



School Prospectus and Annual Report to Parents

2008/2009

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WELCOME TO THE WORLD OF `THE DRIVE COMMUNITY PRIMARY SCHOOL`

Whether you are a parent of a child or children already at our school, or are considering sending your child to us, we hope that this booklet will show you a little of what we have to offer.

At our school our most important and fundamental aim is to ensure that every child regardless of their ability, race or sex, is able through our care, to reach their absolute full potential. We endeavour to ensure that each child is encouraged to become a happy learner, confident and self disciplined in all they do.

Our daily practice is committed to providing high quality learning opportunities in an environment that is both stimulating, yet calm and ordered. We share with the children what is expected of them and work with them to ensure that targets are met and often exceeded.

We believe we are striving continually to provide `the best`. In return we expect high standards from the children academically, behaviourally and in the development of community spirited attitudes.

We are committed to being an `open school`. We actively work at fostering close working links. We view ourselves, parents, carers, governors, the LEA and the local and extended community as partners in the process of education. An open invitation is extended to you at all times. In the spirit of true partnership we also welcome any help you may be able to offer us.

The following pages explain more about how we work. If you wish to discuss any matters arising from your reading or have any other concerns, please do not hesitate to get in touch.

Finally, we would like you to know that we believe that a child's initial years in school are the most important. They lay the foundations to equip our children for an ever changing and more demanding world. We welcome and commit ourselves to the challenge.

Heather Gofton
Head Teacher



CHAIR OF GOVERNORS LETTER

Lots of different things need to happen to make a good school. It is always a combined effort of everything which affects learning but the most important is to believe that the children are worth the effort of constantly assessing what every child needs to grow and learn. I believe at this school the effort is made by the teaching staff to use their skills as well as they can to help every child. I also think the effort is made by the Governing Body to make sure the best resources are available and these are used effectively. A good school is also created by pupils believing that their best efforts will result in success for themselves and a happy environment for others to produce their best results, not only academically but on the sports field and in the playground. Parents also are very important in creating an atmosphere of support and encouragement for their own children. We have an active and open policy where this is emphasised and celebrated.

In October 2003 we were inspected by OFSTED and they agree with me that we are doing a very good job at providing the best we can for the children who attend this school.

"The headteacher provides very effective leadership...successful in creating a warm, very caring school....she has built up a very strong, effective staff team"

"The governing body is well-informed and very supportive of all that is done"

"The school works hard to ensure parents are well-informed ...the provision for listening to parents, valuing and acting upon their view is excellent"

Ofsted October 2003

We make the effort and children thrive. However we cannot sit back and just bathe in this praise. The school will continue to face new challenges and accept even higher goals than achieved so far. The OFSTED report tells us that we have the ability to do this and the structures exist to enable even more progress to be made. I hope you will do whatever you can to help in this process because it will only happen if we all work together to show the children in our care how important they are and if we all have high expectations for them. A full copy of the OFSTED report is available from the school office or can be downloaded from the official OFSTED web site.

I'd like to thank everyone who has any contact at all with the school: parents, carers, grandparents, teaching staff including Ms Gofton and Mr Gardener, Support Staff, Cleaners, Kitchen Workers, Governors and especially the children themselves for making The Drive Community Primary School what it is.

In the next year you will hear through the Newsletter of many opportunities for you to come to school to see for yourself what goes on. Please accept these invitations and discover for yourselves new ways of helping your children. In the meantime dream dreams for them and encourage them to do the same.

With my very best wishes.

Rev V Shedden
Chair of Governors



PARENT GOVERNORS LETTER

As parent governors at The Drive Community Primary School we believe the children are in a very happy learning environment. We have an excellent team of teaching and non-teaching staff who are 100% committed to making the children's time here a pleasurable experience.

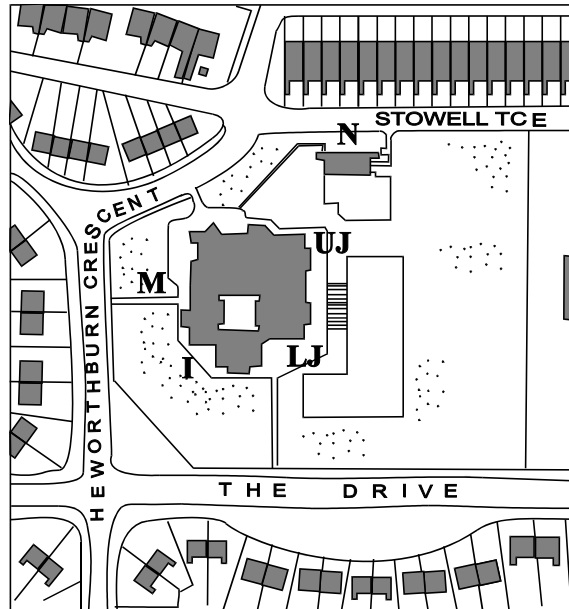
The atmosphere at The Drive is always very welcoming, with staff regularly demonstrating they are keen to listen to your views, problems and ideas. The school encourages working partnerships between parents, carers and the local community.

The school thrives on each child reaching their full potential academically as well as becoming very self-disciplined and independent children.

Parent Governors



FINDING YOUR WAY AROUND



The main school entrance is marked M. If you come into school other than at the beginning or end of the school day please use the main entrance and report to the office, which is through the entrance on the left.

