A very warm welcome to Mill Hill Primary School. We look forward to a happy and successful partnership over the coming years. If you already have a child here we are pleased to continue the partnership.

This prospectus provides information about the school, its aims, curriculum and activities, which should be of help to those choosing a school and to parents whose children already attend the school. The information is also designed to inform the wider local community about the school.

Mr D Marshall
Head Teacher

Mr W Hamilton
Chair of Governors
OUR SCHOOL
Mill Hill Primary School is a co-educational primary day school for boys and girls of all abilities from 4 to 11 years of age.

OFSTED
The school is very proud to have been included, on more than one occasion, in Her Majesty’s Chief Inspector’s list of outstanding providers. In 2013 the school received a Maths HMI inspection which reported achievement and teaching in mathematics is ‘Good’ and in November 2014, the school received a full Ofsted inspection and was graded as ‘Good’.

Summary Report – Overall effectiveness of the school (Good)
“Pupils’ behaviour around the school is good. They are welcoming to visitors, respectful of adults and one another and proud to be members of this school. Attendance has risen and is above average because pupils want to come to school. Pupils say that they feel extremely safe and parents agree that this is a very safe and secure school. The school’s work to keep pupils safe and secure is outstanding. The school has a strong child protection team who work extremely well with parents and outside agencies to ensure that pupils are always safe and able to enjoy and get the most out of their education.” (Ofsted report 2014)

The full OFSTED report is available from our website at www.millhillprimaryschool.co.uk

VISITS TO OUR SCHOOL
We encourage prospective parents to visit our school. If you would like to come and look around and gain a sense of our unique, calm and welcoming atmosphere, please phone the school office to make an appointment.

TIMES, TERMS, HOLIDAYS AND INSET
The school day for pupils is slightly different for different age groups. Full details are given below.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Start Time</th>
<th>End Time</th>
<th>Teaching Hours per Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Primary</td>
<td>9.00 am</td>
<td>12 noon</td>
<td>4 hours 40 minutes</td>
</tr>
<tr>
<td>(Rec, Years 1 &amp; 2)</td>
<td>1.00 pm</td>
<td>3.15 pm</td>
<td></td>
</tr>
<tr>
<td>Upper Primary</td>
<td>9.00 am</td>
<td>12 noon</td>
<td>4 hours 45 minutes</td>
</tr>
<tr>
<td>(Years 3, 4, 5 &amp; 6)</td>
<td>1.00 pm</td>
<td>3.20 pm</td>
<td>(excluding registration, breaks and assembly)</td>
</tr>
</tbody>
</table>
The school year is 190 days for pupils and 195 for staff. Parents receive advance notification of in-service training days and unforeseen changes caused by emergencies. The dates of the 2015-2016 school year are as follows:

<table>
<thead>
<tr>
<th>Holiday Occasion</th>
<th>School Closes</th>
<th>School Re-Opens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSET Day</strong></td>
<td><strong>Monday, 5th Sept 2016</strong> – school closed to children</td>
<td><strong>Tuesday 6th September 2016</strong></td>
</tr>
<tr>
<td>Autumn Half-term</td>
<td>Friday, 21st October 2016</td>
<td>Monday, 31st October 2016</td>
</tr>
<tr>
<td>Christmas</td>
<td>Friday, 16th December 2016</td>
<td>Wednesday, 4th January 2017</td>
</tr>
<tr>
<td><strong>INSET Day</strong></td>
<td><strong>Friday, 17th February 2017</strong> – school closed to children</td>
<td></td>
</tr>
<tr>
<td>Spring Half-term</td>
<td>Monday, 20th February 2017</td>
<td>Monday, 27th February 2017</td>
</tr>
<tr>
<td>Easter</td>
<td>Friday, 7th April 2017</td>
<td>Monday, 24th April 2017</td>
</tr>
<tr>
<td>Bank Holiday</td>
<td>Monday, 1st May 2017</td>
<td>Tuesday, 2nd May 2017</td>
</tr>
<tr>
<td>Summer Half-term</td>
<td>Friday, 26th May 2017</td>
<td>Monday, 5th June 2017</td>
</tr>
<tr>
<td>Summer</td>
<td>Friday, 21st July 2017</td>
<td></td>
</tr>
</tbody>
</table>

Please note that INSET dates may be subject to change.

