

Laurel Avenue Community Primary School



where children shine

School Prospectus 2019 - 20



Laurel Avenue Community Primary School



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Dear Parents/Carers,

Welcome to Laurel Avenue Community Primary School.

This prospectus has been created to answer as many questions as possible that might be asked about our school.

We seek to provide a happy, friendly, secure, interesting and stimulating environment for our children where they co-operate, are valued, and value each other, from age 2 – 11.

Our aim is to help all our children to do the very best that they can, in all aspects of school life so that they can succeed and shine. I know that communication between home and school is absolutely vital. Please do not hesitate to get in touch with the school or with me directly, if you have any concerns, issues, or things that you just want to discuss. We want to work with you and do the best for your children and the more communication that we have with you, the better it is for everyone. You are always welcome to come to school and meet with me, or any staff member, at any time.

I look forward to working with you over the coming years so that your children are happy and settled in school and achieve the outstanding personal results of which they are capable.

Ms Gaynor Davison
Headteacher



Laurel Avenue Community Primary School... where children shine.

Laurel Avenue Community Primary School is situated on the outskirts of Durham City. It stands in its own extensive grounds on the edge of The Woodlands Estate, with good views of Durham City, including the Cathedral.

Our classrooms are bright and spacious, well-resourced and include the latest in modern technology to promote maximum learning opportunities. Good links have been forged with the attached OnePoint Children's Centre. Also attached to the main school there are Community Rooms that are used for a range of activities, including youth clubs, OAP and toddler groups.

Educational aims for our school













Laurel Avenue Community Primary School – Where Children Shine

Our vision is for the community to see Laurel Avenue as their school, a success in the community; a happy school where everyone is valued and respected. To enable each child to achieve their full potential and make the most of the opportunities and choices offered to them, we aim to provide a secure and stimulating environment that promotes independence, self-esteem, health and well-being.

Our mission statement: **Dream, Believe, Achieve.**

We work in partnership with parents, governors, the LEA and support agencies.

As a school we value:

-  the happiness of children, families and staff.
-  caring staff who respect and know the children very well.
-  the development of self-confidence, self-motivation and independence.
-  the promotion of resilience and adaptability, enabling children to meet daily challenges now and in their future.
-  co-operation, collaboration and teamwork.
-  exciting but safe and secure spaces, indoor and outdoor, where children can explore, discover and experiment, inspiring 'enquiring' minds.
-  the natural environment, the local community and the wider world.
-  a stimulating and challenging curriculum, suited to children's needs, enabling them to reach their full potential across all areas of learning.
-  praise and celebration of the achievements of every child.
-  raising aspirations and a commitment to lifelong learning.
-  working in partnership with others to meet the needs of all the children and their families.
-  all aspects of British life and culture; celebrating differences, diversity, core values and preparing children for life in Modern Britain.

School Council

Our School Council consists of fourteen children from across the school. These children are elected to be representatives for their class and attend meetings to discuss relevant matters of interest concerning school organisation and development. The School Council is actively involved in decision making within the school and regularly gather views and opinions from their peers.

Any child in the school may put forward a suggestion to the School Council by simply posting a note into the 'suggestion box' located beside the children's entrance.

The aim of the School Council is to develop an awareness of citizenship and involve all our children, to some extent, in the running of the school.



Pupil Voice is very important at Laurel Avenue Community Primary School. Children from all classes have their say about many school issues via these groups:

- 🌳 School and Class Councils
- 🌳 School Leaders
- 🌳 Safeguarding Group
- 🌳 Online Safety Group
- 🌳 School Nutrition Action Group (SNAG)
- 🌳 Anti-Bullying Interest Group
- 🌳 Energy Group

Times of the day

Nursery

Nursery am session: **9.00 – 12.00 noon**

Nursery pm session: **12.15 – 3.10 pm**

Nursery Full Day session: **9.00 am – 3.10 pm**

Nursery children are requested to arrive at school at **9.00 am or 12.15 pm** where they will be met by a member of staff and the Class 1 door will be opened.

Reception and Key Stage 1

Morning school: **9.00am – 12.00 noon**

Afternoon school: **12.55pm – 3.10pm**

Key Stage 2

Morning school: **9.00am – 12.10 pm**

Afternoon school: **12.55pm – 3.15pm**

Children in Years Reception to 6 are requested to arrive from **8.50 am** and enter the school yard via the gate on the back lane where they will be met by members of staff.

Children in Reception and Key Stage 1 should be collected from their classrooms via the school yard at **3.10 pm**.

Year 3 to 6 can be collected from the school yard at **3.15 pm** or may walk home alone. A 'Walk Home Alone Parent Agreement Form' will need to be completed. (Available from school office or can be downloaded from the school's website.)

If dropping off or collecting Your child by car, please drive safely and park considerately. Cars should be parked in the large car park only.



Admissions

Laurel Avenue Primary is a school for boys and girls from 2 – 11 years of age and is maintained by Durham County Council. We operate a one form entry. From September 1997 in line with LEA policy the school has operated a single admission point which will be at the beginning of the Autumn Term.

Admission forms are available from the Admissions Section at County Hall.

Any in year change to a child's school must be organised through Schools Admissions at County Hall – 03000 265 896.



Nursery admissions

Our nursery has places for children ages 2, 3 and 4. Please call school (0191 3868416) or email laurelavenue.org.uk to arrange a visit or collect an application form for our fabulous school nursery.

Two-year-old children are admitted the term after their second Birthday and three year olds are admitted as soon as they turn three.

We have four sessions:

Start of the Week: All day Monday, Tuesday and Wednesday morning

End of the Week: Wednesday afternoon, all day Thursday and all day Friday

Five mornings

Five afternoons



School Uniform:

- 🌳 Black or grey trousers
- 🌳 Black or grey skirt or pinafore
- 🌳 White or bottle green polo shirt
- 🌳 Bottle green sweatshirt/cardigan
- 🌳 Bottle green fleece jacket
- 🌳 Green & white striped/checked summer dress

Footwear:

- 🌳 Plain black school shoes
- 🌳 Plain black boots
- 🌳 Plain black trainers with only minimal colour
- 🌳 Black or dark coloured laces only

For health and safety reasons, the following footwear are not on the uniform list: Flossies, canvas shoes/boots, Ugg boots, flip flops and sandals. No medium / high heeled shoes or boots.



PE Kit (in a named bag):

- 🌳 Bottle green or white t-shirt
- 🌳 Bottle green, black or navy blue shorts
- 🌳 Black Plimsolls for inside PE
- 🌳 Trainers for outside PE only



Polo shirts, sweatshirts, cardigans and fleece jackets are available to buy or order from school. Some samples of uniform can be seen in school and some sizes are available to try. Unfortunately we are unable to exchange items unless the item is faulted.

A minimum nonrefundable deposit of £5.00 is payable on placing your order, the balance to be paid on arrival. Cheques should be made payable to 'Laurel Avenue School Fund'.