Children come in through the doors leading into their class cloakrooms, marked N (Nursery), I (Infants), LJ (Lower Juniors), UJ (Upper Juniors). When you accompany children to school, please avoid crossing the car park for your own and your children's safety - there are pathways around the school. Please remember to close school gates so children cannot run out onto the road.

ADMISSION

Community School Nursery Education Admission Policy 2008

We Gateshead Local Authority (LA) allocate places at Community schools providing nursery places using the Local Authority's (LA) Nursery Education admissions policy. We consult the Governing Body each year about this policy.

This policy is as follows.

- Subject to the availability of places and school induction procedures we normally admit children, in consultation with the Head Teacher of the school at the start of term in September, January and after the Easter break of the academic year in question.
- We aim to provide a quality service and aim to offer most children a part-time place for either five-morning sessions or five afternoon sessions per week, the school determines this locally. However, if you ask we may offer your child fewer sessions or more depending on medical or social needs of the child or family.
- All children, subject to the availability of places, will normally start school no earlier than the start of term following their third birthday. However we may need to delay the start of your child beyond the start of the relevant term in the circumstances where the school have induction procedures to follow which enables your child to be successfully integrated with others and get used to school life.
- We have the right to consider individual applications, particularly in cases involving medical or social needs. If you wish to apply on medical or social grounds you must provide written evidence from relevant registered health professionals i.e. a doctor or social worker. Parents must demonstrate why alternative schools are not appropriate and the difficulties that would be caused if they were to travel to and attend alternative schools.
If there is not enough places available in a nursery class, we will give priority to children who are living in Gateshead. Among those children priority will be given to those who will become four during the year and would only have the opportunity to benefit from three terms of nursery education.
- If your child will only reach the age of three during the academic year in question, priority will be given to children who become three during the Autumn term, then the Spring term and then the Summer term. However a place can only be offered to your child in these circumstances if we can

confirm that the place is not needed for another child who will become four during that year.

Oversubscription criterion

- The school governing body will offer places to children whose parents have ranked the school as any choice on the application form and among those children they will give priority in the following order.
 1. Children in public care (and as deemed under Section 22 of the Children Act 1989).
 2. Children who live in the school's catchment area.
 3. Children who live in Gateshead and who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
 4. Other children who live in Gateshead.
 5. Children who live outside Gateshead, but only if places are otherwise likely to remain available during the academic year.
- Criterion 1 may include children who reside out of the borough but are to be placed in the care of a resident of the borough.
- If the criteria above are not enough to help us to decide priority, they will consider the distance pupils live from the school, measured 'as the crow flies' from your home to the school. Pupils living nearest to the school will have priority.

However, children who would not have priority based on this may be considered if they do not have access to nursery education at other schools in the area.

- We will look only at the parent or guardian's address to decide whether a child lives in the school's catchment area

The Head Teacher will keep an up-to-date waiting list if there are more applicants than places available at the school. If you apply late, your child's name may be added to the list by using the priority order described above.

- If places then become available, the Head Teacher will consider all the applications on the waiting list based on the priority order set out above

- Bensham Grove Nursery uses a different admission policy and parents seeking admission to this school should not use this policy to assess the likelihood of admission to this school.

Access for children with disabilities

- We have made a commitment that, wherever possible children who have disabilities will be educated in their local primary school. Where possible, the school and we will consider making reasonable adjustments to the building to allow your child to go there.

If we cannot make the necessary adjustments, we will discuss with you an alternative school that could provide suitable facilities. If there is not a place available at this alternative school we will still expect the school's Governing Body to accept your child.

An increasing number of Primary Schools already provide access for children with a range of special needs. We have plans to continue to increase this number.

To apply for a place in a nursery class for September 2008 and subsequent terms in the academic year, you must complete and return your application form to the Head Teacher of your chosen first preference school by **Monday 3 December 2007**.

Community and Controlled Primary Schools

Admission Policy 2008

We, Gateshead Local Authority (LA) allocate places at our Community Primary Infant and Junior Schools using our policy below. We consult the governing bodies each year about this policy and we arrange admissions to the school using our co-ordinated admission scheme. We also use this policy and the co-ordinated scheme when deciding the allocation of places for In Year transfer/casual admissions to the school

The policy is as follows.

- Primary schools will normally only admit children who are between 4 and 11 years old.
- Your child will normally start school at the beginning of the academic year in which they will reach the age of five. (An academic year lasts from 1 September in one year to 31 August in the following year).

In many schools the first year will include an induction period, (a period for your child to get used to school life). This period may last from the start of the academic year until no later than the end of the first half term. Parents who wish to defer their child's entry beyond this period must make this request in writing at the time of application for admission to school. A deferred entry request will be considered by the Governing Body of the school in liaison with the Head Teacher.

- We will normally accept pupils up to their agreed Planned Admission Number for the year group.
- We will normally admit pupils who have been referred for placement at a particular school through the LA placement panel who determine admissions under the In Year Fair Access protocol.
- We will try to offer your child a place in your first-choice school. However, this may not be possible.

Oversubscription

If there is not enough places available in a school, places will be allocated to children whose parents have put the school as any ranked choice on the application form this is called the Equal Preference System, among those children we will give priority in the following order.

