



PRIMARY SCHOOL

Durham County Council  
School No.2747

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Mr. M. Turner  
Head Teacher.

*Dear Parents,*

*We would like to welcome you to Durham Gilesgate Primary School.*

*We are a school community committed to making our school a place where quality education is provided, where every child is be proud to attend, where parents choose to send their children and where every teacher would choose to work. We work in partnership with children, parents, governors, staff and the wider community to realise this ambition.*

*We hope you find the information in this folder useful as an introduction to our school. If you feel that there are other areas that you wish to know about, don't hesitate to come in and talk to us.*

*We look forward to getting to both know and work, with you and your child, and to the future success of our school,*

*Yours sincerely,*

*Mark Turner  
Head Teacher.*

## Durham Gilesgate Primary School

Headteacher: Mr. M. Turner

Number on Roll: 158 + 26 FTE Nursery

Durham Gilesgate Primary School was formed in September 1995 from separate Nursery, Infant and Junior schools in the Gilesgate area of Durham City.

Our school is located in an area of mixed private and council housing and also attracts children from the city centre area. We are situated in extensive grounds with gardens, a playing field, grassed playing areas; two hard surfaced playgrounds and a soft play area for our nursery children.

The school was contained within two buildings on one site. However a £1.2 million rebuild and refurbishment scheme in 2003 has enabled us to house the school on one site from September 2003; this was a very exciting opportunity for our school, which has made it the most up to date primary school in the Gilesgate area. A purpose built Foundation Stage wing houses our Nursery and Reception classes whilst the remainder of the school, houses years One to Six. The School is also resourced for children with special educational needs and the school includes pupils with a hearing impairment. To facilitate the education of these pupils we have additional support from specialist staff.

We are resourced with a hall, a library, an ICT suite, a food technology room and a shared room used by; a parent toddler group, a friends of the school association and family learning tutors. There are no internal steps in the buildings and we have disabled toilet facilities, making the buildings suitable for the physically challenged. Two resource bases with acoustic treatment allow for the successful inclusion of pupils with a hearing impairment.

The children are organised into classes, each class being in the care of a class teacher who is responsible for the teaching and learning in that class. Class teachers work closely with their colleagues to ensure curriculum continuity and progression.

We are a highly inclusive school and thus the short and long-term special educational needs of children are given importance and regular meetings are held with support staff to ensure that those needs are met. Personal and social education and equal opportunities are taken into account and built into the curriculum.

We have a period of induction for children prior to starting school and usually during the half term before a child is due to start school parents are invited to bring them to visit and spend a number of sessions with our reception class. Children who are already in our nursery share time with the reception classes on a regular basis.

We also enjoy close links with Durham Gilesgate Sports College and Sixth Form Centre, with staff and children from the Sixth Form regularly working in the school.

This helps our older pupils when the time comes for them to transfer to secondary education.

## Extra Curricular Activities

The school offers a number of clubs which can vary from year to year and term to term. This year we aim to offer:

Football  
Art  
New Age Curling

Cookery  
Growing

We offer the opportunity to attend a week's educational visit to Middleton in Teesdale field study centre. Depending on pupil/parent interest we have also run field study weeks in France.

## Parental Involvement

Parental involvement is encouraged. We recognise the positive effect that the home environment and parental involvement can have on learning and we aim to work towards strengthening home-school-community links. Thus a system of friendly, personal contact has been established. All parents who have the time and who are willing are invited to come to school and help out. Parents are welcome to come into school for a quick chat or to make a more formal appointment, if they feel that they need to talk with the classteacher or head teacher.

Pupil planners are issued to children so that they can keep track of weekly spellings, homework and reading that they do at home. These planners also help parents keep track of homework and can be used for home-school communication. School-Pupil-Parent contracts are used to reinforce the importance of home-school learning.

We hold open evenings in the autumn and summer terms and provide a formal written report at the end of each academic year. There is an opportunity to discuss this report with staff if necessary.

## OUR SCHOOL VALUES

In May 2002 staff and Governors of our school (including parent governors) worked together to review the 'shared' values of our school. These are:

- All pupils achieving their potential
- Pupils sense of self worth
- High moral standards
- Independence
- Mutual respect
- Friendship and happiness
- 'Opening Windows' and broadening the life experiences of our pupils

## EVERY CHILD MATTERS

Our shared values reflect those embodied in the document 'Every Child Matters' which underpins all services dealing with children. We believe that children who are healthy and safe in school, will enjoy their education and achieve. This in turn will enable them to make a more positive contribution to society and achieve economic well being.