Please call in at the school office or look at the school's website for more information or to download an order form.

Jewellery

At Laurel Avenue, we allow one pair of studs to be worn in the earlobes, as long as they are taken out for PE, swimming and sports clubs, remaining the responsibility of the child if taken out.

One pair of small studs to be worn in bottom of earlobe only.



No other facial or body piercings to be worn. We would advise that if children are having their ears pierced, they do this at the beginning of the summer holidays.

Earrings should not be worn on the day of PE and swimming. If a child has their ears pierced during term time, they will need to bring plasters to cover their earrings in PE lessons during the six to eight week healing period. Children will be asked to take their earrings out for all PE and sports activities. Plasters can be used to cover earrings if a child is unable to take their earrings out.

All jewellery remains the responsibility of the child and school accepts no responsibility for the loss or damage of these items or for accidents that occur because of them.

Fruit

All 2-7 year olds are offered free fruit every day. Children in Class 3 and 4 can purchase fruit; 50p a week for one piece of fruit each day.

Cool Milk

Milk Scheme

Children under 5 years old receive milk each day, free of charge, under a government subsidised scheme. Milk is also available for all older children to buy. Please ask for a form if you want to enrol in this scheme.



Lunch

Lunch is a time children enjoy together, whether a packed lunch or school dinner. Our school hall becomes our dining room where Nursery, Class 1 and 2 pupils are seated at 12.00 and Class 3 and 4 pupils at 12.20 pm. School dinners are cooked daily on site in our school kitchen. Children choose their own meals in advance from a three week menu so they are always guaranteed to receive their preferred choice for that day. Menus can be found on the school website.

All meals are served on plates and bowls and not on the old style trays; this way children enjoy a hot or freshly cooled dessert.



Any request for a special or modified diet to be provided for a child must be made in writing by the parent/carer. If the diet is medically related e.g. allergy, diabetic, low fat etc. the request must be verified by the child's General Practitioner or Hospital Dietician.

If the diet is non-medical e.g. religious, the request does not require authorisation from a GP or Dietician. A letter from the parent/carer outlining the requirement will suffice, however this must still be actioned as a special diet and details forwarded to County Hall.

Vegetarian requests do not need to be processed as a special diet as a vegetarian choice should always be available.



We like to celebrate occasions and festivals with themed lunches and our School and Nutrition Action Group work hard to make sure the meal choices are all enjoyed by children in school.

If your child would like to change from a school dinner to a packed lunch, then please let us know in writing. School requests two weeks' notice.

All Infants receive their meals free as part of the Government's Universal Infants Free School Meal Initiative.

Children who are not entitled to free school meals will need to pay £2.05* per day which is £10.25* per week. *We will inform parents/carers of any changes County makes to meal prices as applicable.

Every child in school is given the option of a drink of milk with their lunch, as well as water, as part of the Government's school food standards.

Children who go home for lunch

Children who go home should not return to school until 5 minutes before the start of the afternoon session – 12.55 pm.

Packed Lunches

Packed lunches should be brought to school in a named packed lunch box. We are a healthy school so follow a healthy packed lunch policy which can be found on our website and given to all new starters. This policy applies to all packed lunches eaten within school or on educational visits during normal school hours.

Packed lunches should include every day:

- 🍏 At least one portion of fruit and/or vegetables
- 🍏 Meat, fish or other source of non-dairy protein
- 🍏 A starchy food such as any type of bread, pasta, rice, noodles, potatoes
- 🍏 Dairy food such as milk, cheese, yoghurt, fromage frais or custard
- 🍏 Oily fish, such as tuna at least once every three weeks

Drinks

- 🍏 Water, milk, fruit juice or sugar-free fruit squash
- 🍏 Fresh drinking water will be provided

Packed lunches should not include at any time:

- 🍏 Crisps, or any other snacks like crisps
- 🍏 Chocolate or sweets
- 🍏 Cakes and biscuits are allowed, but only as part of a balanced meal
Please choose the smallest size.



Allowed occasionally, e.g. once a week
Meat products, such as pies, pasties, and sausage rolls.

Recommended alternatives to snacks, confectionery and meat products:

- 🍏 unsalted nuts
- 🍏 seeds
- 🍏 vegetables or fruit
- 🍏 savoury crackers or breadsticks (with no added salt, sugar or fat)



Children on packed lunch are still able to sit beside their friends, even if they take a school lunch. All children on packed lunches are provided with a plate.

Golden Table

Once a fortnight, six children are chosen to sit at the Golden Table. They are recognised for their excellent behaviour and enthusiasm to try new foods. Their dinner is served to their table, they receive fresh orange juice in golden glasses and special star biscuits.



Headteacher

Ms G Davison

Deputy Headteacher

Mrs H Walters

Teaching Staff

Class 1, Foundation Stage: Mrs C Lawson

Class 1, Reception: Mrs J Meehan

Class 2, Year 1 and 2: Miss V Mills

Class 3, Year 3 and 4: Mrs K Hodgson

Class 4, Year 5 and 6: Mrs H Walters

Class 3, 1 day per week: Mrs H Satterthwaite
(Miss Tosney covering for Mrs Satterthwaite's
Maternity cover, Autumn Term)

Higher Level Teaching Assistant

Mrs A Thompson

Teaching Assistants

Mrs J Chazot

Mrs P Fawcett

Mrs C Smith

Miss L Tosney

Miss C Wilson

Admin Officers

Mrs J Ferguson and Mrs M Angus

Lunchtime Supervisors

Mrs C Linfoot

Miss C Wilson

Caretaker

Mr A Stoddart

Cleaner

Mr A Dodd

ICT Technician

Mr M Troman

Special Needs Coordinator

Ms G Davison

Let's Get Cooking Coordinator

Mrs G Davison

**Laurel Avenue Community Primary Governing Body****Chair of Governors**

Mrs A Elliott

Headteacher Governor

Ms G Davison

Parent Governors

Mrs H Blakey

Miss Jessica Cottrell

Mrs C Linfoot

Co-opted Governors

Mr S Linfoot

Mrs E Cottrell

Mrs F Brice

**Local Authority Governor**

Councillor K Corrigan

Staff Governor

Mrs H Walters

The Governors' main role is to support the Headteacher and the staff, to help them to set and reach targets and to strive for excellence across the whole spectrum of school life.

The Headteacher is accountable to the Governors for the internal organisation and daily running of the school.