1. Children in Public Care (and as deemed under Section 22 of the Children Act 1989).
 2. Children who live in the school's catchment area and who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
 3. Other children who live in the school's catchment area.
 4. Other children who will have a brother or sister at the school, or at the feeder junior school during the coming academic year.
 5. All other children.
- If the criteria above are not enough to help us to decide priority, we will consider the distance pupils live from the school, measured 'as the crow flies' i.e. in a straight line from your home to the school's main entrance. Pupils living nearest to the school will have priority.

However, children who would not have priority based on this may be considered if they do not have access to primary education at other schools in the area.

- We can consider individual applications, particularly in cases involving medical or social needs. If you wish to apply on medical or social grounds you must provide written evidence from relevant registered health professionals i.e. a doctor or social worker. Parents must demonstrate why alternative schools are not appropriate and the difficulties that would be caused if they were to travel to and attend alternative schools.
- "Children in public care" have particular social needs that we the Head Teacher and governing bodies must have regard for this is why such children are given top priority in our admission criterion. If we, the LA, decide it is appropriate and suitable we may, if there are no vacancies in the relevant year group, decide to admit such a child over the planned admission number of the school providing it would not breach statutory class size legislation.
- We will look only at the parent or guardian's address to decide whether a child lives in the school's catchment area
- If places become available we will consider all relevant applications based on a waiting list. All applicants placed on the waiting list are placed according to the admission priorities set out above and in accordance with our Co-ordinated Admission Scheme for Infant, Junior and Primary Schools September 2008. However children who have been referred for admission by the In Year Fair Access Protocol placement Panel and are without a school place will receive priority above children in all other criterion except those

children in public care. If appropriate we may decide to exceed the Planned Admission number to admit a child who is referred for admission through the In year Fair Access protocol panel and is out of school or is in public care. This waiting list will be kept up to the start of the academic year. After this period the head teacher will commence a new waiting list from only those applicants who contact the school directly at the start of term in September.

- Whickham Parochial Church of England Controlled Primary School will give priority to children living outside the catchment area who have a brother or sister at the school rather than to children living in the school catchment area. This means that priorities 3 and 4 above are reversed for this particular school.

- **Access for children with disabilities**

We have made a commitment that, wherever possible children who have disabilities will be educated in their local primary school. Where possible, the school and we will consider making reasonable adjustments to the building to allow your child to go there.

If we cannot make the necessary adjustments, we will discuss with you an alternative school that could provide suitable facilities. If there is not a place available at this alternative school we will still expect the school's Governing Body to accept your child.

An increasing number of Primary Schools already provide access for children with a range of special needs. We have plans to continue to increase this number and will promote improved access to all schools in Gateshead

- **Important Dates**

The closing date for the return of applications is Friday 2 November 2007

From 24 September 2007 you can apply for a place in a reception or Junior class for admission in September 2008 by applying on-line at www.gateshead.gov.uk you must submit your application by no later than Friday **02 November 2007**. Alternatively you can obtain an application form from the Head Teacher of your first preference school in Gateshead, which must be completed and returned to the same school by no later than Friday **02 November 2007**.

"Teaching is very good in the Nursery and Reception Unit"
Ofsted October 2003

CLASS ORGANISATION

The school is a community primary school for children between the ages of 4 and 11 years. It also has a 30 place nursery class for 3-4 year old children. There are currently 167 children on roll including nursery children.

Children attending the nursery class include some who will transfer to other schools that do not have nursery provision. Places are part time, either mornings or afternoons. Children can usually be admitted after they have reached their third birthday. Children start Reception in September at the beginning of the school year in which they are five. At present they spend their first year in our Early Years Unit. Children attend for half a day only at first and it may be a few weeks before they stay for a full day including lunchtime. At the end of Year 6 pupils transfer to secondary school, the majority going to Heworth Grange Comprehensive School.

The LEA no longer operates any school feeder arrangements for the secondary school admission process. There is no guarantee of a place at a Secondary school as a result of attending one of it's linked Primary and Junior schools. Parents/carers can receive information regarding catchment areas by contacting the Gateshead Council.

In the main school during the academic year 2007-2008 the groupings of classes are single aged Year 1, Year 2, mixed age Year 3/4 Year 4/5 and single aged Year 6. The age groups may vary from time to time according to pupil numbers and staff members available. There is also a classroom that will be used by the Reception children as they become fully integrated into our main school. For some lessons children will stay in their class groups, for other lessons, children may be grouped by age or ability. Teachers, where possible try to plan their work with each other. This allows great flexibility. Teaching may be whole class, individual or in groups according to the task in hand. We encourage support in classrooms and there is often more than one adult with each class. This helps the teaching staff give pupils the best possible attention.



BEHAVIOUR AND DISCIPLINE

At The Drive School we encourage pupils to:

- consider the feelings of other people;
- respect their school environment
- try their best at anything they do

We have a discipline policy which stresses the importance of encouragement and support in helping children to grow into happy and confident adults. We try to focus on high standards both in work and behaviour and reward children with certificates each week in assembly. The full policy is available from the school office.

School rules are based on our "Code of Conduct" which is aimed at protecting children from harm and at developing respect for other people and their property. Periodically teachers will draw the children's attention to the code and the children will bring it home.

