop at different rates, the school may identify children who at different times and for different subjects or reasons require some form of intervention. If the Child does not require an Education Health Plan, they will be placed on a provision map which will ensure their temporary needs are receiving the intervention required. If the child concerned does not respond to the intervention, it may then be appropriate to place the child on the SEND register and involve other outside agencies.
# The School Day

## Nursery

Parents can choose from the following pre-arranged times:

- 8.45-11.45 X 5
- 12.00 -3.00 X 5

### Monday, Tuesday, Wednesday morning

### Wednesday, Thursday, Friday morning

## Infants and Juniors

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8.45am</td>
<td>Children can be left in the playground with a member of staff, and Nursery children can be taken into Nursery</td>
</tr>
<tr>
<td>8.50am</td>
<td>Bell rings for start of school day</td>
</tr>
<tr>
<td>8.55am</td>
<td>First teaching session commences</td>
</tr>
<tr>
<td>10.15 -10.30am</td>
<td>Collective Worship</td>
</tr>
<tr>
<td>10.30am-10.45am</td>
<td>Morning break</td>
</tr>
<tr>
<td>10.45- 12.00</td>
<td>Second teaching session</td>
</tr>
<tr>
<td>12.00-13.00</td>
<td>Lunchtime (Reception class 12.45 am)</td>
</tr>
<tr>
<td>13.00-14.00</td>
<td>Third teaching session</td>
</tr>
<tr>
<td>14.00-14.10</td>
<td>Afternoon break (KS1 only)</td>
</tr>
<tr>
<td>14.10-15.15</td>
<td>Fourth teaching session</td>
</tr>
<tr>
<td>15.15pm</td>
<td>School day finishes</td>
</tr>
</tbody>
</table>

Please ensure that children are at school by 8.45am, ready to line up at 8.50 am. Children should arrive no more than 10 minutes before the start of the morning session and are the responsibility of the parents until 8.45am. A member of staff will be on duty in the Infant playground from 8.45am and we encourage parents to leave their children.

We ask Nursery parents to bring children into the building at 8.45am via the entrance gate on school lane.

Infant children should go into the main playground (via the school gate on school lane) until the bell rings for morning school. Parents should wait in the quiet area once the children have been dropped off. In the event of bad weather the children will be allowed into school from 8.45 am. We ask parents not to enter the school or Nursery yard unless absolutely necessary (apart from dropping children off at Nursery), because the teachers may have set out activities ready for the first teaching session.
Looking after personal belongings and using the cloakroom area should soon become an independent task for every child. There are members of staff on duty to help the less confident so please allow your child to come into school alone. The cloakroom is very small and cannot accommodate parents. Reception children will take their belongings into the classroom where the children have their own cloakroom area.

The School Organisation

The school is a single form entry Primary and Nursery school. The pupils begin school during the academic year of their fifth birthday. There is a single admission each September for children born between 1st September and 31st August. The school caters for children between the ages of three and ultimately 11 years. Children are able to start nursery the term after their third birthday if there are places available.

Lessons are based upon the Early Years Foundation Stage or National Curriculum, appropriate to their age, as directed by the Department of Education. We have 5 classes divided into the Early Years department and Key Stage 1/2.

Classes Can Accommodate

<table>
<thead>
<tr>
<th>The Foundation Stage</th>
<th>Key Stage 1</th>
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<tbody>
<tr>
<td>Morning Nursery Session</td>
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<tr>
<td>Afternoon Nursery Session</td>
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<td>Reception</td>
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</tbody>
</table>

These class numbers are the numbers we will ultimately have in school, however, apart from the Reception class; we still have classes of 30 to move through the school. Consequently, classes will be mixed age in order to accommodate all of the year groups into 5 classrooms.

Clothing

Please provide clothes that your child can easily cope with when going to the toilet, changing for P.E. and going out to play. It is hoped that children have been taught at home to fasten shoelaces by their last year in school. Extra help is given to Reception children for changing and also to ensure that they are suitably clothed for outside play.
T-shirts, shorts and plimsolls, all named in a gym bag please. You will be advised of the colour of T shirt, as the children are allocated a house colour upon entry to school. Siblings will all wear the same house colour. We ask that you provide jogging bottoms for outdoor PE during colder weather.

**Uniform**

Pupils are encouraged to wear a school uniform: Royal blue sweatshirts and white polo shirt with grey or black trousers, shorts or skirts. Blue and white checked dresses may be worn in the summer. School uniform can be obtained from The Friends by visiting our online shop at [www.macpac.com/stoswalds](http://www.macpac.com/stoswalds). We also have a small supply of uniform available for sale in school. Second hand uniform can also be purchased from The Friends. Children may also attend school wearing any appropriate clothing purchased from any shop without the school logo as long as the colour is correct.

**PLEASE NAME ALL CLOTHES INCLUDING PE SHOES.**

**Parent Helpers**

Parents play an important role in the life of the school. All parents are welcome members of the Friends group. Social and fund raising events are held during the year. Parents and carers also help in classrooms and in the school in different ways. Class teachers will advise parents of ways they can help. As long as parents / Carers are not left alone with children, there is no longer a necessity for DBA’s (old CRB’s) to be applied for. The school will ensure that volunteers are never left unsupervised.

**Transfer to Reception**

Forms are given to children in the Nursery class and in September/October as part of the application process for the next stage of education. Meetings are held in September for prospective parents to St. Oswald’s Infant department. The completed form should be sent to the L.A Admissions Department using the agreed timetable as published by the LA (these will be given out with the forms). Places for Reception are allocated in April. Places are allocated in accordance with the schools admissions policy. Nursery places are allocated during May for September start, November for January start and February for April start (See Nursery Admissions Policy).