**AIMS OF THE SCHOOL**

- to develop in children lively, enquiring minds;

- to help children to enjoy the acquisition of knowledge and to promote the ability to question and argue rationally;

- to encourage children to apply themselves to a range of tasks and skills which will equip them for adult life and work in an ever changing world;

- to develop in children, a clear understanding of what constitutes a healthy lifestyle;

- to foster attitudes and a setting which will raise self-esteem and instil self-confidence in all children creating in them a sense of personal excellence and achievement;

- to enable children to respond creatively and re-creatively to the variety of perceptions and methods of learning offered to them by all areas of the curriculum;

- to help children to develop personal, spiritual and moral values and a tolerance of the way of life of others;

- to help children to understand the world in which they live and the interdependence of individuals, groups and nations;

*“The emphasis given to the importance of good quality relationships and mutual respect ensures a good working atmosphere across the school.” OFSTED 2014*

*“Pupils’ spiritual, moral, social and cultural understanding is very well developed through the curriculum, which is designed to meet the needs of all the pupils.” OFSTED 2014*
to develop qualities of spirit, feeling and imagination;

to develop in children the ability to critically appreciate human achievements and endeavours.

In these ways we will work with parents to fulfil each child’s intellectual, spiritual, moral, cultural and social development.

**SCHOOL UNIFORM AND APPEARANCE**

We require all children to wear the school uniform and adhere to school rules regarding appearance when attending school, or when participating in events organised by school outside normal school hours. Children take pride in wearing the uniform, and it has the advantage of invariably costing less than other garments. The wearing of the school uniform is supported by parents of children in the school and the governing body. Jeans and tracksuit bottoms are not an acceptable form of everyday school dress.

Our policy is based on the notion that a school uniform can:

- instil pride;
- support positive behaviour and discipline;
- encourage identity with, and support for, school ethos;
- ensure pupils of all races and backgrounds feel welcome;
- protect children from social pressure to dress in a particular way;
- nurture cohesion and promote good relations between different groups of pupils;
- support effective teaching and learning.

It is important that individual pupils can be recognised in order to maintain good order, and that intruders can be easily identified. If a pupil’s face is obscured for any reason, the teacher may not be able to judge their engagement with learning, and to secure their participation in discussions and practical activities.
Our uniform comprises:
Girls - grey or black skirt or pinafore dress, grey or black trousers, royal blue sweatshirt or cardigan, white blouse or polo shirt, grey, white or black ankle or knee socks or tights, black footwear, blue and white check summer dress.

Boys - grey or black trousers, white shirt or polo shirt, grey, white or black socks, black footwear.

Footwear – the school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes with platform soles or high heels in school, so we do not allow this. We require all children to wear black footwear, as described in the school’s uniform list.

Our PE uniform comprises:
Indoor – White T-shirt, black shorts, well fitting black gym shoes
Outdoor – White T-shirt, black shorts/jogging bottoms, trainers

School sweatshirts, cardigans, waterproof jackets, book bags, T-shirts, shorts, gym shoes and PE bags may be purchased from Ace, 13b Back Blind Lane, Silksworth or Uniform, 8 Derwent Street, Sunderland.

NB: Everyone using the sports hall must wear plimsolls that are solely for indoor use. Gymnastics will be undertaken in bare feet as recommended by the LA.

The Head Teacher has the right to prohibit the wearing of certain types of clothing or particular items which are deemed, on safety grounds, to be unsuitable for wear in school.

Hairstyles – it is recommended that long hair be tied back for health and safety reasons. The school does not permit children to have haircuts that could serve as a distraction to other children or raise health and safety concerns. Shaved heads or hairstyles that are deemed by the Head Teacher to be ‘extreme’ are not acceptable. Hair should not be cut on anything less than a number two setting. No markings of any description should be shaved into the hair. Hairstyles where one side of the head is shaved and the other is left longer are not allowed. If you are unsure whether or not a hairstyle will be acceptable, you are advised to ask the Head Teacher before getting the style. Hair must not be dyed, bleached or beaded.

Jewellery – we do not allow children to wear jewellery in our school as it may cause injury and may place a pupil at increased risk of bullying and harassment. The exception to this is a wrist watch which we ask the children to remove during PE and games.

Make-up – The school does not permit children to wear make-up or nail varnish or false nails.
We ask parents to ensure that items of value are not brought to school. These include expensive watches, I-Pods, Nintendos, mobile phones etc. It is your responsibility as a parent/carer to ensure that all items brought to or worn to school by your son/daughter, including shoes and watches (if they have to be worn) are clearly marked with your child’s name. This means that if items are misplaced and then found they can be quickly returned to their owner. The school accepts no responsibility for the loss of/damage to such items.