## OUR SCHOOL AIMS

We attempt to embody our School Values in all that we do.

Our School aims to put the philosophy and ideas of Primary Education into practice and to offer to all pupils those learning experiences that allow them to acquire the skills, concepts and attitudes to enable them to face their future life with the competence to make the fullest use of their potential.

- We work within the guidelines of the National Curriculum.
- We expect the highest standards of personal behaviour and attitude and we aim to have a school of which pupils, parents, staff and governors can be proud.
- We aim to have a friendly, pleasant, caring atmosphere in which all can respond to reach high levels of self-discipline and enjoy coming to school.
- We aim to ensure that every child takes up the entitlement of a broad and balanced curriculum which;
  - Promotes the spiritual, moral, cultural, mental and physical development of children in the school
  - Prepares children for the opportunities, responsibilities and experiences of secondary education and adult life.

The school gives all children access to the following areas of educational experience:

- Aesthetic and creative;
- Ethical (values and relationships);

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- Linguistic (listening, reading, speaking and writing);
- Mathematical (numerical, spatial, scientific and practical);
- Scientific (observation, enquiry, technology and environment);
- Social and political (society and its institutions);
- Spiritual (values of school, society and religion).

The school aims to meet the needs of all of its children, to promote self-confidence and self-esteem and a respect for others, by providing a positive and caring learning environment.

Additional support is available when necessary for:

- Children with specific learning difficulties;
- Children with English as an additional language.

## Objectives

We are:

- Working to achieve continuity and progression of education for children from 3 - 11;
- Aware of and cater for the individual needs of our pupils;
- An enthusiastic and committed staff;
- Working towards closer community involvement.

We believe:

- In equality of educational opportunities for all children;
- The school environment should be an attractive, exciting, caring and stimulating place for children to work in;
- In a corporate approach to management and decision making;
- That the school generally and the classroom in particular should be organised and managed through agreed principles of good practice.

We will:

- Make each child feel valued and teach them to value others;
- Enable each child to fulfil his/her potential;
- Teach our children skills for life;
- Contribute to the life of the community;
- Support each other to reach our goals;
- Provide the highest standard of education for all children in our school;
- Provide quality;
- Monitor and evaluate all our practices with a view to continuous improvement.

## School Rules and Disciplinary Procedures

School rules are based on the need for a large community of children and adults to work together. Children should be able to come to school happy and free of fear, knowing that their rights will be respected and prepared to respect the rights of others.

Our school rules are written to ensure this mutual respect, to prevent injury to people, and damage to the school premises and personal property. Thus we aim for a caring, ordered school based on instilled self-discipline.

When children persistently fail to reach these standards, the co-operation of parents will be required. If the problems continue, or the offence is of sufficient severity, further disciplinary procedures such as exclusion may be invoked. Corporal punishment is not used.

Where appropriate, school rules also apply while children are travelling to and from school and at certain other times away from school.

Enclosed with this brochure is a three-fold parent's guide to our school behaviour policy. We positively discriminate against bullying.

Any enquiries or complaints against the school regarding pupil behaviour should be made, in the first instance, to the Headteacher. If it is not resolved, a written complaint should be sent to the:

School and Governor Support Service,  
Central Division,  
County Hall,  
Durham  
DH1 5UJ

## General Information

The following is some general information that may be useful:

### Home - School Liaison

Experience tells us that the education of a child is best effected when school and home i.e. parents and teachers work in partnership.

**Initial Contact:** Parents are invited to look around the school and meet the staff prior to the admission of a child. Information meetings are arranged for parents of children who are attending school for the first time. Arrangements will also be made for the child to spend a number of sessions in school before admission.

**Regular Contacts:** Parents are offered opportunities for formal contact with their child's teacher twice a year. At the end of the academic year parents are given a written report and they may discuss this at the formal open evening that follows or request an interview if they feel it is necessary.

**Additional contacts:** Parents are advised to contact their child's teacher or the Head Teacher if there are any problems about school. In the first instance requests should be made at the office. The Head Teacher and staff are generally available before and after school. We will contact parents if we have any concern about progress, behaviour or social integration of a child. Only by close co-operation between home and school can difficulties be resolved.

**Children's work:** Parents are invited to share in as many activities and special events as possible. Examples of pupils work are displayed throughout the school. The children are encouraged to invite their parents to see their work at any convenient time.