**Parking**

Parking may present some problems at peak times. Traffic wardens are particularly vigilant but have agreed to allow 15 minutes free parking time along Church Street, Church Street Villas and Church Street Head only. Permits will be issued once your child has started school. Please note - parking in Boyd Street is for residents only - a parking fine will be charged. Parking in Oswald Court is available **only upon payment**
as specified on the parking meters. Parking is not allowed on the yellow zig-zag lines outside of school. Full details of parking can be found in the appendix.

**Collecting children**

Children are instructed to wait in the infant playground until they see the person who is collecting them. Please notify your class teacher if you change your collecting arrangements. It is important that children are collected on time - failure to do so can result in children becoming distressed and may necessitate a charge if the children have to be placed in Sunshine Club.

All Nursery parents **must** come into the Nursery door to deliver and collect their children.

**Attendance**

Attendance at the school is good with very few unauthorised absences, The Head Teacher is unable to authorise any holidays unless there are exceptional circumstances. It must be remembered that by taking holidays in term time that the education of children is interrupted, and important learning opportunities are lost. Requests for permission to withdraw children during term time should be made in writing to the Head Teacher in advance of the holiday. Please refer to the policy and accompanying documents on the school website at [www.st Oswaldsdurham.net](http://www.st Oswaldsdurham.net)

**Collective Worship**

There are close links between the school and St Oswald's Church. Christianity is the main religion of the school and we welcome children of other faiths and cultures, accepting differences and valuing the experiences they bring.

The school provides all pupils with a daily act of Collective Worship which is consistent with the faith and practice of the Church of England. Nursery children have their own experiences of worship. Parents may exercise their right to withdraw pupils in accordance with the Education Reform Act 1988. The Head Teacher, members of staff and members of St. Oswald’s Church regularly lead the services, and other visitors take part in collective worship from time to time. Each class leads worship twice during the year, when parents are invited to attend. Major festivals are celebrated at school and in St. Oswald’s Church.

The act of worship Monday to Wednesday follows a theme and provides an opportunity for children to place prayers on the Prayer Tree, whilst the Thursday worship focuses on Songs of praise. The Friday worship celebrates the achievements of children and also gives them the opportunity to find out how their team ‘houses’ are performing with regard to ‘house points.’
Religious Education

R.E. is taught to all pupils and is taught in accordance with the Diocesan Syllabus. Parents may exercise their right to withdraw pupils according to the Education Reform Act 1988. If parents wish to withdraw their child, they should discuss this with the Head Teacher. Our approach to R.E. is based on the Christian Faith but we also widen religious experience by providing an awareness of other religions and cultures. We will celebrate festivals from other religions where families so wish. Our aim is to teach tolerance and understanding.

Personal, Social and Moral Development

This is an important part of the curriculum. We encourage the children to examine their own feelings and also to understand and respect the feelings of others. We aim to provide a happy, secure and stable environment and would like your child to enjoy their time with us.

Healthy Schools

We were very proud to have achieved the National Healthy Schools Award in October 2007 and this was renewed in April 2012. Gaining this prestigious and valuable award involved a great deal of commitment from the whole school and parents. The award is based on our commitment to support the children in developing healthy behaviours which will hopefully enable them to make informed choices about their lifestyle.

Our Healthy schools programme is a holistic approach and includes areas such as Physical Activity, Social and Emotional Aspects of Learning (SEAL), encouraging the children to make healthy choices about food they eat and ensuring we have an inclusive environment where all children are encouraged to achieve their full potential.

We appreciate the support that parents give us as we work in partnership to create a Healthy School ethos. Parents can support us by encouraging children to take part in regular Physical Activity and aiding understanding about the long term health benefits of an active lifestyle, encouraging children to make healthy food choices including eating five fruit and vegetable portions per day and drinking water regularly. Water bottles are provided in school and enable children to have access to water all day. If bottles are lost, new ones can be purchased from the school secretary. Fruit is provided daily for Foundation Stage and Key Stage one children. The children enjoy not only topping up their daily food requirements, but also the social occasion of sharing the fruit together. Milk is also provided daily for Nursery and those children in Reception who are aged under 5 years of age. Any other child from within the school can receive daily milk by registering for ‘Cool Milk’ which can be purchased if requested.

We discourage the children from bringing fizzy drinks into school inside their packed lunches and ask you to consider providing healthy choices.
School meals are carefully chosen and nutritionally balanced, offering a varied choice including a vegetarian option. Menus are available for the children to look at and this enables them to consider the choice available before they go for lunch.

**Equal Opportunities**

This school recognises the right of each pupil to develop a full range of learning skills irrespective of the gender/race of the child. All activities are shared and no child is barred from joining in any activity because of gender/race. A prepared school policy statement to this effect can be seen on request.

**Books and Homework**

All children have the opportunity to borrow a County Library book once a week. Please ensure that this is returned to school for library time which individual classes will determine. Library days vary for nursery children.

Reading books are sent home with the children in their book bags most nights. Sometimes words or sounds to be learnt are also sent, and possibly spellings. As the children get older (KS2), more structured homework will be issued by the class teachers. The Teachers regularly update the children's Learning Platform and ensure there are activities related to the children's learning. Parents are asked to encourage their children to regularly log onto the platform to check their emails and join in with blogs etc. Children are often very tired after school and must have time to relax and play. Please try and hear your child read late afternoon and not just before bedtime. If your child is too tired to read any night, then just read the book to them and let them enjoy the reading experience. A copy of the homework policy is in the appendix. A reading record book is provided for parents to record books that the children read. Parents can record how their child coped with the reading book. Teachers occasionally check these books to establish that the child is reading a good range of home reading books.