**THE CURRICULUM – 2016**

At Mill Hill Primary School we believe that the principles that underpin the curriculum are:

- All children must be valued equally whatever their stage of development and are entitled to experience the maximum sense of success and the minimum sense of failure;

- All children must be afforded equality of opportunity and not be discriminated against on the grounds of class, race, colour, gender, religion or disability;

- Personal development is a life-long learning process;

- The provision of education is a partnership between schools and colleges, parents and the wider community, each having contributions to make to the development of the other.

In the primary years, the school’s curriculum is planned with a specific and practical base, which reflects the fact that children learn best when all of their senses are used and tasks are seen to be relevant to their present and future lives.

The New National Curriculum 2014 includes specific key areas of knowledge, as well as skills, concepts and attitudes, which children will experience in relation to subjects, areas of experience, different styles of learning, and the values which underpin the curriculum. These values are apparent through the emphasis and priorities in the curriculum.

The curriculum also has characteristics of breadth, balance, relevance, differentiation and progression. Different teaching approaches are employed, for example adult and child initiated activities, practical and reflective activities, individual, group, full class, and school-based learning. Further information about the Education Committee’s curriculum policy
statement, including assessment and reporting results; arrangements for children with special needs and those of exceptional ability; arrangements for meeting the needs of ethnic minority children and staff development and in-service training, are available for inspection at the school or from the City of Sunderland, PO Box 101, Civic Centre, Sunderland SR2 7DN.

When children join us in Reception they follow the Early Years Foundation Stage Curriculum. The EYFS Profile summarises and describes children’s attainment at the end of the EYFS. It is based upon ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The prime areas of learning:
• communication and language
• physical development
• personal, social and emotional development

The specific areas of learning:
• literacy
• mathematics
• understanding the world
• expressive arts and design

The learning characteristics:
• playing and exploring
• active learning
• creating and thinking critically

This provides the foundation upon which all other learning is based. As children move from Reception into Year 1 and until they leave us at the end of Year 6 we follow the National Curriculum. Further information about the detailed content of the curriculum can be obtained from the DFE web-site.

The core subjects taught are:
- English (Literacy)
- Maths (Numeracy)
- Science

The foundation subjects taught are:
- Religious Education
- Information and Communication Technology
- Art
- History
- Geography
- Design Technology
- Physical Education
- Music
- Personal, Social and Health Education

“…Children settle in quickly and rapidly become happy members of the early years community. Adults know and care for them as individuals and make sure that they get off to a good start in learning.”

Ofsted 2014

“...The curriculum has been designed to capture the interests and needs of all pupils. It makes sure that pupils’ academic needs are well met and their sporting and artistic talents are also allowed to flourish, through the variety of extra-curricular events, clubs and activities.”

OFSTED 2014
English
If children are to realise their full potential, the basic skills of listening, speaking, reading and writing must be developed together with an appreciation and enjoyment of all forms of language. We have a reading and language scheme which ensures continuity throughout the primary school. Great emphasis is placed upon reading. We have a home reading scheme and parents are encouraged to share in the development of their child’s reading skills. We firmly believe that the education process is a shared responsibility. We have our own school library.

Mathematics
The Mathematics syllabus is planned to help children learn through their own experiences and, wherever possible, use these experiences to lead to a basic understanding of numbers, measurements, data handling and shapes. We aim to provide an understanding of mathematical ideas, as well as mastery of calculation appropriate to each child’s ability.

Science
Through our Science curriculum we aim to give children the experience of a wide range of practical work as well as developing scientific skills and attitudes. Science helps children to understand more about the world around them and encourages them to question aspects that they don’t understand. Children are given an awareness of the role and importance of science in everyday life together with a consideration of the part that science has played in the development of everyday items. Our children are also given the opportunity to consider ways in which living things and the environment need protection.

Religious Education and Collective Worship
Religious Education must be provided in the school New National Curriculum 2014. The Sunderland Agreed Syllabus lays down broad guidelines within which the school is able to plan its own scheme of work. Although Christian based, it also ensures that our pupils gain respect, awareness and understanding of other world religions.

Each school day features a period of collective worship, within broadly based Christian practice. Within Religious Education

“The teaching of mathematics is good. Pupils learn their basic mathematical skills at an early age and many say that mathematics is their favourite subject because of the way it is taught.” Ofsted 2014
lessons, teaching takes account of the church calendar, well known stories from the Bible and the study of a variety of different faiths and cultures including Judaism and Islam.

Parents may ask that their children are withdrawn from religious assemblies and religious education lessons and such requests should be made in writing to the Head Teacher.