It is our policy to send homework home. This should be relevant and vary according to the age of the child. So that parents can know what their child is doing in school, a communication (homework) book and reading books are frequently sent home for parents to help with. We hope that children are thereby encouraged to discuss what happens at school, as research shows that parents who talk with and read to their children, and hear them read are furthering the standard of education we strive for at school. A three-fold parent's guide to homework is enclosed with this brochure.

### Parents in School

In order to achieve an obvious mutual aim, the well being of your/our children, the staff at school enjoy working with parents and a system of friendly, personal contact and help has been established. Help that parents and friends can give is always welcomed, such as passing on a skill or interest, helping in the classroom in various ways, accompanying school journeys or helping with the library or resources. Anyone who has time to spare is most welcome.

### School Meals

School meals are cooked on the premises and are available to all children. They are able to choose from a menu and we often organise healthy eating weeks with the school meals contractors. Please check the current price of a meal with the school office. If your child has any special dietary needs, please discuss them with the Head Teacher.

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Dinner money should be sent on the Monday, except in the case of absence. If paying by cheque, please make the cheque payable to

**Durham County Council crossed School Meals Account.** Your banker's card number should be on the back.

Facilities are also available for children to bring a packed lunch. We do not allow 'fizzy' pop type drinks with packed lunches or any type of confectionary e.g. Mars Bar. Rather we encourage pupils to eat a nutritionally balanced packed lunch. We can provide advice to parents re this if they wish.

If children are changing from school meals to packed lunch or vice -versa, please try to inform the school at least one week in advance to enable us to adjust food orders.

Parents in receipt of Income Support or Job Seekers Allowance are entitled to free school meals. If you qualify for free school meals, please call into school and collect a form from the School Secretary. (It is important that we have accurate information regarding free school meal entitlement, even if parents do not wish to receive this benefit, as the Local Education Authority and the Government use the percentage of free school meals for the purposes of funding and comparing schools)

Children are not allowed to bring sweets to eat in school either at break times or with their packed lunch. During morning break, free fruit is available for all pupils in KS1 and also in KS2 on a rota basis. At the same time 'Cool Milk' is available. If you wish your child to receive 'Cool Milk' you will need to pick up an application form from the school office.

### Bringing Money and Valuables into School

When sending money into school please put in an envelope clearly marked with your child's name. If other than dinner money, please provide a note, stating the amount enclosed and what it is for. This reduces confusion, especially when we are collecting for several different things at the same time.

Children are not encouraged to bring valuables into school. The school cannot accept liability for loss or damage to any private property in school.

### Absence

Please report any absence from school to the Head Teacher by letter or telephone as soon as possible.

The school should be told in advance of dental or medical appointments. As far as practicable, please try to arrange appointments outside of school hours.

Children are not allowed to leave school during normal school hours unless they are collected by a parent or accompanied by a member of staff. If your child has a dental or medical appointment, please arrange to collect him/her from the office.

Please ensure that the school has any special information relating to circumstances; e.g. where there may be some dispute as to who has the authority to take a child from school. Anyone collecting a child from school should be able to identify themselves to the satisfaction of the school.

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Please try to avoid taking leave of absence for family holidays during term time. Permission for this must be sought in advance from the Headteacher using a form available from the school clerk.

### Cars on School Premises

Cars are not allowed through the school gates without permission, except on official business. When bringing or collecting your child to and from school please do not bring your car through the school gates and please try to park as far away from the entrance as possible. Remember a child's life could be at risk.

The beginning and end of the school day are the busiest and most dangerous times for the safety of your child. If you notice someone habitually coming through the gates or parking too near to them, please notify the school office, giving the registration number.

### Education (No.2) Act 1986

Governors' Annual Report to Parents and Annual Parents' Meeting:

As a result of the 1986 Education Act, Governors are required to give an Annual Report to Parents and to hold an Annual Parents' Meeting when the Report will be discussed. A copy of the Report, together with details of the time and date of the meeting, will be sent to parents at least two weeks prior to the meeting taking place.

### School Outings - Charging and Remissions Policy

It is our policy to broaden each child's education within and away from the school environment and we do not receive sufficient funding to enable us to do this without the continued help and generosity of parents.

In accordance with the requirements of the 1988 Education Act visits will be funded by voluntary contributions from parents. Costs for these visits will be kept to a minimum. Failure to make a contribution in respect of a child will not result in differential treatment for that child, but should too few such contributions be received the visit may have to be cancelled

### Physical Education and Games Kit

PE and Games kit will be needed for PE lessons. This kit should be left in school in a drawstring bag so that it will hang on a peg. Ideally a Yellow or Gold T-shirt and Navy or Royal Blue shorts and suitable footwear for outdoor or indoor lessons. Tracksuits may be advisable in winter.