**The Wider Curriculum**

The school aims to provide a rich and stimulating environment for all children and organises extra activities to enrich their classroom experiences, for example the following clubs: cookery and gardening, dance, French, football, ICT, outdoor and adventurous and chess

We have regular in-school projects based around the major festivals of Christmas (Nativity play, parties etc.) and Easter (Church visit and competitions for the best decorated eggs, Easter Gardens and Easter bonnets) as well as the smaller celebrations throughout the year. Fun days are also held regularly: e.g. Europe Day, Sports days, International celebrations and Book days. We also occasionally invite authors and theatre groups into school along with Zoo Lab who bring along a selection of animals to show the children.
There are visiting performers bringing puppets, magic, music and theatre for the excitement of live entertainment and a variety of outside speakers provide added interest to our school collective worship. We also have regular collections for a range of charities.

All classes organise visits to places of interest to enhance their curriculum studies. These can range from local walks to the Botanical Gardens to experience Forest School activities or Cathedral and Castle visits to coach trips further afield. The Friends of the School also devote much time to organising Fayres and other fund raising activities for the children to enjoy.

**Charging Policy/visits**

Many topics involve work outside the classroom and there is a regular programme of educational visits. Parents are invited to make a contribution which will cover the cost of each visit. Should the revenue raised by voluntary contributions fail to meet the calculated expenditure, the school may wish to subsidise the shortfalls from School Fund. If the demands on the School Fund are excessive, the school reserves the right to cancel the visit and refund the monies paid.

Strict regulations are in place to ensure the safety of children on school visits. Risk assessments for all activities outside the school building are always completed prior to a visit.

**School Fund**

Many parents make voluntary contributions to the School Fund. The Fund is used for a variety of purposes including the enhancement of school educational resources. Contributions are welcomed at any time.

**Publication of Information**

Schools have a duty to inform parents about information they will make public. St Oswald’s Publication of Information Policy can be accessed on the school’s website or from the school by request (fee payable).

We currently publish 4 broad areas of information:

- The school prospectus
- Governor documents
- Policies relating to pupils and the school curriculum
- General school policies

You can request a copy of the information you want by contacting the school. Copies of School Policies and school prospectus are also available on the school website – [www.stoswaldsdurham.net](http://www.stoswaldsdurham.net)
School Meals

The lunch break for Infant children is between 12pm and 1.00pm. Some Nursery children stay for lunch as well as those that access the Sunshine Club for wrap around care provision.

Meals

Lunchtime meals are provided by Taylor Shaw and are eaten in the school Dining Room. The LA and Taylor Shaw have worked together to provide high quality healthy food. The children are given a choice of menu each day and they are encouraged to eat as much of the foods they have selected as possible. Absolute dislikes are acknowledged but the menu is varied so it is unusual for problems to occur. A drink of water is provided with lunch. Drinking fountains and water bottles are also available for other times of the day.

Special Diets

If a child has a particular dietary need, the Head Teacher must be given the necessary information which must be accompanied by medical evidence if the diet is affected by a medical condition. Cultural issues regarding food can also be catered for. The cook can then be informed so the child’s needs may be catered for.

Packed Lunches

Some children choose to bring their own packed lunch. These are eaten in the Dining Room.

Payment

School meals from September 2014 are free for KS1 children. The cost for other children is £1.95 per day and Nursery meals are £1.95 per day as these meals are not subsidised. You can pay either weekly or each half term. Money should be sent in on a Monday in a named purse or envelope. Cheques should be made payable to Durham County Council.

If parents wish to change their child from school dinners to packed lunches or vice versa, please give the school at least one week’s notice.

Lunchtime Supervision

Children staying at school for the mid-day break are supervised by four lunchtime supervisors. They are in attendance in the dining room and in the playground.

Mid-morning Snack

Free Fruit is provided for children Foundation and KS 1 children, funded by DFE as part of a government initiative to encourage children to eat more fruit and vegetables. Free fruit is not provided for KS2 children.

Milk

Nursery and Reception children are provided with fresh milk daily, with any surplus milk going to Year 1 and Year 2 children.
Children's Health

We ask parents to notify the school of any medical problem which may affect their child's education. This information will be treated in confidence by the Head Teacher and Staff. During school hours, minor cuts and scrapes will be treated at school. In the event of a more serious accident, parents will be informed immediately. It is important that we have an emergency contact number. Parents are therefore asked to complete an information sheet giving appropriate daytime telephone numbers. This should be updated if any changes occur.

After any period of illness, it is important that children are sufficiently recovered to cope with a school day before they return to school. In the case of sickness and diarrhoea, LA guidelines are that children should be well for 48 hours before returning.

Minimum exclusion periods for infectious diseases are stipulated by Durham Area Health Authority.

Medication

Children are not allowed to have medicines in their possession. Medicines which require administration three times daily should be given at home. In extreme circumstances, medicines which need to be administered four times daily will be catered for in school by the secretary. Should this be necessary, parents are asked to hand medicines to the secretary and complete the appropriate form. No medicine can be given without this consent form.

Head Lice

Occasionally children may be infected with head lice. These creatures are as likely to be found on clean heads as on dirty heads. If you find lice or eggs in your child's hair please inform the school and we will give details of current forms of treatment.

School Medicals

At various times during their school career, pupils will undergo health screening including height and weight measurements, carried out in accordance with County Policies. Parents are required to be present for some medical examinations. Teeth, hearing and eye tests are carried out without parents being informed and further testing or treatment may be offered.
Appendices

Ofsted summary reports & Ofsted letter 2011
Statutory Inspection of Anglican Schools Report
Homework policy
Use of the Internet
Letter Formation
Holiday dates
Complaints procedure
Car Parking Arrangements
St Oswald's CofE Infant & Nursery School  
Inspection report

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<td>Inspection date</td>
<td>13 September 2007</td>
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<tr>
<td>Reporting inspector</td>
<td>Christine Inkster HMI</td>
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This inspection of the school was carried out under section 5 of the Education Act 2005.