**Music**

All children participate in a range of musical activities, which include singing, composing and performing using tuned and percussion instruments. They listen to and discuss a variety of styles of music. Those children who wish to do so have an opportunity to learn to play instruments such as the recorder, guitar and violin.

**Physical Education**

Children are expected to participate in all PE activities. Throughout their time at Mill Hill Primary School children will have experience of dance, gymnastics, athletics, swimming and outdoor games. Together, these promote the children’s physical development, an awareness and understanding of the body, the development of skills and imagination and an appreciation of creative performances. Most importantly, it is hoped that the children will gain enjoyment from physical education and pursue sporting activities in their private lives, thus promoting a healthy lifestyle.

“Good use is made of the primary school sport funding to improve the quality of physical education teaching and to widen the range of sports pupils take part in, such as karate. It is also used to increase the range of competitions available to pupils and to forge links with local clubs.” OFSTED 2014

**History**

Through History our pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world.

They look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, and cultural perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways. Good use is made of the local environment, which is rich in resources and children are encouraged to use first hand documentary evidence.
Geography
Pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, including the local area, then find out about different environments and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. Children are encouraged to ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Design Technology
The children are introduced to technological principles from their earliest time in school. Their preliminary work is practical which is then extended to encompass an understanding of the principles that underpin those practical activities.

Information Communication Technology
We are proud of the ICT facilities we have at Mill Hill Primary School. All classes have access to computers and interactive whiteboards within their classrooms. We have wireless internet facilities and 30 netbooks which classes use regularly for a variety of purposes eg research, independent learning, topic work. We have a purpose built ICT suite and employ a highly experienced ICT Technician service. We have our own school intranet facilities as well as access to the internet which is carefully monitored to ensure that children are protected from inappropriate material and are taught how to keep themselves safe when using the internet. We have a school web-site which is updated regularly (www.millhillprimaryschool.co.uk).

We teach ICT as a discrete subject as well as encouraging our children to use and develop their ICT skills across all other subjects. Our aim is to provide children with the skills to live and work in the 21st century and we are constantly updating our facilities to ensure our children have access to the best, including eg class cameras, video cameras, visualisers.

Art and Design
Children enjoy and gain satisfaction from experiences which give them the opportunity to be creative. At Mill Hill School we try to gratify this creative desire through every possible means and a wide variety of media. We provide opportunities for pupils to handle and use the materials and resources of their environment and the results of this work are displayed around the school.

Personal, Social and Health Education
We endeavour to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active, responsible
citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and the community.

STATUTORY ASSESSMENT TASKS AND TESTS
Statutory Assessment is undertaken by children at the end of the Reception year, in Year 1 with Phonics Testing, at the end of Key Stage One (Year 2) and the end of Key Stage Two (Year 6). The achievement is based on the testing/assessment of specific aspects of the programmes of study. Teacher Assessment is a comprehensive view built up over a period of time covering the whole of the programmes of study. Written and verbal reports are given to each parent/carer regarding their child’s attainment. Information about the school’s achievements in national tests can be found on our website www.millhillprimaryschool.co.uk

HOMEWORK
Homework is set across the school on a regular basis. In setting homework we aim to:

- Promote positive attitudes to work and school
- Raise achievement of all pupils
- Consolidate and reinforce skills and understanding in English and Mathematics and across the curriculum
- Encourage and develop independent learning
- Increase self discipline
- Develop the home/school partnership
- Prepare children for secondary transfer in Year 6

A variety of types of homework are used depending on the age and ability of the children. These include:

- Reading
- Learning spellings, multiplication tables, and mental arithmetic tasks
- A piece of research on a familiar or a new topic
- Revision for a test
- A piece of Mathematics, Science or English work
- Other work agreed with parents

“Pupils’ achievement is good and is improving. From starting points in the Reception Year that are typical for children of that age, pupils make good progress through Key Stages 1 and 2 to reach standards that are above average in reading, writing and mathematics.” OFSTED 2014
For further information please see the school Homework Policy.

EXTRA CURRICULAR ACTIVITIES

Mill Hill Primary School has achieved a Quality in Study Support Award for its excellent contribution to extra curricular activities. Clubs and activities take place at lunch times and after school. A range of activities is offered, such as: guitars, Brazilian football, hula-hooping, karate, art club, multi-skills and gymnastics. Breakfast Club takes place from 8 o’clock each morning and includes a healthy breakfast and games. We hold an After School Club Monday-Thursday afternoons from 3.30pm – 5.30pm, which is supervised by our own staff. A wide variety of activities are on offer including sports, computers, electronic games (Nintendo DS/Wii), board games, TV and more. Children are provided with a healthy snack and drink.