Children in some classes are allowed to play football and ball games on the school field at break times if they bring a change of clothing and a pair of old trainers.

Please remember that earrings (studs) need to be removed for P.E.

## Welfare

### Health

Minor injuries (grazes etc) are dealt with as a routine. Parents will be notified of more serious injuries (bumped head etc) and in the event of an emergency or illness every effort will be made to contact parents to enable them to be with the child particularly if the help of a doctor or the Casualty Department of the hospital is needed.

### Medicine at School

Medicine will not be administered to children in school except when it is prescribed by the Doctor. In the interests of safety, children should not bring medicine to school themselves. In order that

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we can follow County Procedure, Parents should bring the prescribed medicine to the office where they will be given the relevant forms to fill in.

In the case of long-term medicine these forms must be completed ready for the beginning of each school term.

Parents may come into school to administer medicine themselves, by arrangement with the Head Teacher.

If a child has an irritating cough they may bring cough sweets to school, accompanied by an explanatory note, but these must be given to the teacher and will be available to the child on request.

In some cases parents of asthmatic children may feel that their child is mature enough to be responsible for their own inhaler. If this is the case will you please inform the school in writing giving your permission and also stating the dose that the child should take in case of an emergency.

The staff are always concerned about the welfare of the pupils and parents are asked to keep them informed about any circumstances that might affect a pupil's well being. Births or deaths in the family are especially relevant.

### Arrangements for Disabled Pupils

Our school is suitable for the physically challenged and welcomes disabled pupils as far as is practical to mainstream education. We are a highly inclusive school, believing in equal educational opportunities for all pupils and will thus positively discriminate to achieve this goal.

Admission arrangements are the same as those for any other pupil. However, as with all children, care and consideration will be given to any particular special need. It is always advantageous for parents to discuss these with the Headteacher when registering a child for school so that we can make the admission process as smooth as possible.

Our school buildings are on one level with doors that provide access for wheel chairs. There are two toilets for the disabled in different parts of the building and two resource bases to cater for the needs of pupils with a hearing impairment.

### Other Agencies

#### The School Doctor

Routine medical examinations are carried out at school. The doctor will not examine a child without parental knowledge and parents are invited to attend for the examination. Special medical examinations or checks can be made at parents' request or at the request of the school.

In addition, hearing, vision tests and dental inspections are also given. Parents are informed as soon as any problem is suspected.

#### The School Nurse

The School Nurse can advise on many aspects of child health. Parents can make contact through school.

## Routine Hygiene

Parents can help to maintain a good standard of health by not sending children to school who are unfit. Children who have had sickness and diarrhoea should be clear of the symptoms for 48 hours before returning to school. Information concerning minimum exclusions from school due to infectious illnesses is available from school.

## Curriculum aims and objectives

### Definition of the Curriculum

"The school curriculum comprises all learning and other experiences that each school plans for its pupils." (The National Curriculum, HMSO 1999)

Our pupils today will be adults in the 21st century. The Curriculum must reflect the development in thinking and research that has taken place in the past in order to educate our children for the future, achieving balance, cohesion, progress and continuity. We aim to offer a creative curriculum.

We aim to provide a stimulating learning environment. The curriculum is both broad and balanced. We endeavour to meet the needs of each child, concerning his/her social, emotional, academic and physical development.

We take into account special educational needs of individual children and endeavour to meet these needs whenever they occur.

We want our pupils to feel happy and secure and to develop as confident individuals who have acquired responsible caring attitudes, an awareness of the world in which they find themselves and a desire to give of their best. Many areas of the curriculum are inter-related and are integrated to gain maximum motivation and interest.

The following criteria are used in the framing of the aims, objectives and content of the curriculum of this school:

- The school's curriculum is planned and developed as part of a continuum for all children from 3-11 years including those with special educational needs;
- The curriculum seeks to match the stages of development of individuals rather than their chronological ages;
- The curriculum is essentially practical thus reflecting the evidence of research combined with the collective body of experience amongst educationalists that affirms that children learn most effectively when all the senses are used and when tasks are seen by them to be relevant to their daily lives both now and in the future.

The framework for the school's curriculum is based on five needs of a child.