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<td>The governing body</td>
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<tr>
<td>Chair</td>
<td>Ms Sue Pitts</td>
</tr>
<tr>
<td>Headteacher</td>
<td>Mrs Patricia Griffin</td>
</tr>
<tr>
<td>Date of previous school inspection</td>
<td>1 June 2003</td>
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| School address | Church Street  
Durham  
County Durham  
DH1 3DQ |
| Telephone number | 0191 3668029 |
| Fax number | 0191 3632243 |
Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

St Oswald's Church of England (Aided) Infant and Nursery School is situated in the centre of Durham. It is smaller than average. The proportion of pupils entitled to free school meals is below that found nationally. The proportion of pupils with learning difficulties and/or disabilities is slightly higher than the national average, although the number of pupils with a statement of special educational needs is below that found nationally. There is a higher proportion of pupils from a minority ethnic background than that found nationally and the majority of these pupils do not have English as their first language. Many do not have experience of formal education in their home country. Pupils attend the school from a wide area, often because their parents work in the city centre. The school has gained several awards including the Basic Skills Quality Mark, PE Active Mark and the School Achievement Award on two occasions.

Key for inspection grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Outstanding</td>
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<tr>
<td>2</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>Inadequate</td>
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</table>
Overall effectiveness of the school

Grade: 1

The school was visited by one HMI for one day. The HMI evaluated the overall effectiveness of the school and investigated the following issues: the progress of pupils; some aspects of personal development and well-being; the quality of teaching and learning; the curriculum; aspects of care, guidance and support; and leadership and management. Evidence was gathered from the school's own self-evaluation; national published assessment data and the school's own assessment data; policies and minutes of meetings; observations of the work of the school; interviews with pupils, staff and governors; and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the HMI found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

St Oswald's C of E (Aided) Infant and Nursery School is an outstanding school. It has a strong Christian ethos in which all pupils are valued. Pupils say they enjoy school very much and that they always feel safe and secure. The quality of provision and leadership and management are excellent and pupils flourish in terms of their personal development and academic achievement. The vast majority of parents are delighted with the quality of education the school provides. One parent echoes the views of many when they say, ‘The commitment of the staff, caring environment, excellent teaching and Christian ethos of the school combine to make St Oswald’s unique.’

Standards are well above average and pupils make very good progress during their time in the school. Most pupils enter the school with skills which are broadly typical for their age, although a few pupils are at the very early stages of learning English and some pupils with learning difficulties and/or disabilities have less well developed language skills. Evidence in lessons show pupils achieve very well in the Foundation Stage mainly because of the excellent teaching they receive. The excellent outdoor curriculum and the development of integrated care and education are enabling current pupils to make very good progress. In Key Stage 1, pupils make very good progress and by the end of Year 2, standards are well above average. There was a slight dip in writing results, particularly those of the more able pupils in 2006, but school records show a much better performance this year. Pupils with learning difficulties and/or disabilities and those with English as an additional language make good progress due to the excellent support they receive from both teaching and support staff.

The care, guidance and support of pupils are outstanding because there are extremely rigorous procedures in place for safeguarding pupils and ensuring their health and safety. Child protection procedures are extremely thorough and all staff are highly aware of their responsibilities. There is a warm, caring atmosphere in the school, in which pupils thrive. The school is extremely rigorous in monitoring the progress of pupils and are quick to identify areas where pupils need support and address them immediately. Pupils are very aware of what they have done well and what they have to do to improve their work.

Pupils’ personal development and well-being are outstanding. Pupils have very high self-esteem, they are very keen to learn and take great pride in their work. The majority of pupils are mature, sensible and caring towards one another. Pupils are very confident in expressing their views and opinions, but a few do not always listen carefully enough to their teacher or to the views of others in some lessons. Pupils are very aware of healthy lifestyles and know how to keep safe. The spiritual, moral, social and cultural aspects of learning are excellent and the school
takes every opportunity to celebrate the diversity of different cultures and faiths. Attendance is well above the national average for Key Stage 1, but the attendance of pupils in the Foundation Stage is below the rest of the school.

Teaching and learning are outstanding and this is the main reason why pupils achieve such high standards. Pupils are confident learners who respond very well to exciting opportunities for learning offered to them. Pupils make very good progress because teachers know their pupils very well and ensure that work closely matches their needs. Teachers and support staff give excellent support to small groups of pupils to ensure that they make as much progress as they can. The excellent questioning skills of all staff challenge pupils’ thinking and enable them to develop a deeper understanding in their learning. Relationships between staff and pupils are excellent and this creates a very positive atmosphere for learning.

The curriculum is outstanding. This greatly contributes to pupils’ enjoyment and achievement. Pupils achieve highly in core subjects because they are able to use their skills and knowledge across the curriculum and develop their skills even further. There are very good opportunities for speaking and listening including drama. Pupils achieve highly in information and communication technology (ICT) and the school has excellent plans in place to develop ICT even further. There are high participation rates in extra-curricular activities and pupils greatly value opportunities to visit places of interest.

Leadership and management are outstanding. The school’s self-evaluation procedures are accurate and rigorous. The school has made many excellent improvements since the previous inspection, for example, within the curriculum and in the quality of teaching and learning. Therefore, capacity for further improvement is outstanding. Challenging targets are set and all staff and governors have high expectations of what pupils can achieve. The leadership of the headteacher is excellent and she is very well supported by a strong leadership team, as well as very efficient administrative support and excellent site management by the caretaker. Subject leaders are highly effective and say they feel empowered and confident in leading their subjects because of the excellent training they receive. Many governors support the school in practical ways, using their own skills and act as link governors for different subjects and areas. They very effectively monitor and evaluate the performance of the school and provide appropriate challenge. They are highly committed to ensuring that each child reaches his or her full potential.