Parents are able to pay online for Breakfast Club and After School Club. Please visit our school website www.millhillprimaryschool.co.uk for instructions.

BEHAVIOUR, DISCIPLINE, PASTORAL CARE

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well.

We are a caring community, whose values are built on mutual trust and respect for all. All members of the school community live and work together in a supportive way in an environment where everyone feels happy, safe and secure. Children are encouraged to become positive, responsible and increasingly independent members of the school community (Ref the school’s Behaviour, Discipline, Pastoral Care Policy).

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff at Mill Hill Primary School.

It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Mill Hill Primary School acknowledges that physical techniques are only part of a whole school approach to behaviour management (Ref the school’s Positive Handling Policy).

SCHOOL RULES

At times of collective worship and registration, we make all children aware of the basic rules that ensure the smooth running of the school. Discipline in the school is operated within the structure of an implicit code of sensible conduct. This includes mutual respect, consideration of other individuals and groups, good manners, acceptable speech and the gradual achievement of self-discipline. Where correction is needed, a cautionary word of advice or
warning, or a more formal reprimand are among the usual sanctions used. Parents are kept informed from a very early stage.

**ATTENDANCE**

The Education Act states that parents have the primary responsibility for ensuring that children of compulsory school age receive a suitable education. At Mill Hill Primary School we ask parents and families to support us in promoting good attendance in the following ways:-

- Ensuring that children attend school regularly and arrive on time i.e. between 8.50 am and 9.00 am. (Registration is often a time when teachers will discuss with children the programme of the day.)
- If your child is ill please contact the school by phone, note or in person before 9.30 am on the first day of absence so we can update our records. If we haven’t heard from you by 9.30 am we will contact you as part of our ‘First Day Response’ initiative.
- When your child returns to school it is helpful if you can provide a note confirming the reason for absence.
- Avoid taking holidays during term time.

From 1st September 2013 an amendment to the Education (Pupil Registration) (England) Regulations 2006 remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that headteachers **can not** grant any leave of absence during term time unless there are exceptional circumstances. If a family holiday falls during term time, a request for leave of absence form, obtainable from the office, should be filled in before your child goes away on holiday. The Headteacher will complete this form to advise you that this will be recorded as an unauthorised absence, in line with the regulations.

At Mill Hill we have a responsibility to work with the LA and Education Inclusion Service to ensure that children attend school. We are required to inform the LA if a pupil fails to attend or is late regularly and if no reason for absence is provided.

Schools are required by law to publish annually the percentage of authorised and unauthorised absence for each academic year. In 2014/2015 our absence rates were as follows:-

<table>
<thead>
<tr>
<th></th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of authorised absence</td>
<td>2.9%</td>
</tr>
<tr>
<td>% of unauthorised absence</td>
<td>0.8%</td>
</tr>
</tbody>
</table>

Authorised absence is, for example, illness, absence with the school’s permission. Unauthorised absence is when the school receives no valid explanation in accordance with Government guidelines or when holidays are taken.

Children are not allowed out of school between 9.00 am and 3.15 pm/3.20 pm without the permission of the Head Teacher. If your child needs to leave school for any reason, such as dental appointments, please send a note to the class teacher beforehand. Children with such appointments should be collected from the school office and signed out by the parent/carer.
SINGLE EQUALITY POLICY

Mill Hill Primary School is committed to ensuring that we do not discriminate against anyone, be they adult or child, on the grounds of their race, nationality, disability or special educational need, gender, age, sexual orientation and religion/belief.

Our over-riding consideration is to celebrate the diversity of our community, to show respect for all minority groups and to provide a supportive, inclusive and empowering learning community for all pupils and adults.

The school recognises that it has to make special efforts to ensure that all potentially vulnerable groups of learners are helped to fulfil their potential, including:

- Boys and girls, men and women
- All minority ethnic groups
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Looked After Children and their carers
- Children with poor records of attendance at school (including those identified on the child protection register)
- Young carers
- Children at risk from significant harm
- Children living with ‘vulnerable’ adults

Reasonable adjustments will be made by our school to ensure that the equal opportunity of pupils, visitors, staff and governors is ensured with regard to race, disability or special educational need, gender, age, sexual orientation and religion/belief as required.

Staff turnover, pupil mobility and upward or downward trends in relation to % of staff, pupils and governors from different racial groups, with a disability or special educational need, from each gender, (or who fall into groups for whom the school needs to give consideration to age, sexual orientation and religion/belief) will be considered as necessary.