School Nurses

Mrs H Agnew

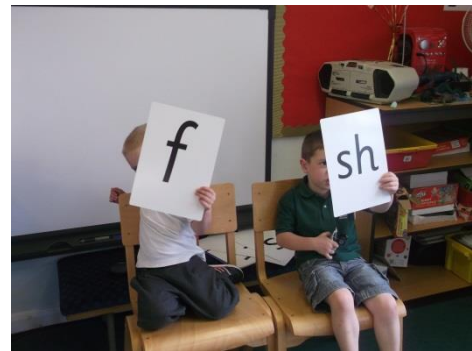
Educational Development Partner

Mrs A Norman

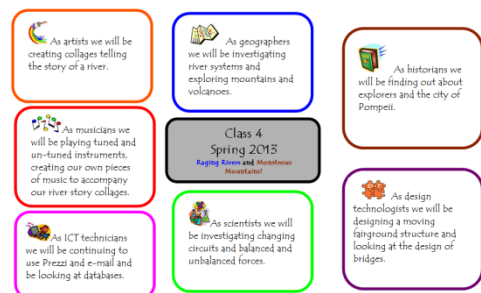
We aim to bring learning alive, making it exciting and stimulating. We are a school that likes to celebrate success, at every level. The life of the school is driven by enthusiasm and a desire to achieve. We want to give our children a thirst for learning that continues with them throughout their future school experiences and lives. The curriculum takes account of the needs of all children and is planned accordingly. Our committed teaching and support staff strive to bring out the very best in our children and equip them with the skills they will need for the future. Learning is fun and interactive and children are well supported to reach their personal goals. We place great emphasis upon the well-being and personal development of every child and encourage them to have self-discipline, tolerance and a sense of responsibility for others. We expect the best from our children and ourselves.

Our **Creative Curriculum** is organised through a 'topic based' approach which incorporates key skills set out in the National Curriculum. The use of ICT is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning. Each class teacher is responsible for the delivery of the Creative Curriculum.

We plan topics carefully, one per term for each class, so continuity and progression are smooth and aid development. Topics enable us to identify skills, concepts, knowledge and ideas from individual subjects and bring them together in a cohesive way.



All children are involved in the planning of topics with class planning sessions held every term with their teacher, before the start of the topic, so they can shape their learning towards topics that interest and motivate them, identifying questions and concepts they wish to learn about.



Each term your child will bring home a Topic Overview Sheet identifying the topic and key skills that they will be learning during the next term. Information can also be found on the school's website, including all Topic Overview Sheets for the current academic year.

Additional Educational Needs

All children are valued, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate.

Special Educational Needs and Disability

Ms G Davison is the Special Educational Needs and Disability Coordinator.

The Special Educational Needs and Disability Code of Practice 2014 recognises that there are four broad areas:

- 1 Communication and interaction (language and autism spectrum disorder)
- 2 Cognition and learning (general learning and specific learning difficulties)
- 3 Social, emotional and mental health
- 4 Sensory and/or Physical

Our set procedure for identifying and assessing the special educational needs of individual children involves pupils, parents/carers, teaching staff and external agencies.



We support our children in a variety of ways including working with individuals, in small groups, supporting children in class and working with staff to adapt, identify, plan methods and materials to meet the range of Special Educational Needs.

All children on the SEND register have regular reviews. At Laurel Avenue these reviews take place either during termly Parents' Evenings, or at a meeting with Ms Davison and the Class Teacher. Support Plans, which are written to identify the targets each child needs to work on, are given to parents/carers prior to the reviews and achieved targets are discussed at the reviews.

Gifted, able and talented

Our school will have, at any time, a number of able, talented or gifted pupils. We recognise academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

Safeguarding

Laurel Avenue Community Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. Our school takes seriously its role to promote safeguarding, implementing policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff.

What is safeguarding?

It might be difficult to accept, but every child can be hurt, put at risk of harm or abused, regardless of their age, gender, religion or ethnicity.

With regard to Safeguarding legislation and government guidance we are committed to:

- 🌿 providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to.
- 🌿 providing suitable support and guidance so that children feel confident to approach appropriate adults.
- 🌿 using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making.
- 🌿 working with parents to ensure the welfare of all children which may involve other agencies.
- 🌿 ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.

Safeguarding Officers Staff

Ms G Davison

Mrs H Walters

Mrs C Lawson

Safeguarding Governor

Mrs E Cottrell

Curriculum Drivers

Key Drivers for our Curriculum

Our curriculum is planned around a series of themes that maximise cross-curricular links whilst ensuring there is a clear development in the learning of key skills. As a school we believe that there are three 'curriculum drivers' that personalise our curriculum and develop the whole child in order to prepare them for life beyond Primary School. These have been chosen through consultation with staff and governors, identifying the needs and interests of all of our children.

Ambition and Possibilities

To have a life-long love of learning that inspires them to look to the future

To have high expectations of themselves and their future

To recognise opportunities beyond the local community

To increase knowledge of different career choices

To develop self-confidence and a 'have a go' attitude

Process:

Planning to ensure opportunities to raise children's self-belief and develop a positive attitude towards risk and challenge

Focus on ambition, identifying different jobs and possibilities through topics, visits and visitors; role models for success

Regular opportunities to work as a team, especially Key Stage 2



Life-Skills and Enterprise

To develop questioning and research skills, applying to a range of hands-on learning experiences

To work effectively as a team to organise themselves and create an end product

To work independently and be organised and ready for learning

To listen and communicate with others

To complete set tasks in a given period and not give up

To have excellent attendance

To think 'creatively' to solve problems

To be equipped for life beyond Primary School



Process:

Opportunities for learning through each of the 5 learning skills – reflective, relationships, resilient, resourceful and risk taking will be provided

Through each topic, children will have opportunities, through a wider range of skills based lessons, to take ownership of their learning and direct it more

Wider opportunities for learning beyond the curriculum to equip children with relevant life skills; health and economic well-being, cooking, e-safety

Encouraged expectation that children attend school and are ready to learn with appropriate equipment and kit and take responsibility to be ready and prepared



Knowledge and Understanding of the World

To experience opportunities that broaden their horizons

To enhance their insight into the community and world by providing meaningful learning opportunities

To celebrate/appreciate diversity and culture at national and international level

To widen general knowledge

To give opportunities to pursue their own lines of enquiry

Process:

Using the 'news flash' feature of Espresso and First News newspapers to keep in touch with current issues

Providing opportunities through visits, local exploration and the use of visitors to ask questions and explore the diversity of people, society, culture

Discussing local and global issues and the impact that they have

Asking questions and research historical events in the local and wider communities



Underpinning everything we do in school is a relentless focus on the acquisition of basic skills, for without the ability to read and write and apply basic mathematical concepts to problems, children will be unable to access any other form of learning.

Laurel Avenue Community Primary School Curriculum



Foundation Stage Curriculum

The Seven Areas of Learning and Development

3 Prime Areas

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

These three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

4 Specific Areas

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. We must support children in these four specific areas, through which the three prime areas are strengthened and applied.

The Way Children Learn

Playing and exploring – children investigate and experience things, and ‘have a go’.

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievement.