**Effectiveness of the Foundation Stage**

**Grade: 1**

The provision for children in the Foundation Stage is excellent. Highly effective teamwork amongst staff ensures that children have an excellent start to their education. Children achieve very well because of the excellent teaching they receive. Staff are extremely aware of the needs of every child and provide a warm, caring environment in which children thrive. Children are highly motivated and show great interest in the excellent opportunities for learning, which are provided for them, both indoors and outdoors. The behaviour of children in the Foundation Stage is excellent. They are able to listen carefully to stories and they are confident in offering their views and opinions. Staff take every opportunity to build up the self-esteem of children and encourage them to cooperate and share with one another. The leadership of the Foundation Stage is excellent demonstrating particular skill in successfully integrating the provision for education and care for children through links with the Sunshine Club, which provides wrap-around care.
What the school should do to improve further

- Encourage children in the Foundation Stage to attend regularly to ensure that they do not miss important aspects of learning
- Encourage pupils to listen more carefully to the teacher and to one another.
### Inspectors' judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate

<table>
<thead>
<tr>
<th>School Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

#### Overall effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</td>
<td>1</td>
</tr>
<tr>
<td>Effective steps have been taken to promote improvement since the last inspection</td>
<td>Yes</td>
</tr>
<tr>
<td>How well does the school work in partnership with others to promote learners' well-being?</td>
<td>1</td>
</tr>
<tr>
<td>The effectiveness of the Foundation Stage</td>
<td>1</td>
</tr>
<tr>
<td>The capacity to make any necessary improvements</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Achievement and standards

<table>
<thead>
<tr>
<th>Question</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well do learners achieve?</td>
<td>1</td>
</tr>
<tr>
<td>The standards reached by learners</td>
<td>1</td>
</tr>
<tr>
<td>How well learners make progress, taking account of any significant variations between groups of learners</td>
<td>1</td>
</tr>
<tr>
<td>How well learners with learning difficulties and disabilities make progress</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Personal development and well-being

<table>
<thead>
<tr>
<th>Question</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>How good is the overall personal development and well-being of the learners?</td>
<td>1</td>
</tr>
<tr>
<td>The extent of learners' spiritual, moral, social and cultural development</td>
<td>1</td>
</tr>
<tr>
<td>The extent to which learners adopt healthy lifestyles</td>
<td>1</td>
</tr>
<tr>
<td>The extent to which learners adopt safe practices</td>
<td>1</td>
</tr>
<tr>
<td>How well learners enjoy their education</td>
<td>1</td>
</tr>
<tr>
<td>The attendance of learners</td>
<td>2</td>
</tr>
<tr>
<td>The behaviour of learners</td>
<td>2</td>
</tr>
<tr>
<td>The extent to which learners make a positive contribution to the community</td>
<td>1</td>
</tr>
<tr>
<td>How well learners develop workplace and other skills that will contribute to their future economic well-being</td>
<td>1</td>
</tr>
</tbody>
</table>

#### The quality of provision

<table>
<thead>
<tr>
<th>Question</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective are teaching and learning in meeting the full range of the learners' needs?</td>
<td>1</td>
</tr>
<tr>
<td>How well do the curriculum and other activities meet the range of needs and interests of learners?</td>
<td>1</td>
</tr>
<tr>
<td>How well are learners cared for, guided and supported?</td>
<td>1</td>
</tr>
</tbody>
</table>

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1 Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.
# Leadership and management

<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>How effective are leadership and management in raising achievement and supporting all learners?</td>
<td>1</td>
</tr>
<tr>
<td>How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education</td>
<td>1</td>
</tr>
<tr>
<td>How effectively leaders and managers use challenging targets to raise standards</td>
<td>1</td>
</tr>
<tr>
<td>The effectiveness of the school’s self-evaluation</td>
<td>1</td>
</tr>
<tr>
<td>How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can</td>
<td>1</td>
</tr>
<tr>
<td>How effectively and efficiently resources, including staff, are deployed to achieve value for money</td>
<td>1</td>
</tr>
<tr>
<td>The extent to which governors and other supervisory boards discharge their responsibilities</td>
<td>1</td>
</tr>
<tr>
<td>Do procedures for safeguarding learners meet current government requirements?</td>
<td>Yes</td>
</tr>
<tr>
<td>Does this school require special measures?</td>
<td>No</td>
</tr>
<tr>
<td>Does this school require a notice to improve?</td>
<td>No</td>
</tr>
</tbody>
</table>
26/04/2011
Dear Parent

St Oswald’s Church of England Aided Infant and Nursery School, Durham: Ofsted’s interim assessment

I am pleased to provide some important information about St Oswald’s Church of England Aided Infant and Nursery School, Durham.

As you may know, during its last inspection in September 2007, Ofsted inspectors judged your child’s school to be outstanding. The 2011 Education Bill proposes that, from January 2012, schools that were previously judged to be outstanding will not be subject to routine inspection unless concerns are raised about their performance.

To help decide whether we need to inspect an outstanding school, Her Majesty’s Inspectors look at various sources of information, as listed below. This is called an ‘interim assessment.’

The results of the interim assessment
In carrying out the interim assessment, we considered the following:
- pupils’ academic performance
- pupils’ attendance
- any inspection visits carried out by Ofsted since the last routine inspection
- qualifying complaints about the school by parents or carers
- any other significant concerns brought to Ofsted’s attention.

I am pleased to inform you that our interim assessment indicates performance has been sustained and that we will not be inspecting your school unless we receive further information that raises concerns. We will continue to undertake annual assessments of the school’s performance.

I wish everyone involved in the school continued success in the future.

Yours sincerely

Christine Gilbert
A Statement of Policy Regarding "Homework" - a Guide for Parents

Rationale for homework
The concept behind pupils engaging in homework acknowledges the importance of the contribution it can make to children's progress at school.

Aims of homework
• To support children in their learning;
• To give parents and carers the opportunity to enjoy helping their children learn, re-enforce and practise skills;
• To enable children to realise that you value education and learning and are interested in what they are doing at school;
• To extend partnership between home and school to support children's learning.