1. A child needs to communicate with other people in order to;
  - Establish and develop personal relationships,
  - Order and control thinking,

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- Interpret and express ideas, impressions and experiences.
2. A child needs to develop an awareness of self and an understanding of the need for the care and protection of the mind and body.
  3. A child needs to understand the immediate environment in order to develop;
    - empathy with the world in which they live,
    - an appreciation of the forces and influences that affect their lives,
    - a knowledge of one's own role in that environment,
    - an understanding of distant environments in time and place.
  4. A child needs to be creative and to appreciate the creative expression of others
  5. A child needs to be helped to interpret experience and to consider ultimate questions concerning meaning and value in life.

Each need is met through subject elements of the curriculum. Within each subject the children are given many and varied opportunities to learn in a wide range of skills, concepts and bodies of knowledge according to their experiences, interests, aptitudes and varying stages of development.

We recognise the importance of the young child's experience of the first year in school and believe that this crucial for effective learning as it sets the pattern for future development.

The school strives to achieve cohesion and continuity in the curriculum in order to allow each child to progress easily from stage to stage. To this end the School's aims are set in the context of the Authority's policy for the curriculum in the Primary School and the National Curriculum.

### Equal Opportunities in the Curriculum

The curriculum of the school is designed at every stage to promote harmony between those of different races, cultures and creeds and to provide equal opportunity for all regardless of differences in race, sex, religion or social or economic class

### The Curriculum

All teachers will present the subjects, English, Mathematics, Science, Design and Technology, ICT, History, Geography, Art and Design, Music, Physical Education, and Religious Education in accordance with the National Curriculum requirements and programmes of study produced by the DFEE, the LEA and ourselves. We are aiming for the happiness and success of your child, so do not hesitate to contact the school if you have any problems. The school also offers French as a modern foreign language.

The National Curriculum is described in terms of separate subjects by the documentation that has been published. Whilst the National Curriculum is being taught throughout this school, the subjects may or may not be taught as separate items. Topic and thematic work will also provide pupils with the opportunity to study aspects of History, Geography, Science, Technology, Language, Mathematics etc.

During the course of the year pupils will cover the full range of subjects within the National Curriculum, though at different stages of the year there may be a different emphasis (and therefore time) allocated to each curriculum area. Children will also have the opportunity to improve their knowledge of Citizenship, Personal Social and Health Education, Local Studies, Conservation and Pollution as an integral part of their studies. Drugs and substance education is provided for pupils in upper KS2.

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The National Curriculum (and the accompanying assessment) is a legal requirement and ordinarily, no pupil may be excused. (This includes swimming lessons). Formal Sex Education is not given at present in school, although the school nurse visits school to explain the processes of puberty to our year five and six pupils each year.

### Sex Education

Formal Sex Education is not given in school at present in the Foundation Stage Curriculum or years 1,2,3 and 4.

Where such matters arise in school, questions are dealt with in an open, honest and factual manner, having regard to the provisions of the Education Act 1986. In year 6 the subject is introduced through Health Education and science, and material provided by the local health authority through the school nurse may be used. **Parents will be informed in advance of this and will have the opportunity to withdraw their child if they wish.**

The sex education policy is available in school for reference.

### Religious Education

The school complies with the 'Agreed Syllabus' for religious education. **Parents have the opportunity to withdraw their child if they feel that the content of the curriculum is contrary to their faith.** In these instances it is always best to discuss concerns with the Headteacher first.

### Special Educational Needs

The school has a policy for the identification and monitoring of children with special educational needs, this reflects the current legislation laid down in the 'Code of Practice'.

This school seeks:

- To meet these special needs within the normal classroom situation. They may be of a temporary nature, but it is recognised that some children may have needs that can persist throughout their lives,
- To identify special needs,
- To assess the precise nature of and to provide relevant opportunities to satisfy these needs,
- To review outcomes,
- To develop and devise strategies for implementing the principles of "Parents as Partners",
- To develop good relationships with outside agencies,
- To develop systems to ensure progression and continuity both within and between establishments and strengthen those that already exist.

This school endorses the philosophy expressed in the Warnock Report that:

"The purpose of education for all children is the same; the goals are the same, but the help that individual children need in progressing towards them will be different".

Various agencies are available for consultation by school staff concerning pupils. Referrals are not made without parent's prior knowledge and agreement.

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Children who experience learning difficulties may receive extra help individually and we try to involve parents whenever possible. Consideration is also given to the more able or gifted child as well as those with learning difficulties.

The school's policy and guidelines on Special Educational Needs are available in school for reference.