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Child Initiated Activities

Well planned play is a key way in which children learn with enjoyment and challenge during the foundation stage. For much of the school day children will choose how they play with the educational resources/toys available, this is known as child initiated play. The children are leading their own learning and during this

time the practitioners use their expertise to develop children’s ideas and encourage children to work together.

Observations and photographs are also made during this time to plan for the children’s next steps for learning.

Adult Led Activities

There will be time allocated each day for adult led tasks. This may be as a whole class or in small groups. The teaching staff set up and lead an activity desired to fulfil certain learning objectives and develop particular skills.

Core Subjects

English

English is taught daily with work appropriately differentiated to match all abilities. We aim to nurture in the children a love of literature and language and the confidence to continue reading and writing throughout their lives.

Reading and Phonics

With parental support, we want our children to:

- 🌿 speak clearly and confidently in any situation.
- 🌿 listen actively and respond appropriately, developing knowledge and opinion.
- 🌿 read fluently for both pleasure and information.
- 🌿 write clearly and with confidence in any given genre.
- 🌿 use spelling rules, phonics and grammar accurately.
- 🌿 be able to proof-read their own work and make amendments and improvements.

Reading and phonics are taught in accordance with the new National Curriculum using Read, Write, Inc. and Oxford Reading Tree schemes.



Each child's reading journey begins in EYFS where phonics is introduced using the Read, Write, Inc. scheme. As children progress through school and their phonetic awareness develops, reading books from Oxford Reading Tree scheme are introduced.

Children also participate in weekly guided reading sessions in small groups where they can apply their phonic and reading skills to a variety of fiction and non-fiction texts.

The teaching of reading comprehension and writing skills is also supported by Read, Write, Inc.

Grammar, Vocabulary and in KS2 Read, Write, Inc. spelling sessions, are taught each week.

Writing is developed through all curriculum subjects to allow children to practise and apply their writing skills to a variety of topics and contexts.

For further information, including about Read, Write, Inc. please see Curriculum and Class pages on the school's website.

Mathematics

We aim to provide our children with a wide mathematical education taught in an enjoyable, relevant and creative way. We use 'real life' experiences so children begin to understand the importance of applying maths skills in order to solve problems and engage them for future learning.

The teaching of maths is also included in many other areas of the curriculum as we encourage a cross-curricular approach to allow children to apply their skills and understanding in a variety of contexts.



Maths is taught in accordance with the National Curriculum for Mathematics using 'Little Big Maths' and 'Big Maths' to develop and progress numeracy skills.



Science

Science is taught through topics using a skills based curriculum.

Every child has a natural curiosity about the way the world works. Science at Laurel Avenue Community Primary School enables your child to find out how they can get answers to questions such as what size wings make the best helicopter, or why the sun seems to move across the sky or can a bean seed grow upside down? Investigative activities will be used to deepen your child's understanding of Science. We aim to develop pupils' enjoyment and interest in Science and an appreciation of its contribution to all aspects of everyday life. We wish to build on pupils' curiosity and sense of awe of the natural world through the use of a planned range of investigations and practical activities. At the same time, the children will be able to develop their ability to plan fair tests, make predictions, record results using ICT, diagrams, graphs, tables and charts and to make generalisations about their learning.

We are delighted to have been awarded the Primary Science Quality Mark at Gold Level.



This award recognises the quality of Science teaching and learning at Laurel Avenue Community Primary School. It also celebrates our commitment to developing best practice and excellence in Primary School Science. Our Science Coordinator received a teaching award from Primary Science Trust in 2017.

Computing

Modern technology is changing the way we live and work. Our children need to learn how to manage it all – to get hold of information, evaluate its suitability, store it, share it with others and tailor it to meet their own needs. That's where their Computing lessons come in!

Children learn how to safely navigate the internet and communicate through emails, develop digital photography skills, use sound and video recording equipment and access a wide variety of software. Interactive whiteboards throughout the school, along with laptops, i-pads, digital microscopes, microbits, digital cameras and voice recorders, to name but a few available resources, ensure that computing can be used as a learning tool throughout the curriculum.



Staying safe when using technology is vitally important. Online-Safety is taught throughout the year and children are aware of the procedures that are in place, in order to ensure they are safe when online. We offer Online-Safety sessions and assemblies across the year to support you in educating your children and we have copies of Digital Parenting Magazines in school if you would like to come in and pick one up.

Computing is taught through topics using a skills based curriculum. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination.

Computing is used to access ideas and experiences from a wide range of sources.



We aspire for our children to confidently and independently use and apply information technology skills to support and extend their learning. We hope to develop a culture where the use of ICT becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances in their futures.

Geography

We want the children at Laurel Avenue to develop their knowledge of people and places and to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. Our geographical studies cover the local environment and issues of immediate relevance to the area.

The children then extend their knowledge of the physical and human features of the wider world. They use a wide variety of sources, including maps, the internet and photos to establish the location of countries, cities, mountain ranges, rivers and seas or oceans.

We use an 'enquiry' based approach to learning which enables the children to explore geographical questions as independent researchers.

Geography is taught through topics using a skills based curriculum. Learning is supported through questions, decision making, research and discussion.

History

We don't view History as simply facts and dates here at Laurel Avenue, but see it as a chance to become a detective and explore the past in an exciting way.

History is taught through topics using a skills based curriculum which encourages children to think as historians. We encourage children to examine historical artefacts and primary sources.



In each Key Stage we give children the opportunity to visit sites of historical significance and encourage visitors to come into the school and talk about their experiences of events in the past.

We want our children to be open minded and enquiring thinkers understanding cause and effect.

We want them to understand how people have lived in the past and begin to make links between the past and modern times. We encourage first-hand experience wherever possible; field work visits, interactive workshops and visiting experts play an important role in all year groups.

Religious Education

RE curriculum follows the Durham Agreed Syllabus and we base our teaching and learning style on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. We aim to encourage a moral and predominately Christian ethos through school assemblies. RE lessons offer a chance for children to explore beliefs and practices of major world faiths. Visits to places of worship, handling artefacts and visits from practising members of different faiths enhance children's understanding of our multicultural society. Children consider the influence of the teachings of different faiths on their followers as well as responding to the big questions of life from their individual viewpoint, thereby valuing beliefs of all children while developing their understanding, tolerance and respect for the beliefs of others.

Parents/Carers have the right to withdraw their child from RE lessons and Collective Worship. This request needs to be given in writing to the school. We will need to discuss the arrangements with parents/carers to explore how the child's withdrawal can be best accommodated.

Design Technology

Design Technology is taught through topics using a skills based curriculum. Design Technology helps children to become problem solvers through practical tasks, using creativity and imagination.

Children take every day or familiar objects and investigate how they actually work and who they are really aimed at. Working with a variety of materials and through the new skills they learn, children get to design, make and evaluate a range of products from picture frames to moving toys, robots to musical instruments.