The atmosphere for homework
All activities should take place when children are relaxed and not tired. Reading just before bedtime is not recommended. Homework should not be pressured or become a chore. It should be an enjoyable activity between parents and children. If your child is too tired then do not insist on homework; read the book to your child instead. Try to find a reasonably peaceful time and place for homework activities, away from the television, and give much praise and encouragement.

If parents have a concern about the quality, quantity or degree of difficulty of homework, please discuss the problem with the class teacher or head teacher. If children find an activity difficult it may be appropriate to adapt an activity, or abandon it for a while, returning to it later.

Types of homework
• Nursery - Children may be asked to find something at home for interest tables. Details of these are displayed on the Nursery notice board.
• Reception - Reception children will bring home a reading book each day to be read with an adult using guidance from the "Reading" brochure issued to parents. The book should be returned daily. Sometimes lists of key reading words and sounds to be learnt will be sent home. These can take a few days or a few weeks to learn; new ones will be sent home when they have been mastered.
• Years 1 and 2 - Books for reading practice will continue to be sent home; as books become longer it is not expected that a whole book will be read in an evening. Reference should continue to be made to the "Reading" brochure as reading at later stages is about understanding the text rather than just decoding print. Children may occasionally bring home a wider variety of homework linked to classroom learning: word and number games, investigations for maths and science, and research for information linked to the current topic. Spelling lists will also be brought home using strategies for learning the children have developed during the week.
• Activities will be placed on the Learning Platform, linked to individual topics.
• Key Stage 2 children will receive more formalised homework on a weekly basis, normally linked to English and mathematics.

How much homework?
Homework is not a statutory requirement; however, we suggest the following times are appropriate, depending on the age of the children.
Reception children Up to 10 minutes daily
Years 1 and 2 10-15 minutes daily
Year 3 15 to 20 minutes daily

Whilst it is important for children to learn that homework is valuable and necessary please remember that infant children are very young and need to have plenty of time to play and relax.
Dear Parents,

**Responsible Internet Use and Our Learning Platform**

As part of your child’s curriculum and the development of ICT skills, our school provides supervised access to the internet and makes use of a Learning Platform. We believe that the effective use of the internet and related technologies is worthwhile and is an essential skill for children as they grow up in the modern world. Please would you read, sign and return the attached Acceptable Use Policy.

Although there are concerns about pupils having access to undesirable materials, we have taken positive steps to reduce this risk in school. Our school internet service provider operates a filtering system that restricts access to inappropriate materials. This operates on our school network and does not cover any internet use at home (including times when the Learning Platform is being accessed at home). Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, the school cannot be held responsible for the nature or content of materials accessed through the Internet. The school will not be liable for any damages arising from your child’s use of the internet facilities.

Should you wish to discuss any aspect of internet or Learning Platform use, please telephone me to arrange an appointment.

Yours sincerely

Mrs G Harrison

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Head teacher
The Learning Platform is our school on the internet. When pupils use our Learning Platform, they must follow rules similar to those in school. Your child's teacher will discuss these rules with your child. We encourage you to do the same at home. Please sign at the bottom and ask your child to sign also if they are able to. Please return this sheet to the school.

**Learning Platform User Responsibilities (parental)**

- ✓ I will keep my password private.
- ✓ I will encourage my child to keep their password private (but they may tell me).
- ✓ I tell a member of school staff if I think that someone else knows my or my child's password.
- ✓ I will encourage my child to be a responsible user of the Learning Platform and to use appropriate language when he/she adds items or sends e-mails.
- ✓ I understand that I am responsible for everything that I write on and add to the Learning Platform. I only write what I want others to see. I understand that school staff can monitor all Learning Platform activity. I will encourage my child to be responsible when adding items to the Learning Platform.
- ✓ I will encourage my child to act responsibly by telling school staff if they think that someone else has broken the rules.
- ✓ I will encourage my child to check with me before using the internet at home and with a member of staff when at school.
- ✓ I will ensure my child knows to tell me (at home) or staff (at school) if they see or read inappropriate material on the internet.
- ✓ I understand that access to the Learning Platform (and, at school, the internet) is provided by the school and all users must adhere to the user agreement in order to retain log-in privileges.
- ✓ I understand that if my child does not keep to the rules, I will be informed and my child will not be allowed to log-in to the Learning Platform or use the school internet for a set period of time (decided by the Head teacher).
- ✓ I understand that by signing this agreement I am giving permission for my child to use the internet in school and to have access to the Learning Platform.

**Foundation Stage and Key Stage 1/2: Internet and Learning Platform Rules**

- ✓ I follow my teachers' and parents' instructions when using the internet and our Learning Platform.
- ✓ I check with my teachers or parents before using the internet.
- ✓ I turn the monitor off if I see anything on the internet that upsets me and then I tell an adult.
- ✓ I only login to our Learning Platform using my own username and password.
- ✓ I keep my Learning Platform password a secret.
- ✓ I am kind to others and I use kind words.
- ✓ I can tell my teachers or parents if someone is unkind to me on the internet or our Learning Platform.
- ✓ I only upload and write what I want others to see.
- ✓ I know that teachers and other children can see what I write on our Learning Platform.
- ✓ I understand that my teachers and parents can look at what I have been using on the internet.
- ✓ I enjoy using ICT at home and school and understand that I must follow the user rules to be allowed to use the internet at school and log-in to our Learning Platform.