Fighting, bullying, racist and sexist behaviour are not tolerated. We ask that all parents give their support in ensuring our children know, understand and adhere to our code.

Class teachers promote our code at all times. If children fail to follow the code's guidelines, it is possible that parents and outside agencies may be involved in providing support.



There is a separate behaviour policy for children in Key Stage 2. The policy involves children receiving merits for good behaviour/attitude etc and de-merits for bad behaviour which can result in after school detentions. We operate a reward system that includes awarding children 'golden time'. Golden time allows the children to choose an activity which they like including arts, sports etc.

"Pupils have a very good attitude to the school, they behave very well and form very good relationships with staff and each other", *Ofsted October 2003*

PASTORAL CARE

In The Drive Community Primary School all members of teaching and non-teaching staff are responsible for the individual care and needs of the children during the school day. Parents or carers will find that most problems are easily resolved by contact with the class teacher, but more serious concerns should be raised with the Deputy Head or Head Teacher. Full time teaching staff are on duty from 8.50am until 3.30pm every school day, with a lunch break and short play time breaks at the same time as their classes. They remain on school premises until 5.00pm on one day in each week for in-service training. These are minimum times-in practice staff give many additional voluntary hours to school and pupils.

Break times are supervised by delegated teaching and non-teaching staff and lunchtime supervisors cover the lunch break with a midday supervisor in charge. Infant (KS1) children have two playtime breaks in a day, whereas junior (KS2) children only have one. This means that infant children can play more freely with more space in the afternoon.

Because we have a duty to care for children, we will not allow children to leave the premises during the school day unless they are booked to go home for dinner, or unless a parent comes into school to collect them. Any child who leaves school premises at lunch time without permission will be excluded from school at lunch times for a specified number of days.



KEEPING IN TOUCH

Each week we publish a newsletter to keep you up to date with what is happening in school. Your child should bring this home on a Wednesday and we try to keep all our letters to Wednesdays so you know which day to search bags and pockets! If you miss a newsletter, pop into school for a copy.

During the year we organise several events which parents and carers will be asked to attend, for example, the Carol Concert at Christmas, a book and reading event in the Autumn and Sports Day in the Summer.

Parents are invited to come to school at least twice a year to see their children's work and discuss their progress with class teachers. At the end of the school year a written report is sent home. Any parents who cannot attend the parent's evenings should contact their child's class teacher to arrange an appointment at a convenient time.

There are also purely social events run by 'Friends of our school', such as discos and quiz nights. Learner Drivers also hold fundraising events such as the Christmas Fair, Summer Fair and Cake Sales. Naturally we welcome support for any of these, particularly if you can get involved in some of the organisation.

VISITING THE SCHOOL

Anyone wishing to visit the school for the first time should contact the Head Teacher for an appointment to have a look around.

Nursery children moving to Reception year will remain in our Early Years Unit with regular visits to school for PE, ICT, Assemblies and Special Celebrations. Gradually the Reception class children will begin to visit school for occasional lessons and will then begin to spend mornings in school for Literacy and Numeracy. Nursery children will continue to be encouraged to join in school assemblies and celebrations periodically.

Before a child starts in the Nursery, Nursery staff make a home visit so that the child is familiar with the staff members and can form a relationship more easily in Nursery. Even after a first visit, children often need parents or carers with them for a few days until they settle down to the new experience. We like parents to bring their children in to the Nursery each day and start them off on their first task.

Even when your child is well established in school, you are welcome to come in and look around, to have a school meal (although charges are slightly higher than for children's meals), or to help in and out of classrooms.

"The school has very good links with parents and the Community it serves.", *Ofsted October 2003*

SCHOOL CLOTHING

We ask that all children from Reception class upward come to school in uniform. Our uniform consists of:

Navy Blue School Trousers or Skirt;

Navy Blue Polo Shirt with or without logo
(those with a logo can be ordered from school);

Jade Green Sweatshirt
(with logo can be ordered from school);

Flat School Shoes (Velcro fastenings for infants); and
indoor shoes for wet weather;

We ask that all parents prohibit children wearing fashion shoes with heels for school as they are inappropriate for playground use. Similarly 'flip flop' type trainers are not suitable.

Children also need a change of clothing for PE lessons as follows:

Sandshoes; T shirt; Shorts;

In the Autumn Term Year 6 children will need a swimming costume and a towel each Tuesday for their visit to the Swimming Baths. Swimming shorts are not permitted for the boys and bikinis are not permitted for the girls. Boys must wear tight fitting trunks and girls a swimming costume.

We also have a small stock of second hand uniform for distribution, parents/carer's are very welcome to come in and collect any items we have available.

ALL CLOTHING SHOULD BE CLEARLY MARKED WITH THE CHILD'S NAME- EITHER IN LAUNDRY PEN, PRE-PRINTED LABELS OR OUR UNIFORM SUPPLIER OFFERS AN EMBROIDERED NAME AT A SMALL COST PER ITEM ORDERED.



JEWELLERY

The only items of jewellery allowed in school are watches, which must be removed for PE.

We are often asked if children may leave jewellery in place if they have had their ears pierced. Unfortunately this contravenes Health and Safety regulations as well as our Governors policy.

We therefore respectfully request that parents who wish to have their children's ears pierced do so at the beginning of the Summer Holidays. Studs can then be safely removed on the children's return to school and removal does not cause the children any distress.