Art

Art is taught through topics using a skills based curriculum. Art, craft and design stimulates creativity and imagination. We provide a rich environment in which we encourage our children to communicate through the use of colour, texture, form, pattern and materials. We use the local environment to stimulate ideas and start some aspects of our art work. Investigating lines, shapes, colours and textures help our children with the basics and enable other work such as 3D and printing to happen.

Music

Music is taught using a digital ICT resource called Charanga. This resource covers the whole range of ages across the school from EYFS to Year 6 and allows children to develop in all aspects of the music curriculum from listening and appraising to composing and performing. We aim to provide opportunities for children to learn a musical instrument (woodwind, clarinet) and whole school teaching prepares, supports and develops the work of Durham Music Service in school.

Singing is at the heart of our music making, both in class lessons and during whole school assemblies. Each class has a taught singing lesson every week by a specialised singing teacher. There are several opportunities for children to perform for their parents throughout the school year.



Modern Foreign Languages

French is currently taught from Year 3 onwards in line with the National Languages Strategy and the Key Stage 2 MFL framework.



We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that

Personal, Social, Health Education

PSHE curriculum closely follows the recommendations in the PSHE Framework and the Healthy Schools Standard. We aim to promote healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to school life and the wider community. Our children are given opportunities in PSHE lessons to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

We understand that personal and social skills are crucial to success and fulfilment in adult life and therefore we take the point of view that it is our responsibility to promote the personal and social development of all our pupils.

The PSHE curriculum is taught through the delivery of Jigsaw PSHE, a comprehensive and completely original Scheme of Work for the whole Primary School. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

What is a mindful approach?

How would children benefit if they could be aware of their thoughts and feelings as they

happen. with no judgement? This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each piece (lesson). This consists of breathing techniques, awareness exercises, visualisations etc., all tried, tested and very enjoyable activities for children and teachers alike.

Sex and Relationship Education

We aim to enable children to understand the processes of growth and sexual development. Develop skills and the exploration of attitudes, values and emotions as well as biological facts concerned with human reproduction. Encourage children to develop an awareness of and respect for themselves and others in a fully inclusive way with regard to disability, gender, race, religion or belief, sexual orientation or gender reassignment.

The Changing Me and Relationships units within Jigsaw cover Sex and Relationships Education and each year group will be taught appropriate lessons based on their age and developmental stage. Please see our website for more details. Within our Sex and Relationships teaching we take proactive steps to promote respect and help children to have a greater understanding of Lesbian, Gay, Bisexual, Transgender and other (LGBT+) identities.

You have the right to withdraw your child from sex education lessons. However, elements of sex

education are in the Science Statutory Orders of the National Curriculum and children cannot be withdrawn from this.

If you wish your child to be withdrawn from sex education lessons, please make an appointment to see your child's Class Teacher. Notification of withdrawal must be in writing. A Guide to Sex Education for Parents and Carers can be found on the school website under Curriculum section.

Physical Education

A healthy lifestyle is vital for a child's well-being and keeping fit is an important part of this. In Physical Education, children learn about the need to warm up in preparation for, and cool down after, exercise. All children receive a range of PE and Games activities developing skills, techniques and rules for the following games: football, basketball, cricket, hockey, rounders, tag-rugby and athletics. The large school hall is equipped for gymnastics, dance and movement and also houses some of our after school clubs. The children compete in an inter-house Sports Day.

As well as enjoying a wide range of activities in PE and Games in school, we participate in all inter-school competitions and tournaments outside of school and have enjoyed much success over the years.

We welcome many sports coaches into our school. The coaches have worked with children from every class teaching us fantastic skills in lots of sporting areas. The coaches also allow our teachers to continually pick up new and exciting ideas to use in our future PE lessons.

Swimming

Children in Year 3 and 4 attend swimming lessons once a week for most of the year, transported to Freeman's Quay Swimming Baths by coach. During the Summer Term, Year 5 and 6 children attend top up swimming lessons.

For your child's swimming lesson they will need:

- 👤 a costume
- 👤 a towel
- 👤 a swimming hat
- 👤 and a bag in which to keep their things.

All children, boys and girls, must wear a swimming hat and these can be purchased at a cost of approximately £1.40 from the pool.

Homework and reading books



Homework is an opportunity for you to become involved in your child's learning. We want to promote the many different learning opportunities that happen out of school with the support of a patient adult. We encourage you to take part in and support your child's learning, particularly through home learning. This should be an enjoyable shared experience. It is hoped that you will take responsibility for the completion and handing in of homework and help your child to take responsibility also.

Homework at Laurel Avenue can take many forms, from the learning of initial sounds and number rhymes in Reception to more complex and lengthy pieces of work in Years 4, 5 and 6. Children will be given activities to support their Literacy and Numeracy developments dependant on their age and ability.

Children at Laurel Avenue are given specific pieces of work to undertake unaided at home. Sometimes this work is practice of earlier learning

e.g. reading, research, times table facts or science work. A leaflet – 'Homework Information for Parents and Carers' is available on our website.

Every child at our school is encouraged to bring home reading books and read to their parents and carers at home. Regular reading is vital and there is a continued expectation that every child will be read to, or be listened to, for at least 10 minutes every day.

All children are given their first book bag free. If a book bag is lost or damaged, a new bag can be purchased from the school office for £8.50.

Parents are asked to ensure children take care of the books at home. A charge of £2.00 is made if a book is deliberately damaged, defaced or lost.

Assessment

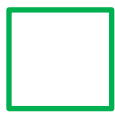
Children take part in National Tests in Year 2 and Year 6. The national Phonics Test takes place in Year 1. We assess every child's progress at regular stages against their relevant milestone and use this data to plan an appropriate curriculum and identify areas for improvement with targets.

Marking Scheme

Our marking scheme provides really effective feedback to children regarding their work.

Marking in pink shows where the teacher is **tickled pink** about the achievement made by the child in that piece of work and **green marking** shows where they need to develop their work to make progress – **green for growth!**

Marking Key: **Tickled pink** and **Green for Growth**



capital letters



full stops

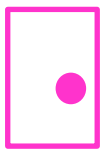
WOW

WOW

vocabulary



connectives



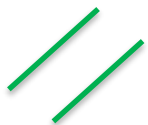
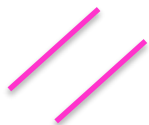
openers



finger spaces



listen to the sounds



new paragraph



grammar



spelling



handwriting



missing word



does not make sense



verbal feedback

Breakfast Club

Breakfast Club runs **every morning from 8:10 am** and is **FREE** thanks to sponsorship by



It is open to children from Reception to Year 6.

If you would like your child to come to Breakfast Club, please bring them into the School hall by the side Fire Door.

Breakfast is served until 8.25 am. Activities take place until 9.00 am when school starts.



After School Clubs

We provide a range of activities that our children can participate in after school which change across the year. Most of our clubs are free. Children who attend after school clubs need to obtain written permission from parents/carers by completing a club letter from school.