CLASS ORGANISATION

We organise our classes by age with children from across the whole range of ability. At the end of the school year children move automatically to the next year group, until it is time to transfer to secondary education. Apart from specific individual circumstances described under the heading “Special Educational Needs/Disabilities”, children receive most teaching as part of their class. This teaching may be individual, in small groups or whole-class or school-based, as is appropriate to the task. At times classes may combine to study particular topics.
However, there may also be times when it is more appropriate for children to be taught in groups. These ‘setting’ arrangements are most commonly found in the upper primary classes, in Mathematics and English.

INCLUSION
We believe in the entitlement of all children to a broad and balanced curriculum and we have high expectations for all children including those with additional needs. We are committed to the concept of inclusion, which is concerned with the learning and participation of all children. In partnership with you as parents, we will ensure that curriculum planning and assessment take account of the type and extent of the difficulty experienced by a child.

SPECIAL EDUCATIONAL NEEDS
Each classroom is provided with a wide range of equipment and materials suitable for personalised learning. The progress of our children is monitored through continuous observation and administration of a number of nationally standardised objective tests in basic subjects, at regular intervals. Children who fail at any stage to make the expected progress in reading and writing are taught in small groups or individually by an experienced and able teacher or teaching assistant. Carefully planned programmes of work are used with these children aided by material matched to their needs and parents are involved to a high degree throughout the identification and remediation process.

For the few children who experience obvious or persistent learning or behavioural difficulties we are able to consult an outside agency from the Local Authority e.g. Education Psychology. The problem is discussed with the class teacher, the Head Teacher and the child’s parents, the child is assessed and advice offered. No approach would be made without prior consultation with the parents. Parents are always welcome to discuss any problems with the Head Teacher, class teacher or the teacher with responsibility for children who have special educational needs. Parents are requested to inform the school of any changes in a child’s physical condition e.g. visual or hearing difficulties, the use of an inhaler.

We have successfully adjusted our SEN policy in order to incorporate the changes brought about by the SEN Code of Practice. Our ‘School Local Offer’ is available on the school website.

SAFEGUARDING CHILDREN
Parents/carers should be aware that the school will take any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Sunderland Safeguarding Children’s Board Procedures and inform the Children’s Services Social

‘Pupils with special educational needs or disabilities make good and sometimes rapid progress. This is because they are accurately identified and their needs met by skilled teachers and teaching assistants.’
OFSTED 2014

“The school’s work to keep pupils safe and secure is outstanding.”
OFSTED 2014
Care or the Police Public Protection Unit, of their concern.

- **Mobile phones** - there are inherent risks in the use of mobile phones in school, both from text messaging and the taking and sending of photographs, therefore the use of mobile phones during school time is not allowed and mobile phones must be left at home.

- **Photographs and videos** – we adhere to the Local Authority’s photography policy, which is in accordance with data protection and human rights legislation. As parents/carers, you will be required to complete a consent form at the commencement of each new school year, which gives permission for photographs (including films, videos and digital imaging) of your child, to be taken.

The Head Teacher, Mr Marshall, is the named designated child protection teacher and the Senior Assistant Head Teacher, Mrs Middleton, is the deputy. Mr Hamilton is the nominated child protection governor.

All are trained for their roles and all new staff to school undertake training in safeguarding procedures during their induction.

**SECURITY**

CCTV is in operation in order to ensure the safety of all those who visit the school premises.

**COMPLAINTS**

If you have a problem concerning your child please make an appointment to see the class teacher at the earliest opportunity. Most problems can be dealt with informally by the teacher concerned. The Head Teacher will normally refer parents to the class teacher if approached in the first instance.

The Senior Assistant Head Teacher may become involved if the matter is not easily resolved. Problems will be referred to the Head Teacher when standard procedures have not been effective in resolving the issue.

If the above procedures prove unsuccessful a formal complaint may be made to the Chair of Governors, c/o the School.

Complaints about the Curriculum, Religious Education and related matters would be made under Section 23 of the Education Reform Act. The Governors adopt the Local Authority’s recommended procedure for dealing with formal complaints. It is hoped however that any matters of concern can be resolved by informal discussion at the school.

**CONFIDENTIALITY**

As a school we are asked, on occasion, to keep information confidential. This can relate to a variety of issues and it is important that the whole school follows the same clear and explicit policy. Our Confidentiality Policy may be accessed on the school website [www.millhillprimaryschool.co.uk](http://www.millhillprimaryschool.co.uk)
COMMUNICATIONS
Parent/Teacher consultation evenings are held in November and March and a formal written report goes out to parents in July. In addition, consultation evenings are held in July for Reception, Year 2 and Year 6 parents to discuss their children’s statutory assessment results.