ATTENDANCE, ABSENCE AND ILLNESS

An unauthorised absence is where a child is absent from school for no acceptable reason or the parents have not given a reason. Lateness also counts as unauthorised absence.

This table shows the attendance for all pupils of compulsory age in 2006/2007. The full Summer Term attendance was not available at the time of print, the figures shown are up to 30 June 2007.

	Autumn	Spring	Summer
Number on Roll	113	113	112
Unauthorised absence %	0.7	0.0	0.0
Authorised absence %	6.3	6.4	7.1

We are legally only allowed to authorise up to two weeks term time holiday per year. It is better if children do not take any holidays during term time as it is difficult for them to catch up when they have missed being taught the necessary lessons. If your child has to be absent for sickness, treatment or unavoidable personal reasons, please telephone school and send a note when your child returns to school. If we do not hear from you by 10 am on the first day of absence, then you will receive a courtesy call from school.

We would prefer that children who are ill remain at home until they are fully recovered and no longer taking any medication. The only medication we can give to children in school is that which children take regularly e.g. for asthma. All medication should be clearly labelled with the child's name, dosage and times to be

given. Please ensure a medical form is filled in to allow us to administer necessary medicines. It is very important that we are kept informed of any medical condition, which may affect your child at school, please complete a medical form available from the school office and inform your child's class teacher if necessary.

We have an emergency contact book which is open to all staff so that we can get in touch quickly with a parent or carer, if a child is ill or has an accident. For your child's sake, please ensure that the information we have is up to date.

SCHOOL MEALS

Children may go home for dinner, bring a packed lunch or have a school meal. School meals are cooked in our own kitchen. There is a choice of main courses and sweets and a salad bar. In addition to the hot meal we have a healthy 'packed lunch' option also available to the children each day. Parents on income support can apply to the Civic Centre for their children to receive free school meals. At present the cost of a meal is £1.70. Money should be brought into school each Monday for the full week in a named purse/envelope indicating which days meals are required. We have a supply of dinner money envelopes for parents to purchase 'at cost' should they want to do so.

At present we are part of a NOF funded scheme which supplies all children aged between 4 and 6 with a free piece of fruit each day. Sweets are not allowed in school. Some children bring their own fruit each day. Milk is also available for 20p per day and **MUST** be paid for fortnightly, a week in advance.



VALUABLES AND MONEY IN SCHOOL

School does not have an insurance policy to cover the loss of children's personal possessions. Children should not therefore bring anything of value to school. When children need to bring money to school, it should be in a named purse or envelope

which shows how much money there is and what it is for. It is essential that dinner money is clearly labelled showing which days the money is for. If children have small amounts of personal money e.g. for fruit, they may ask their teacher to look after it for them during the day. As so much confusion and time wasting can be caused, staff may refuse to accept money which is not clearly marked.

BICYCLES IN SCHOOL

We recognise that cycling is an ideal form of transport for young people. We do allow the children to bring their bicycles to school provided that parents have taken full responsibility for the competency of the children in using their bicycles and they have read the school's policy and agreed to adhere to it. We have provided a number of traffic calming measures around our school and additionally pupils must apply for a permit to use the school's parking facilities.



CURRICULUM

In Nursery children will follow the Foundation Stage Stepping Stones. There are six areas of learning: Literacy Development, Numeracy Development, Personal and Social Development, Creative Development, Physical Development and Knowledge and Understanding of the world. These experiences will be offered through a wide range of play activities and by the end of Nursery we hope that children will have learnt to recognise and maybe even write their names; that they will have started to count; that they will be confident in talking to one another and to teachers; and that they will be enjoying a range of books.

In Reception Class children continue to follow the Foundation Stage Stepping Stones working towards Early Years Goals with lots of play activities which will be of a higher order than those in Nursery. In Reception we begin to establish more of a working atmosphere in the Summer Term when children join the rest of our school doing Literacy and Numeracy hour, where the focus is on the early stages of reading and writing, numbers, calculations and shapes.

From Year 1, children follow the National Curriculum which is made up of:

Core Subjects

English
Mathematics
Science
Information & Communication
technology

Foundation Subjects

Technology
History
Geography
Art
Music
P.E.

and Religious Education

Specialist peripatetic music teachers give weekly recorder and guitar lessons.

The school follows the National Numeracy and Literacy strategies and the Q.C.A.'s schemes of work where applicable. The schemes of work are followed on a 2 year cycle. The main sections of the 2 year cycle can be seen overleaf.