Pupil name and signature:  

Parent name(s) and signature(s):  

__________________________________________________________________________

__________________________________________________________________________
St Oswald’s Church of England (Aided) Infant and Nursery School,
Church Street, Durham, Co Durham, DH1 3DQ

Diocese: Durham
Local authority: Durham
Date of inspection: March 12th 2013
Date of last inspection: November 2nd 2007
School's unique reference number: 114228
Headteacher: Mrs. Gill Harrison
Inspector’s name and number: Mrs. Jane Katsambis No 253

School context

This very popular school was established in 1847 and moved from a voluntary controlled church school to a church aided school in 2005. There are proposals in place for the school to become 'primary' in 2014. It is situated close to Durham city centre, the university, St Oswald’s Church and the Cathedral. The accommodation is set over two floors and has benefited from many improvements over a number of years leading to a pleasant, bright and purposeful environment. A relatively small area externally has been creatively zoned demarcating space for quiet play, reflection and more boisterous games. Secure fencing, gates and stringent access procedures enable parents to know that their children are safe at school. There are 52 part time pupils in Nursery and 83 Infant pupils. The Sunshine Club provides an excellent service to the children of parents who require wrap around care. 10% of Nursery and 23% of Primary pupils on roll are visiting from abroad. Most are accompanying parents whilst they attend university. A high proportion of these pupils do not have English as a first language and pupil turnover is higher than average as pupils return to their home countries once parental studies are completed.

The distinctiveness and effectiveness of St Oswald’s Church of England (Aided) Infant and Nursery School as a Church of England school are outstanding

Christian values are at the heart of daily life and all decisions made within this school. The welcome of new families and induction of pupils is very successful. Children flourish as individuals whatever their starting points. Behaviour is excellent as clear rules and boundaries allow pupils to know what is expected of them. Each child’s personal success is celebrated informally in class and through weekly Celebration Assembly; as a result their self-esteem is high and they are happy and secure within a calm Christian family environment.

Established strengths

- Excellent outreach to the community through involvement with the church, cathedral, the elderly, families, other schools and extensive fund raising activities
- Christian values underpin pupils’ positive and caring attitudes to each other
- The head teacher and chair of governors have an excellent working relationship resulting in clear leadership, vision and determination
- Quality assessment and tracking procedures and a strong focus on personalised learning, inclusivity and high expectations result in outstanding achievement

Focus for development

- To build ‘Barnabas in Schools’ (exploring Christianity creatively) methods into the
Religious Education curriculum and collective worship planning
- The review and expansion of planning and delivery in collective worship by the head teacher, a foundation governor and vicar to include junior pupils' needs and capabilities - in light of the proposed school changes
- Enable pupils to take responsibility for and lead more aspects of collective worship

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

Christian values underpin all aspects of school life and can be seen both in open, honest and just relationships; as well as lessons, displays and pupils' work. Pupils are secure, respected and happy. They speak enthusiastically about their school, their teachers, the support they receive and care of each other. They flourish in an environment where there is great attention to the individual and their needs - whether more able or requiring extra support in learning. Staff get to know the children very well and children make outstanding progress as a result. The school welcomes all into its care: Christians, families of another faith or of none. This is enriching to all people associated with the school and greatly adds to the harmony of the wider community. Parents are welcomed into the school to talk about their faith. Such inclusiveness has a major impact on the children's understanding of their place as responsible citizens.

The impact of collective worship on the school community is good

Behaviour is good in collective worship and pupils listen attentively. All pupils and most staff attend. The variety of themes and ways in which the school community is engaged during worship allows all to feel included and affirmed; whatever their background. In order to support the understanding of pupils for whom English is not their first language, leaders help chosen groups of children to act out simple illustrative dramas. This is an engaging and inclusive tool. A series of relevant PowerPoint pictures is also used to enable attentiveness. Singing is enhanced by guitar accompaniment. Prayer is a natural part of the school day; morning, lunch time and evening prayers are said routinely. The Lord's prayer is well known by the pupils. Use of quiet reflection is also well established. Pupils use the prayer tree to record their thoughts and prayers. These are included in school worship and the prayers are later displayed in the church, where more can be added by parishioners. The head teacher collates adult evaluation of collective worship whilst pupils' views are gathered through School Council discussions and plans changed where necessary. The parish vicar is on the governing body. He leads collective worship in school on special occasions as well as taking Eucharist services in church that the school, parents and wider community attend. In light of proposals to expand the school to include Key Stage 2 pupils it would be of benefit for the head teacher, vicar and a foundation governor to review and expand the planning and delivery of collective worship to include junior pupils' needs and capabilities.

The effectiveness of the religious education is outstanding

Pupils make outstanding progress in religious education and they enjoy this subject. Assessment procedures are robust and clearly inform teaching and learning. The subject leader is conscientious and keen to ensure that planning and subject knowledge is of good quality. Staff professional development is current and relevant, being mainly provided by the diocese. This is enhanced by the involvement of school leaders in the local Church Schools Network Group. These strategies lead to outstanding learning. Philosophy for Children and Godly Play are used to enable pupils to think through important questions. In one lesson observed, pupils were guided by a skilled teacher.
through the sense of being a creator; one child wrote, ‘I feel extraordinarily happy!’ They were enabled to express the feelings evoked if their creation were destroyed, ‘Hopeless, annoyed, worried, sad, hurt….’ This process allowed pupils to reflect and gain a deeper understanding of how they might be able to protect and look after God’s wonderful world. The children were deeply engaged and thoughtful throughout. Younger children were also encouraged to think and respond when recalling the Easter story; the teacher here using the question, ‘If someone loves you what might they do for you?’ It would now be useful to introduce ‘Barnabas in School’ methods in order to continue developing the creative curriculum.