### Sport

Children participate in games, swimming, gymnastics, dance and outdoor activities. They are encouraged to take part in and enjoy all aspects of physical activity and in doing so enhance their own skills. They are encouraged to help others and work together as a team, thus developing their social skills.

In school, Years 1 – 6 have the opportunity to work with students from Durham Gilesgate Sports College. This allows groups to be small, giving more time for working on individual skills in a one-to-one situation. The children also have a chance to appreciate the skills of the students.

In the summer term the children have the opportunity to measure their own athletics skills using an Athletic Award Scheme. We also take part in the Chester-le-Street and District Cross Country Athletics Competitions and the Durham County Primary Schools Athletics Festival These are team events and are after school activities.

We take part in other sporting festivals organised by the School Sports Partnership. We also take part in a swimming gala for pupils in Y4/Y5 and Kwick cricket tournaments.

A mixed age group of children attend Earls Orchard Field Study Centre in Richmond where they experience fell walking, orienteering and other educational objectives linked to curriculum.

A mixed group of children go away for a weekend in Weardale once a year where they take part in outdoor activities such as canoeing, walking, abseiling, orienteering, and archery.

### Cross Curricular Dimensions

Cross curricular dimensions such as Personal, Social and Health Education, Multicultural Education and equal educational opportunities are taken into account and are interwoven into the whole curriculum. Cross-curricular skills such as Literacy, and Numeracy are promoted throughout the curriculum.

### Complaints Procedure (Curriculum and Religious Worship)

Durham Local Education Authority Document: Complaints Procedure (School Curriculum, Religious Worship and related matters). This document is available for inspection at all schools maintained by the LEA, public libraries and education offices.

## Admission Criteria

The Education Committee of Durham County Council is legally responsible for all admissions to County and Controlled schools.

It may not be possible to offer your child a place at your chosen school if that school receives more applications than it can take within its admission limit. Where this happens the Authority will consult with the Governing Body of the School and allocate places according to the following criteria:

1. Medical Reason  
Pupils with very exceptional medical factors directly related to school placement. Applications under this criterion should be supported by written evidence from a doctor.
2. Family Links  
Pupils who have a brother or sister already attending the preferred school or associated school on the same site, and who is expected to be on roll at that school at the time of admission.
3. Distance  
Pupils who live nearest the preferred school, measured by the shortest walking route. This will be based on the parents' address. However, consideration will be given to the overall availability of school places in an area to ensure that no children have an unreasonable distance to walk. This may override distance to the preferred school.

Note: In the event of over-subscription within the first two criteria, places will be granted to those pupils living nearest the preferred school (measured by the shortest walking route).

## Making Arrangements for Admission

Should you wish to admit your child/ren to school it is always best to telephone first and enquire about places. At this stage it is helpful to have the date of birth for each child you wish us to admit so that we can accurately say if we have places in that year group or not.

If we are able to offer you a place it is always best to make an appointment to view the school with the Headteacher. This normally takes between an hour to an hour and a half, dependent on any special need that your child may have and subsequent discussion as how best to support them. At this stage an admission date will be agreed and you will be formally offered a place in writing.

If transferring from another school, you must inform them of your decision to move and provide each school with the others details. This enables the schools to communicate and transfer relevant documentation.

## School Uniform

School uniform is not mandatory, but the school encourages all children to take a pride in their school. Wearing a school uniform is one way to promote this.

Uniform is available from '**Parkins**' at 71, North Road, Durham. 0191 3848527

Our uniform consists of:

### **Boys**

Gold polo shirt  
Royal blue sweatshirt or jumper  
Grey or navy trousers  
White or dark socks  
Black school shoes or trainers

**Girls;** as for the boys with the addition of:

Blue or gold check gingham dress in the summer

### **PE Kit**

Gold T-shirt  
Royal blue or navy shorts  
Sand shoes or trainers

### **Swimming** (Yrs. 3 & 4 only)

Swimming costume, hat and towel.

Football strip and boots may only be worn for football lessons.

During the winter we allow the pupils to wear tracksuit bottoms for outdoor PE lessons.

Please encourage your child/ren to have their PE kit in school for the day/s of their PE lessons and any after school club that requires its use. We do hold a limited stock of spare kit for pupils to borrow should kit be forgotten. However, in such cases we expect this to be washed at home and returned to school.

Extreme haircuts are not acceptable in school. We do not allow children to have multi-coloured hair, shaved swirls and patterns or gelled up Mohicans. Pupils with spiked up hairstyles should brush them flat for school.