"The Drive is an effective School, which provides a good quality of education for its pupils and gives good value for money",
Ofsted October 2003

"Pupils achievements are good",
Ofsted October 2003



2 YEAR TOPIC PLAN - CYCLE A - 2006/07

Slight Change 2007/2008 as extra classes

	Early Yrs	Subject	Year 1/2	Year 2/3	Year 4/5	Year 5/6
Autumn A	Colours Autumn	Science ICT RE Geography History Music PE Art DT Citizenship	Health and growth Group and Chg materials Information around us Assembling txt/Instructions Caring and Sharing Harvest/Baptism Christmas Story Where is Barnaby Bear Florence Nightingale Exploring Sounds What's the Score Top Play/Gymnastics Invest and using materials Puppets Taking part People who help us - police	<i>Health and Growth</i> <i>Teeth and Eating</i> <i>Combining text and graphics</i> <i>Manipulating sound</i> Caring and Sharing Harvest/Baptism Christmas Story Weather around the world On going skills/Discrip Sounds/ Rhythmic patterns Rugby Skills/Gymnastics Portraying relationships Sandwich Snacks Taking part Developing our school grounds	Moving and Growing Friction Writing for different audiences Dev images using repeated patterns Beliefs /Jesus' life - Baptism Temptations Parables Advent Christmas Story Water Ancient Egypt fm what has survived On Going skills Sound colours Rugby/Gymnastics/Y5 Swimming Take a seat Torches Taking part How do rules and laws affect me	Balanced and unbal forces Changing circuits Graphic modelling Multimedia presentation Relig builds/Christianity sym & artefacts/Origins of Hindu/Hindu beliefs & Diwali Passport to world/Map skills Children in Victorian Britain On going skills Exploring sound sources Rugby/Gymnastics/Swimming Objects and meaning Moving Toys Taking part Local democracy young citiz
Spring A	Growing Fairy Tales	Science ICT RE Geography History Music PE Art DT Citizenship	Forces and Movement Using Electricity Word banks/Instructions Graphically/pictograms Stories from OT and NT (Following God & Jesus) Easter features An Island Home Fire of London On going skills Feel the pulse Top Play/Dance Can buildings speak Winding up Choices	Plants and animals in loc environ Grouping and Chg materials Exploring simulations Introduction to data bases Stories from OT and NT (Following God & Jesus) Easter features What's in the news? Diff rich & poor in Tudor times On going skills Arrangements Netball/Football Investigating patterns Moving monsters Childrens right - Human rights	Earth Sun and Moon Characteristics of materials Collecting and presenting info Modelling effects on screen Lent/Easter story/Christian Ways 10 Command/Sermon on the Mount Two great commandments What's in the news? Ancient Egypt frm wht has survived On going skills Singing Games Hockey/Dance Impressionism Looking at flower containers Respect for property	Gases around us Revers and irrevers changes Analysing data using complex searches/Evaluating info Sacred books in Hinduism Creation stories Stories of Ganes/Holi High street close to traffic How life chg Victorian times On going skills Lyrics and melody Netball/Football People in action Shelters In the media-What's in news
Summer A	Houses Mini Beasts	Science ICT RE Geography History Music PE Art DT Citizenship	Plants and animals in Environ Variation Word banks/Label & classify Represent Information Churches/The Bible Jewish Torah Abraham and Joseph Going to the seaside Y1 - Seaside holidays On going skills Taking off - pitch Top Play/Gymnastics&athletics What is a sculpture? Vehicles Animals and us	Characteristics of materials Rocks and Salts Combining text and graphics e-mail Churches/The bible Jewish Torah Abraham and Joseph Invest local area/Map skills What it was like to live in past On going skills Pentatonic scales Cricket/Athletics Can we change places Photograph frames Living in a diverse world	Solids Liquids and separation Rocks and Soils Branching database Intro to spreadsheets How Christianity came to Britain Northumbn Saints/Durham Cathed Relig Clothing/Objects and Symbols The mountain environment Why did Henry VIII marry 6 times On going skills Rhythm and pulse sounds Cricket/Athletics Journeys Bridging the gap Living in a diverse world	How we see things Changing sounds Analys data complex searches Control & monitoring Hindu building Puja, Mandir-Hindu values in religion and in the home Contrasting localities Non European Civilis - Aztec On going skills Performing/Music processes Cricket/Athletics What a performance Musical instruments Moving on