Our clubs are led by staff within school or use the expertise of outside qualified coaches who run **sports clubs**, such as multi-skills sports, dance, cheerleading, athletics, healthy lifestyles team sports, football.



Our very popular **Let's Get Cooking** club runs once a week. Every child in Class 3 and 4 gets the opportunity once a year to take part in Let's Get Cooking – a six week intensive cooking course, 3.00 – 4.30 pm. Parents and carers are invited to join their child for the last session and sample the meals they have cooked over the course.

Children take home the meals they have cooked each week to share with their family. We believe cooking is a core life skill and our aim is to give everyone the opportunity to learn to cook and enjoy good food.

Bright Sparks Club

Run by students from Durham University based on their specialisms.

Science Club

Key Stage 1 and 2 children take turns to be involved in Science Club where they carry out exciting science investigations and experiments.



Laurel Learners

We also offer our children a homework club where extra support can be provided to aid the completion of homework tasks.



Educational Day Visits

First-hand experience and real life scenarios are also hugely beneficial to creating exciting, quality learning and we value the role they play in school life. Over the last academic years we have visited many different places including:

- 🦋 Hancock Museum
- 🦋 Oriental Museum
- 🦋 Durham Cathedral
- 🦋 The Old Fulling Mill
- 🦋 Sunderland Museum and Winter Gardens
- 🦋 Tesco – Farm to Fork
- 🦋 Hall Hill Farm
- 🦋 Newcastle University
- 🦋 Beamish Museum



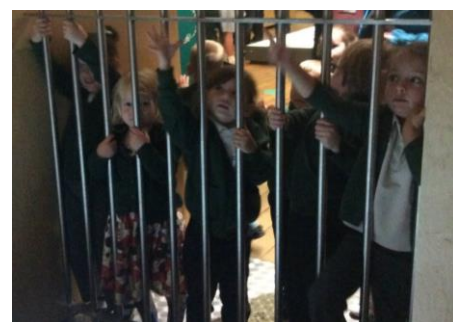
Visitors into School



We also invite a variety of visitors into school to help enhance our curriculum. Visitors bring with them a passion for what they do, which can be used positively to support our children's learning.

Visitors include:

- 🦋 Blue Cross
- 🦋 Police Dogs, Ben and Jet
- 🦋 Buddhist Monk
- 🦋 RSPCA
- 🦋 NSPB
- 🦋 Royal National Lifeboat Institution



We want all our new children to feel happy, safe and secure. The quicker they settle in, the more confident they become.

Entry to Nursery

Children can join us after their second or third birthday, spaces permitting. Parents/Carers should call into the office to register their child's details and our staff will make contact to arrange a visit into school to meet you and your child.

We will then arrange a start date with you and you can make a few visits with your child to familiarise yourselves with our Nursery and staff.

We offer four Nursery sessions:

- 🌳 Five mornings
- 🌳 Start of the week – all day Monday and Tuesday and Wednesday morning
- 🌳 End of the week – Wednesday afternoon and all day Thursday and Friday
- 🌳 Five afternoons

30 hours free childcare:

If you think that you are eligible, and you would like to extend your child's education in our nursery to 30 hours, please visit www.durham.gov.uk/earlyyears to find out.

Children in Nursery wear full school uniform, and will stay for lunch if they attend for the start or end of the week sessions.

Entry to Reception

We offer a welcome meeting in the Summer Term and share information on organisation and routines. There is plenty of opportunity to talk with staff and ask any questions. We appreciate that this is a big step for you and your child and will do everything we can to make it a smooth and smiley start to school.

Annual transition

Moving to a new teacher and a new classroom is an exciting time. We do all we can to ensure transition is smooth and effective.

Liaison between the sending/receiving teacher is a crucial factor which enables us to 'get to know' our new children – not just their developmental stage but their learning styles, their successes and their talents.

Each class teacher meets their new class during the Summer Term before the new academic year.

A planning meeting is held where children work with their new teacher to plan the topic they will be following during Autumn Term.

Key Stage 2 to Secondary

The transition to Secondary School is a crucial time and we strive to prepare our children and equip them with the skills, knowledge and confidence to continue their learning journey.

Our children move on to a variety of schools.

Close liaison with all our Secondary Schools ensures that the needs of our older children are met accordingly. Year 6 teaching staff share their knowledge about each child with their future schools and provide detailed information in response to secondary school request.

In Year 3, 4, 5 and 6, our children have the opportunity to visit Belmont Community School. This not only promotes good liaison but also offers the children an early Secondary School experience. This bonds our relationships and lets the secondary schools see what our children are capable of!

Contact with school

Positive home/school relationships are encouraged in order that we can work together for your child to fully benefit from all our school has to offer. Our 'open door' policy means that parents and carers may see the Headteacher at any time but, for your convenience, it is helpful if you phone in advance to check availability. Parents/Carers may also see teachers before or after school with prior arrangement.

We ask that all children and their parents/carers agree to and sign our 'home school agreement', so that we are all working in partnership to improve standards within an environment of trust.

Text Messaging

Text Messaging is a system which enables messages to get to you quickly and reliably. This is a free service for parents/carers to receive text messages from school. It enables us to communicate directly with parents/carers to let you know about important or urgent information. Please make sure we have your latest mobile phone number.

Marvellous Me

You will be given information about how to download our free app, Marvellous Me, and a unique code for your child. Any member of the family can use this code and receive messages and badges to share in your child's achievements, learn about what they have been doing in the classroom.

Newsletters

Newsletters come out every half term, full of events and photographs that have happened that half term. Newsletters are posted on our website.

Absence

In the event of absence, please let the school know by phoning as soon as possible on the first day of absence. We do have an answer-phone so messages can be left at any time.

t: 0191 3868416

Alternatively, we can be emailed at:

e: laurelavenue@durhamlearning.net

Notification of absence is most important and we ask that you comply with this request at all times. If your child is absent and we have not received an explanation, we will attempt to contact you. The school operates a first day response policy and therefore if we do not hear from you by 9.30 am, a member of staff will contact home to ask the reason why your child isn't at school. If we do not receive a reason for absence within 14 days, the absence will be recorded as 'unauthorised'.

Parents/Carers are asked to avoid taking holidays during term time. Leave of absence requested for families wishing to take their child on holiday during term time will be recorded as being unauthorised. Parents/Carers who do so may be issued with a Penalty Notice by Durham Local Authority of £60 per parent, per child, if paid within 21 days, or £120 within 28 days. Only 'exceptional' events can be authorised.

We hope that parents/carers will support school in this matter, as we all want to see children fulfil their potential at school. This can best be achieved by avoiding unnecessary absence. If you wish to discuss the matter further, please do not hesitate to contact the Headteacher. We have an open door policy for parents/carers to discuss any issues including attendance and we will always do our best to help.