The effectiveness of the leadership and management of the school as a church school is outstanding

Leadership is outstanding. Honest and open relationships and communication amongst stakeholders has led to a confident school that has clear direction. The head teacher is able to evaluate the school’s strengths and next needs well. Her professionalism and ability to work effectively with parents, the church, governors, staff and outside agencies; as well as her recognition of pupils as unique individuals; is enabling the school to achieve excellence. Governors are very committed to the success of the school and aspirations to become a through primary school. With such united leadership next steps in the life of the school should be very effective and exciting.
Letter formation
SCHOOL HOLIDAYS 2014 /2015

School holidays for the 2014/15 academic year

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Closing date</th>
<th>Date re-open for teaching purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014</td>
<td>Thursday 17 July 2014</td>
<td>Wednesday 3rd September 2014</td>
</tr>
<tr>
<td>Autumn half-term 2014</td>
<td>Friday 24 October 2014</td>
<td>Monday 3 November 2014</td>
</tr>
<tr>
<td>Christmas 2014</td>
<td>Friday 19 December 2014</td>
<td>Monday 5 January 2015</td>
</tr>
<tr>
<td>Spring half-term 2015</td>
<td>Friday 13 February 2015</td>
<td>Monday 23 February 2015</td>
</tr>
<tr>
<td>Easter 2015</td>
<td>Thursday 26 March 2015</td>
<td>Monday 13 April 2015</td>
</tr>
<tr>
<td>May Day 2015</td>
<td>Friday 1 May 2015</td>
<td>Tuesday 5 May 2015</td>
</tr>
<tr>
<td>Summer half-term 2015</td>
<td>Friday 22 May 2015</td>
<td>Monday 1 June 2015</td>
</tr>
<tr>
<td>Summer 2015</td>
<td>Thursday 16 July 2015</td>
<td>TO BE CONFIRMED</td>
</tr>
</tbody>
</table>

INSET days: Monday 1\textsuperscript{st}, Tuesday 2\textsuperscript{nd} September 2014, Thursday 27\textsuperscript{th} March 2015 and 17 July 2015
School Complaints Procedure

Time-Limits
Complaints need to be considered, and resolved, as quickly and efficiently as possible. The complaints procedure has realistic time limits for each action within each stage. However, where further investigations are necessary, new time limits can be set and the complainant sent details of the new deadline and an explanation for the delay. It is proposed that this procedure will be invoked when initial attempts to resolve the issues are unsuccessful and the complainant remains dissatisfied and wishes to take the matter further.

The Stages of Complaints
Three school-based stages are likely to be sufficient for most schools:

- Stage one: complaint heard by staff member or complaints coordinator if identified.
- Stage two: complaint heard by Head teacher;
- Stage three: complaint heard by Governing Body's complaints appeal panel;

In small schools (i.e. most Durham primary schools) it may be necessary to go straight to stage 2.

An unsatisfied complainant can always take a complaint to the next stage.
A complaint may be made in person, by telephone, or in writing. However, in order to avoid any misunderstanding it may be helpful to the complainant and the school if the reasons for the complaint and suggested actions for its resolution could be put in writing.

Help with forming your complaint can be sought from the Education Welfare Service (0191 383 3302) or Parent Partnership (0191 5873541)

Stage One: Complaint Heard by Staff Member
It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate.
The school will respect the views of a complainant who indicates that he/she would have difficulty discussing a complaint with a particular member of staff. In these cases, the complaints coordinator can refer the complainant to another staff member. Where the complaint concerns the Head teacher, the complaints coordinator will refer the complainant to the Chair of Governors.
Similarly, if the member of staff directly involved feels too compromised to deal with a complaint, the complaints coordinator may consider referring the complainant to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the complaint objectively and impartially is crucial.

Where the first approach is made to a governor, the next step would be to refer the complainant to the appropriate person in school and advise them about the procedure. It would be useful if governors did not act unilaterally on an individual complaint outside the
formal procedure or be involved at the early stages in case they are needed to sit on a panel at a later stage of the procedure.

**Stage Two: Complaint Heard by Head teacher (within 15 school days)**
The complaint progresses to Stage Two if the complainant is dissatisfied with the way the complaint was handled at Stage One, or the response that was received. The Head will investigate the complaint further and collate any relevant information. The Head teacher should respond to this stage of the complaint in detail and in writing.

**Stage Three: Complaint Heard by the Complaints Appeal Committee of the Governing Bodies (within 15 school days)**

If the complainant is not satisfied with the Head teacher’s response, the complainant needs to write to the Chair of Governors c/o the school or the Clerk to the Governing Body c/o School and Governor Support Service, County Hall Durham, DH15UJ, giving details of the complaint. The Chair, will contact the Clerk to the Governing Body who will convene a GB Complaints Appeal Committee. The complainant and/or their representative will be invited to attend.

The governors’ appeal hearing is the last school-based stage of the complaints process, and is not convened to merely rubber-stamp previous decisions. Individual complaints would not be heard by the whole Governing Body at any stage, as this could compromise the impartiality of any panel members set up for a disciplinary hearing against a member of staff following a serious complaint. The governing body will have nominated a number of members with delegated powers to hear complaints, and have set out the terms of reference for the committee.
Dear Parents,

Please find below times when your parking permit are valid for.

**Nursery/ Sunshine Club**

- Parents will be issued a permit specific to their nursery group, which must be displayed prominently.
- Whilst displaying these permits prominently, parking will be permitted for 15 minute blocks during the following times:
  - 8.45 – 9.00
  - 11.35 – 11.50
  - 11.50 – 12.05
  - 2.50 – 3.05

**Infants / KS1 and KS2**

- Parents will be issued a permit specific to the Infant Department only, which must be displayed prominently.
- Whilst displaying these permits, parking will be permitted for 15 minute blocks during the following times:
  - 8.40 – 9.00
  - 3.00 – 3.15

To facilitate these arrangements the Nursery will open its door (in the Nursery playground) at 8.45am, and parents of infant children are able to leave their child in the playground from 8.45am, when a member of staff will be on duty.

Permits will be issued in the last week of the academic year or in the first week of the new academic year for new pupils.
Important Information

These permits are valid for Church Street, Church Street Head, Church Street Villas and Anchorage Terrace only, and are only valid for 15 minutes. No parking is permitted in Boyd Street under any circumstances. Parking is permitted in Oswald Court upon payment of the correct tariff; parking permits must not be used in Oswald Court. NCP will enforce regulations vigorously to address complaints from residents. Many hours of negotiation have taken place to secure these arrangements and I urge parents to cooperate so that the arrangement is not withdrawn.

Yours sincerely

Mrs G Harrison
Head Teacher