2 YEAR TOPIC PLAN - CYCLE B - 2006/07

Slight Change 2007/2008 as extra classes

	Early Yrs	Subject	Year 1/2	Year 2/3	Year 4/5	Year 5/6
Autumn B	Myself Myself and My Family	Science ICT RE Geography History Music PE Art DT Citizenship	Ourselves Pushes and pulls Y1 Info/Ass txt/Unders inst Y2 Ass txt/creat pic/Info Creation/God the Creator (Christianity & Judaism) Harvest/Wedding/Chris Sym Where is Barnaby Bear? Toys On going skills Rain Rain go away Top Play/Gymnastics Self portraits Moving pictures Taking part People who help us	Variation Helping plants Combining txt and graphics E-Mails Prayer -silence Lords Pray Why Pilgrimage act of prayer & faith Lourdes, Walsingham Water Invaders/Romans On going skills Descript sounds/Rhythm pattern Basketball/Gymnastics Investig collage & textiles Money containers Taking part Developing our school grounds	Variation Helping plants Combining txt and graphics E-Mails Prayer -silence Lords Pray Why Pilgrimage act of prayer & faith Lourdes, Walsingham Water Invaders/Romans On going skills Descript sounds/Rhythm pattern Basketball/Gymnastics Investig collage & textiles Money containers Taking part Developing our school grounds	Keeping healthy Micro organisms Controlling devices Spreadsheet modelling Sacred books/Trans of bible Creation accounts Image used to describe God What's in the news What like for Chldn in WW2 On going skills Exploring sound sources Basketball/Gymnast/Swimming Sense of place Bread Taking part Local democracy for young citiz
Spring B	Pets and Animals	Science ICT RE Geography History Music PE Art DT Citizenship	Light and dark Sorting and using materials Y1 Label/Word bnks/Instru Y2 Ass txt/creat pic/Info Christian prayer and artefacts Christian values Easter story/Purin How make environment safer Homes in the past On going skills Long and short of it Top Play/Dance Picture this Homes - Structures Choices	Forces and Movement Magnets and Springs Comb txt and graphics Manipulating sound Intro to Islam Beliefs creator Life of Mohammed Village settlement/Map skills Invaders/Anglo Saxons On going skills Arrangements Hockey/Dance Printmaking techniques Making musical instruments Childrens right Human rights	Light and Shadows Separating solids from liquids Collecting and presenting info Modelling effects on screen Intro of Islam Pillars of Islam Beliefs Creator Life of Mohammed Global eye How life in Britain chgd since 1948 On going skills Singing games Hockey/Dance View points Money containers Respect for property	Changing states More about dissolving Graphic modelling Analy data/Evaluating info The Church/Commitment thru confirmation/Believers Baptism Eucharist/Leaders within Church Map Skills Who were Ancient Greeks On going skills Lyrics and Melody Hockey/Dance Talking textiles Slippers In the Media - What's in news
Summer B	Journeys	Science ICT RE Geography History Music PE Art DT Citizenship	Growing plants Sound and hearing Y1 Word bnks/Rep info/picta Y2 Stories/creat pic/info Jewish people - Israel Jewish Home Mezuzah, Sabbath, Hanukkah Around our school Schools in the past On going skills Top Play/Gymnastics/Athletics Mother nature designer Eat more fruit and veg	Using electricity Light and shadows Intro to data bases Explore simulations Visit a Mosque/Act of Worship Prayer - Wudu/Eid UJ Fitr Muslim family life - values Village in India/Atlas work Invaders/Vikings On going skills Pentatonic scales Tennis/Athletic Looking at sculptures Food from around the world Living in a diverse world	Life cycles Habitats Branching database Intro to spreadsheets Visiting Mosque/Acts of Worship Prayer - Wudu/Eid UJ Fitr Muslim family life - values Connecting ourselves to the world Recent history life famous person On going skills Rhythm and pulse/Rounds Tennis/Athletics The work of Sir Henry Moore Story Books Living in a diverse world	Life cycles Interdependence and adaptins Controlling and monitoring Multimedia presentation Ascension Pentecost Prayer Investigating coasts How use Ancient Greek ideas On going skills Performing/Musical processes Tennis/Athletics Containers Fairground Moving on

RELIGIOUS EDUCATION

Religious Education is not subject to National Curriculum guidelines, but is provided as detailed in the Gateshead Agreed Syllabus. Children learn mainly about Christianity, but also study other religions which are followed in Britain today. There is an act of worship every day in school which is again mainly Christian and encourages children to think about their beliefs and the path they are taking through life and to wonder at the world they live in.

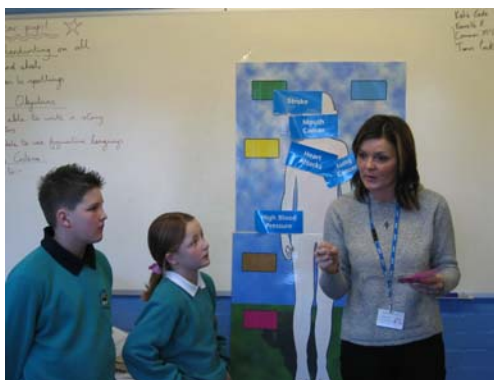
The school is not affiliated to any religious denomination. Parents have the right to withdraw their children from Religious Education and the daily act of worship.

"Pupils' spiritual, moral, social and cultural development is very good"
Ofsted October 2003

SEX EDUCATION

In the early years, sex education is part of all children's learning about the family and about themselves growing up from babies. This is covered in the topic "Me and My Family". In Key Stage 1 children learn about the human body and about their own growth inside their birth mums before they were born.

In Key Stage 2 sex education is tackled in Year 5 and Year 6 as part of a general health education programme and as preparation for puberty. Boys and girls are taught the same lessons. Parents are invited to see the teaching materials shortly before the lessons if they want to so that any concerns about the programme can be discussed with the class teacher or the Head Teacher.



Parents do have the right to withdraw their children from these lessons in part or totally, except that which is required as part of National Curriculum Science. If a parent wishes to withdraw their child they should contact the school to discuss an alternative provision.

"There are no significant differences in the achievement of boys and girls"
Ofsted October 2003

P.E.

Physical Education is taught throughout the school. All children have experience of games, gymnastics, dance and athletics in both Keystages.

Teachers have taken part in the Government inspired Top Play and Top Sport Schemes. Quality equipment is supplied and/or loaned so that children get fit whilst enjoying themselves learning sporting skills. Links have been set up with Heworth Comprehensive School, our linked comprehensive school who regularly provide coaching for upper Key Stage 2 children. The children have also had cricket and football coaching.

A variety of after school clubs are offered throughout the year such as rugby, football, hockey etc. There is opportunity for the children to play competitively in leagues and inter-school tournaments. Children also experience both creative and traditional dance which may be used as part of a term's topic.