Teachers are available every day before and after school to discuss any immediate concerns with parents on an informal basis. Alternatively you can phone the school office to make an appointment. We are committed to involving parents and families in the life of the school.

Communication is a two-way process. We will always endeavour to keep you up to date about your child’s progress. We would ask that you inform us about the ‘ups and downs’ in your child’s life so that we can provide appropriate help and support. If you or your child have problems or worries, please contact the class teacher, Senior Assistant Head Teacher or Head Teacher so that they can be resolved. Small worries are more difficult to sort out when they have grown into large ones!

A regular newsletter is sent out to parents/carers.

MATTERS OF CONCERN
If you are concerned about any aspect of your child’s schooling the first step is to speak to the class teacher. If it is a confidential or complex matter do not try to deal with it immediately before or after school, ask to see the class teacher at a more suitable time. Most matters can be dealt with by your child’s class teacher but some things may have to be referred to the Head Teacher or other senior staff. It is not always possible for the Head Teacher to see a parent, especially if she is teaching, but an early appointment will be offered.

CAR PARKING
The school car park is for staff and deliveries only. The visitors’ car park is situated to the right, as you enter the main school gates.

LUNCHTIME ARRANGEMENTS
Pupils must either stay on the premises or be taken home for lunch. All children are encouraged to stay for a school lunch, prepared in our kitchen on the premises. A request form must be obtained from the school office and a minimum of a full week’s notice of a request to change meal arrangements must be given. We will let you know when your child may change.

In Key Stage 2 only those families who are in receipt of certain benefits can receive free school meals. However, Key Stage 1 parents who are eligible for Free School Meals still need to apply to ensure they receive other benefits in school. To find out more and for
application forms please contact Children’s Services, Sandhill Centre, Grindon Lane, Sunderland, SR3 4EN, Tel 5611417.

MEDICAL MATTERS
Although the school has a medical room, we do not employ a full-time school nurse. Please keep an ill child at home until well, or until your doctor says they can return to school. This is particularly important in the case of infectious diseases.

If a child takes regular/long term prescribed medication it must be brought into the school office by a responsible adult and a permission slip completed before it can be administered.

N.B. We will not administer non-prescribed medication and we will only administer medication if prescribed more than three times per day.

A copy of the school policy and procedure on the Management and Administration of Medicines in School is available from the school website www.millhillprimaryschool.co.uk

It is your responsibility as parent/carer to ensure that we have up to date contact telephone numbers in case of emergency, as children can become ill during the school day.

EMERGENCY CLOSURES
We will notify you in advance of any emergency closures that are foreseeable, for example emergency building work. In the case of other emergencies, such as severe weather, we will keep children under supervision in a part of the school premises unless we know it is safe for them to return home. Local radio stations, Metro & Magic, BBC Radio Newcastle and SUN FM will be asked to make announcements on our behalf.

CHARGING POLICY
By law, no state school can make a charge for:

- Education wholly or mainly within school hours;
- Materials and ingredients for things made in school which pupils or parents do not want to keep;
- Visits in or outside school hours which are necessary for an examination.

Charging may be made for the following:

- Individual music tuition which is not part of the syllabus for an examination;
- Certain excursions where a third party is involved;
- Board and lodging where a school activity involves a residential element;
- The exact cost of “optional extras” i.e. things not connected directly with the national curriculum;
- Before and after school clubs.

However, we believe that school visits provide educationally enriching experiences which are an important part of a child’s development. Naturally we do not wish such activities to cease and, therefore, parents will be asked to make voluntary contributions to cover the costs. No child will be excluded through an inability to contribute. Neither however, will any child’s
contribution subsidise others. In the event of under subscription, the activity may be cancelled and contributions refunded.