Parent Consultations and Open Evenings

In order to provide parents with information on pupil progress and development, we hold two parent consultation evenings throughout the year. The first is held in October in order for you to meet your child's class teacher and discuss your child. The second evening is held later in the year (February/March) to discuss your child's progress, identify strengths and 'next step' development areas. A written report is sent home towards the end of the year to summarise achievement and attainment and parents/carers are given the opportunity to discuss this report should they wish at a third consultation evening.

Parents/Carers are often invited into school across the year for assemblies or to view the wonderful work that has been produced e.g. during Science and Engineering Week and at the end of every Let's Get Cooking course.



Celebration Assembly

Parents/Carers are invited to attend our Celebration Assembly, each Friday at 2.40 pm where we celebrate the achievements of Star Pupils, Writer and Number Stars of the week, Breakfast Club Stars and track whole school attendance. We also share any other special achievements during this assembly.

If there are issues you need to discuss relating to your child's progress or any other issues, please do not wait for a formal interview; teachers are nearly always available at the beginning and end of the school day or ask for an appointment.

Friends of Laurel Avenue Society (FOLAS)

The dedicated and successful Friends of Laurel Avenue Society organise the social and fund raising events across the year to continue to provide money for much needed facilities and resources for the children. Most activities are designed to be 'family events'.

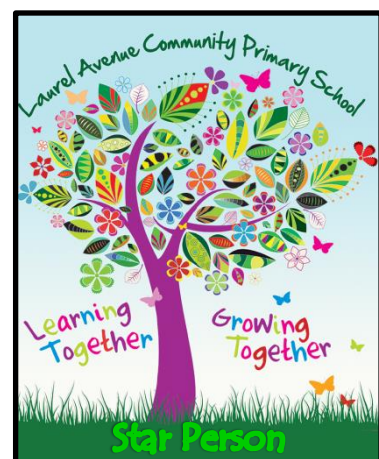
Over the last few years, FOLAS have organised:

- 🌳 Mothers'/Nanas'/Grandmothers'/Aunties' Day Tea
- 🌳 Christmas Fayre
- 🌳 Summer Fayre
- 🌳 MacMillan Coffee Afternoon

The school is indebted to the work of the Friends of Laurel Avenue Society and all the parents/carers who support our school. We would like to take this opportunity to say a huge thank you for such fantastic support!

Parental Help in School

We are always very grateful to those parents who come in to school and help. If you'd like to help but are unsure of how, please come in and talk to us. All regular volunteers will require a DBS check. Please ask at the office for more details.



Health and Safety

We consider the safety of your children of paramount importance and ensure that the school does everything possible to keep everybody, children and adults alike, safe.

Please do not drive your car onto the school premises, beyond the car park unless you legitimately need to use a disabled parking bay. Please park in the car park provided and walk the short distance into school with your child.

Only stud earrings may be worn and these will need to be removed for PE / Games.

Please note that, in line with national policy, Laurel Avenue Community Primary School is a non-smoking area, as is the whole site.

Dogs are not allowed on school premises at any time including during school events or functions.

Administration of Medication

Parents/Carers of children requiring administration of long-term medication, such as inhalers, are required to fill in a school medication form.

Liquid Antibiotics can be administered by school, and will be locked away in the fridge. Parents/carers are also more than welcome to come into school to administer this medicine themselves.

Only medication prescribed by a doctor will be given (not lozenges etc., or lip salve).

All medication is to be taken to the designated people by the parent/carer and not the child.



The present designated people are Mrs Stagg, and Ms Davison (Mrs Walters in her absence).

We reserve the right to withdraw this service.

First Aid

We have a number of trained First Aiders in school – twelve members of staff in total who work all across the school, including over lunch times. Mrs Lawson and Mrs Fawcett are also trained in Paediatric First Aid.



Minor accidents such as grazes are treated in accordance with our first aid guidelines. If you know your child is likely to have an adverse reaction to such treatment, please advise school.

We always inform parents/carers if any accidents, other than minor ones, have occurred. There will be a phone call home for all bumps to the head.

An accident report slip is sent home for parents'/carers' information.

If your child needs emergency treatment and we cannot contact you or any of your nominated contacts, we will call the Emergency Services and escort your child to the local A & E Department.

Junior children are trained in basic first aid by The British Red Cross.

Healthy Schools

Laurel Avenue Community Primary School is proud of their Enhanced Healthy Schools status and is keen to continue to promote healthy lifestyles to all involved with the school.

Healthy children achieve well at school. It is our aim to support healthy lifestyle decisions and to educate our children so that these decisions are informed by an awareness, knowledge and understanding of health and wellbeing.

We appreciate that parents/carers follow the Packed Lunch Policy and send into school healthy and balanced packed lunches. We understand that a healthy diet consists of a balance of all food and so do allow children to give a small piece of cake as a treat for their class on Birthdays.



Cash and Valuables

We would prefer children not to bring cash to school unless absolutely necessary. If there is a need, money should be given to a teacher for safe-keeping. We cannot take responsibility for watches, jewellery or valuables and as a result discourage them from coming into school.

Children are not to bring mobile phones into School; they are not needed, unless it has been agreed in very special circumstances. Any mobile phone brought into school will be locked in the safe until home time.



Behaviour and Discipline

We expect excellent behaviour from all our children, enabling them to be safe and happy whilst at school. Self-discipline is our ultimate aim and it is hoped that children will learn to respect each other and show tolerance to all within our school community. However, if children have to be sanctioned, they are dealt with by the class teacher or, if necessary, by the Headteacher, Ms Davison, or Deputy Headteacher, Mrs Walters. We have a very consistent behaviour management system which includes warnings and time out sessions. Children are given opportunities to correct their behaviour and make positive choices before they reach a time out session and this is encouraged. If a child persistently offends, we will contact the parents and arrange a meeting to discuss the behaviour and work together to help the child.

Good behaviour is actively encouraged and positive reinforcement is used by all. Each class has a reward system, including our whole school reward of 'smilies', and stickers/certificates are presented regularly in school assemblies to highlight good behaviour and attitudes.

Investors in Children

We are very proud to have achieved the 'Investing in Children' award. Investing in Children is an organisation concerned with the human rights of children and young people which is why we are so proud to have gained membership.



Non Collection of Children

Everybody runs late occasionally or gets stuck in traffic. If you know that you are going to be late, please telephone school and let us know. We are happy to look after children until you get here.

Up to 15 minutes late without notice

Children are kept in the care of the Class Teacher. Parents/Carers will be reminded of the correct time and asked if there is a genuine reason for late collection, if none forthcoming.

Up to 30 minutes late without notice

- 🌿 Children will be in the care of the Senior Management Team (Ms Davison or Mrs Walters):
- 🌿 Parents will be called on given contact numbers after 15 minutes
- 🌿 All emergency contacts will be called if parents not available
- 🌿 As this is a small school, and family links are well known and understood, members of the extended family will be called to see if they have knowledge of the parents' /carers whereabouts
- 🌿 After 45 minutes and no contact, then First Contact will be called

Laurel Avenue Young Savers Account

Every child can open their own Young Savers Account arranged through Durham Credit Union.