**SCHOOL STAFF AND THEIR RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Role Details</th>
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<tbody>
<tr>
<td>Head Teacher</td>
<td>Mr D Marshall</td>
<td>(Designated Person for Safeguarding)</td>
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<tr>
<td>Senior Assistant Head Teacher</td>
<td>Mrs A Middleton</td>
<td>(Additional Ed. Needs Co-ordinator, Deputy Designated Person for Safeguarding)</td>
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<tr>
<td>Assistant Head Teacher</td>
<td>Mr P Hair</td>
<td>(Assessment and English Co-ordinator)</td>
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<tr>
<td>Teachers</td>
<td>Mrs C Allinson</td>
<td>(English Co-ordinator)</td>
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<td></td>
<td>Mrs F Colling</td>
<td>(Physical Education Co-ordinator and First Aider)</td>
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<td></td>
<td>Mrs A Curtis</td>
<td>(Personal, Social, Health Ed. Co-ordinator and First Aider)</td>
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<td></td>
<td>Miss R Eastick</td>
<td>(Music Co-ordinator)</td>
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<td></td>
<td>Mrs S Irwin</td>
<td>(Science Co-ordinator)</td>
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<td></td>
<td>Miss T King</td>
<td>(Art &amp; Design responsibility)</td>
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<td></td>
<td>Mrs K Miller</td>
<td>(Humanities Co-ordinator)</td>
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<td></td>
<td>Mrs D Osmond</td>
<td>(Mathematics Co-ordinator)</td>
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<td></td>
<td>Mrs D Slee</td>
<td>(Foundation Stage Co-ordinator)</td>
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<td></td>
<td>Mrs K Smoughtton</td>
<td>(ICT Co-ordinator)</td>
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<td>Mrs Thompson</td>
<td>(RE Co-ordinator)</td>
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<td>Miss R Moore</td>
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<td>Miss R Barna</td>
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<td></td>
<td>Miss E Nicholson</td>
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<td>Nursery Nurses</td>
<td>Mrs J Bell</td>
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<td>Mrs J Green</td>
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<td></td>
<td>Mrs E Marshall</td>
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<td>Teaching Assistants</td>
<td>Mrs T Hunt</td>
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<td>Mrs M Wilson</td>
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<td></td>
<td>Mrs J Nicholson</td>
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<td>Mrs A Ellis</td>
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<td></td>
<td>Miss C Nichol</td>
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<td>Mrs T Choudhury</td>
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<td></td>
<td>Mrs A Wright</td>
<td>(Extended Services Co-ordinator)</td>
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<tr>
<td>School Administrator</td>
<td>Mrs C Bainbridge</td>
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<tr>
<td>Asst School Administrator</td>
<td>Mrs L Hall</td>
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<tr>
<td>Cook</td>
<td>Mrs J Davison</td>
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<tr>
<td>Assistant Cook</td>
<td>Mrs M Newcombe</td>
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<tr>
<td>Kitchen Staff</td>
<td>Mrs S Craggs</td>
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<td></td>
<td>Mrs S Frecker</td>
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<td></td>
<td>Mrs J Dillon</td>
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<tr>
<td>Site Manager</td>
<td>Mr R Butler</td>
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<tr>
<td>Cleaners</td>
<td>Mrs K Brash</td>
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<td></td>
<td>Mrs P Stephenson</td>
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<td>Mrs C McGough</td>
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<td></td>
<td>Mrs J Wilson</td>
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<tr>
<td>Lunchtime Care Assistants</td>
<td>Mrs S Gair</td>
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<td></td>
<td>Mrs V Avery</td>
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<td></td>
<td>Mrs L Lawrence</td>
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</table>
Mrs S Bewick  
Mrs K Brash  
Mrs J Tully  
Mrs V Douglas

Breakfast Club  
Mrs C Johnson  
Mrs S Frecker  
Mrs P Stephenson

After School Club  
Mrs V Avery  
Miss L Hassan  
Mrs M Bailey

GOVERNORS OF THE SCHOOL
Chair (Parent)  
Mr W Hamilton (Safeguarding Link Governor,  
Governors’ Association Member, Safer Recruitment)

Vice-Chair (Parent)  
Mr D Spelman (Safer Recruitment, Curriculum)

Head Teacher  
Mr D Marshall

Staff  
Mr P Hair  
Mrs A Middleton (Looked After Children)  
Mrs J Nicholson

Parent  
Mr D Spelman (Curriculum)  
Mrs J Wheeler (Curriculum)  
Mr Paul Watson (Curriculum)  
Mrs L Foster

Community  
Mr L Jordan (Sustainability)  
Ms L Wilson-Riddell (Community Cohesion)

LA Majority  
Councillor E Gibson  
Ms V Ford  
Dr C Marshall (Curriculum)  
Mrs L Woodcock
And Finally……

We want your child’s time at our school to be happy, exciting and educational.

We believe that learning should be fun and that by encouraging respect for each other and valuing the opportunities available we all grow and learn together.

If, having read this prospectus, you would like to visit the school, then please do not hesitate to make an appointment. The Head Teacher will always make time to show you around the school and discuss the tremendous range of facilities available for your child.

‘Parents and carers, pupils and staff are overwhelmingly positive about the school and the work that it does. The school is an exceptionally cohesive community.’

OFSTED 2014