Ask for a form at the office and start saving as much or little as you like today! We have a lot of children regularly saving with us and it's amazing how quickly the savings mount up!



Policies

All our policies are available to see in the school entrance hall and are also available on-line on our website. Paper copies can be requested from the school office.

Complaints Procedure

Should a problem or difficulty arise concerning your child, we would hope that, in the first instance, you contact the school – the class teacher or Headteacher. In the unlikely event that the situation is not resolved, parents/carers should follow our complaints procedure. Copies of this are available on the website and from the school office.

Charging for School Activities

As part of your child's education the school will, from time to time, arrange visits away from school. Parents/Carers will be invited to make a voluntary contribution for transport and/or admission charges.

Donations can be paid over a period of time but if insufficient contributions are made the school



<http://www.laurelavenue.durham.sch.uk>



Please visit our website.
We hope you will find it useful. If there is anything that you would find useful to have on the website that is not there already, then please let us know!

The website is divided into sections:

Home Our School Teaching & Learning News & Dates Parents Children Contact Us

Our School section has information about the school. Staff, governors, school performance including Ofsted and information. It gives information about how we have spent our Pupil Premium and Sports Premium and their impact. You can also find details about Special Educational Needs, School Policies, Safeguarding, E Safety, Equality and Diversity and FOLAS (Friends of Laurel Avenue School).

Teaching and Learning section has information about our curriculum and how we teach reading and phonics as well as information about each class, including what they are currently learning. You can also find out about British Values, Homework and Collective Worship.

News and Dates section has an up to date diary, previous and current newsletters and term dates.

Parents' section is full of useful information including – admission arrangements, attendance, school meals, including the menus, useful forms and information, useful websites, Breakfast Club, After School Clubs and information about our Parent Support Advisor.

Children's section has information about our School Groups including the School Council and SNAG. You can also find out about our home-school App, Marvellous Me. There is a Learning Zone with lots of websites for children to use.

Online-Safety

Information and communications technology (ICT) is part of our lives. We use it every day for study, work, entertainment, shopping and getting in touch with our family and friends. It is one of the quickest and easiest ways of finding information, sharing ideas and working with other people.

Like everything, it has to be used safely and responsibly. As well as opportunities, there are also risks that we need to be aware of and guard against. As children get older they spend more and more of their waking hours connected to digital devices, impacting their reputations, learning opportunities and futures.

In July 2015, we were awarded the E-Safety Mark which demonstrates that we provide a high level of protection for users of the new technologies.



At Laurel Avenue Community Primary School, we encourage all pupils to think carefully about keeping safe and develop understanding to adopt safe and responsible use of ICT technologies. We are committed to keeping children safe when they are online.

Please visit our website for more important E-Safety information.

Copies of the Digital Parenting magazine that Vodafone produces are given out to parents/carers and we have more in school if copies are needed. This magazine is aimed at reaching parents/carers with information about technology, full of messages that improve knowledge and know-how, to help make children safer online.



Useful Sites

'The Parents and Carers' Guide to the Internet, by CEOP and Think U Know

<https://www.thinkuknow.co.uk/parents/parents-guide/>

The 'Know IT All guide for parents' is a parents' guide to getting the most out of the internet and to keeping children safe online and on their mobile phones.

<http://www.childnet.com/resources/know-it-all-for-parents>



Facebook's advice to parents – Facebook's help centre

<https://www.facebook.com/help/?safety=parents>



Our Year 6 children took the National Standard Attainment Tests (SATs) in May 2019.

KS2 RESULTS	Percentage of Pupils who are at Age Related Expectations
Reading	82%
Writing	82%
Maths	91%

Our Year 2 children were assessed using teacher assessment and the National Standard Attainment Tests (SATs) in May 2019.

KS1 RESULTS	Percentage of Pupils who are at Age Related Expectations
Reading	44%
Writing	44%
Maths	56%



Ofsted Inspection, September 2018

Laurel Avenue Community Primary School is a good school. A vibrant school where children want to attend and learn. The vision for the success of all pupils is clearly shared by staff, carers, parents and pupils themselves.

Governance at Laurel Avenue is strong. They are equally ambitious for the success of each pupil. The curriculum is rich and varied and stimulates pupils' imagination.

Pupils receive clear guidance on how to improve their work so that they can act on the advice given and deepen their learning. Work in books shows that pupils pay careful attention to teachers' guidance.

Pupils behave extremely well, both in classes and around the school at break times and lunchtimes. Pupils are respectful, courteous and supportive of the learning of others. They talk enthusiastically about the tasks in class and share ideas to support each other's understanding. All pupils respond well to teachers' high expectations.

The curriculum not only offers pupils a range of opportunities to develop their skills, but also builds on pupils' interests and ideas they wish to explore. You offer a rich and varied experience which is building excellent knowledge. Personal development, behaviour and welfare are strengths of school.

Attendance is good because pupils want to come to school. They value their education and understand the importance of coming to school regularly and on time.








Parents are overwhelmingly positive about the school and it was summed up by one parent saying that 'staff work tirelessly to go the extra mile to give my child the best opportunities'.

Safeguarding is a strength of the school. Records and reports are of an exemplary standard.

Parents expressed their confidence in the school to follow up concerns. They told me that you do everything possible to ensure that their child is safe and happy.

Pupils are adamant that bullying does not exist at school. One pupil said, 'We respect each other.' In lessons, pupils are highly engaged and are keen to share their ideas with visitors.

Pupils say that the school is both a harmonious and an enjoyable place to be. They are very proud of the number of awards they have received, including the Rainbow Award, recognising and celebrating diversity. As a result, pupils are kind and considerate to each other, interested in talking and listening to visitors and demonstrate British values, such as tolerance and understanding.

Holiday	Closing Date	Date Re-open for Teaching Purposes
Summer 2019 (6 weeks 2 days) 	Friday 19 th July 2019	Wednesday 4 th September 2019
Autumn Half-Term 2019 (1 week) 	Friday 25 th October 2019	Monday 4 th November 2019
Teacher Training Day (1 day)	Thursday 28 th November 2019	Monday 2 nd December 2019
Christmas 2019 (2 weeks 1 day) 	Friday 20 th December 2019	Tuesday 7 th January 2020
Spring Half-Term 2020 (1 week) 	 day 14 th February 2020	Monday 24 th February 2020
Easter 2020 (2 weeks)	Friday 3 rd April 2020	Monday 20 th April 2020
May Day 2020 (1 day) 	Thursday 7 th May 2020	Monday 11 th May 2020
Summer Half-Term 2020 (1 week) 	Friday 22 nd May 2020	Monday 1 st June 2020
Summer 2020	Friday 17 th July 2020	To be determined



For school enquiries

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