EXTRA-CURRICULAR ACTIVITIES

At various times throughout the school year there are a number of our of school activities available to our children. Besides numerous sporting activities we also, at various times run a Drama Club, Choir, Computer Club at Key Stage 2, Computer Club at Key Stage 1, Art Club, Homework Club, a Reading Club, Gymnastics Club and `Bits and Bobs' Club which is run by Stoneygate Community Association in school. Some of the clubs will only be available to older children in the school and others specifically designed to meet the needs of the Key Stage 1 children. We would ask that all

parents who give their permission for children to attend clubs assist us further by making suitable arrangements of the children to be collected from the school.



HELPING YOUR CHILD AT HOME

There are many ways you can help your child to achieve all he or she is capable of. All children will bring work home. At first this will be a book which you can share and enjoy with your child. Later there will be words to learn to read or spell. When children are working on topics, you can encourage writing at home or looking for information.

In maths you can help your child to count and recognise numbers. Children should know simple addition facts and we believe children need to know their tables so these are things you can help them learn.

We keep track of each child's achievements and will let you know exactly where your child is at. We use this information to set up learning targets which we expect parents and teachers will help children to meet.

There are Home books for Reading and Maths activities-you are invited to log or add your views of the children's homework. These comments will only be noted by class teachers.



CHILDREN WITH SPECIAL NEEDS

We recognise that children with special educational needs have a right to a broad and balanced curriculum, including the National Curriculum.

A learning difficulty may be the result of any number of causes including for instance:-

- learning disability
- behavioural problems/emotional problems
- sensory impairment

It is our policy to ensure that:-

the needs of all pupils who may have special educational needs either throughout, or at any time during their education at The Drive School are addressed;

children with special educational needs will receive an enhanced level of provision, monitoring and resourcing to meet their needs;

the school will work closely with parents of children with special educational needs, involving and consulting them at all stages.

This is a summary of the policy adopted by the school Governing Body. A full copy of the policy can be obtained from school.

When necessary we can call upon/seek advice from external support agencies ie. Educational Psychologists, Speech Therapists, Behaviour Support Services etc

"The achievement of pupils with special educational needs is good",
Ofsted October 2003

GIFTED AND TALENTED CHILDREN

We have a register of gifted/talented children. We cater for these children through differentiation and extension work. Planning for these children is also annotated on the planning sheets.

CHARGING POLICY

The Gateshead Local Education Authority has a policy, in line with national policy, on charging for additional educational facilities not covered by central funds e.g. school outings, educational visits, individual music tuition. The Drive School Governing Body has accepted and implements this policy. In effect this means that you will be requested to make a contribution towards the cost of any of the above activities, but that this contribution will be voluntary and will not affect your child's opportunity to take part in these activities.

GENERAL/CURRICULUM COMPLAINTS

If you are not happy with anything that happens in school, you should speak to your child's teacher or the Head Teacher to discuss the matter. If you feel that this does not resolve the situation, you have the right to make a formal complaint to the Governing Body who will investigate the matter fully.

You also have the right to make a formal complaint to the LEA.

A copy of The Drive's Curriculum Complaints Policy may be obtained from school on request. Any general advice is also available from Dryden Professional Development Centre, Evistones Road, Low Fell, Gateshead, NE9 5TY or Telephone 0191 4338500.

SCHOOL TIMES

Nursery	9.00-11.30 am	12.55-3.25 pm	Lunch Times
Key Stage 1	9.00-11.55 am	1.00-3.15 pm	Key Stage 1 11:55am-1:00pm
Key Stage 2	9.00-12.05 pm	1.00-3.15 pm	Key Stage 2 12:05pm-1:00pm

Break Times 10:45-11:00am
2:15-2:30pm Key Stage 1 only
(Key Stage 2 do not have an afternoon break)

The whistle is blown 5 minutes before the beginning of lessons, so children can be settled for a prompt start.

Number of hours per week spent on teaching (excluding assemblies, registration and lunch breaks).

KS1 and Reception 21.5 hours
KS2 24 hours



CURRICULUM DOCUMENTATION

Copies to all curriculum documentation are available from the Head Teacher upon request.

Access to additional documentation relating to the LEA's Curriculum Policy Statement Statutory Instruments for the National Curriculum and Education Reform Act and any other published HMI reports can also be obtained through the Head Teacher. This is in line with the Education (School Curriculum and Related Information) Regulations 1989.



KEY STAGE 1 - SCHOOL RESULTS

These tables show the most recent statutory results of Year 2 children at each level in 2006.

TEACHER ASSESSMENT

Percentage at each level

	W	1	2	3	Pupils Disapplied	Pupils Absent
English						
Speaking & Listening	-	11	78	11	0	0
Reading-	-	6	83	11	0	0
Writing	-	6	89	6	0	0
Maths	-	6	89	6	0	0
Science	-	6	94	-	0	0

TASK AND TEST RESULTS

Percentage at each level

	W	1	2	3	Pupils Disapplied	Pupils Absent
Reading Task	-	17	72	11	0	0
Writing Task	-	11	83	6	0	0
Maths	-	6	94	-	0	0

W - represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

* - These assessments do not apply at every level, and therefore figures may not total 100%.

KEY STAGE 2 - SCHOOL RESULTS

These tables show the most recent statutory results of Year 6 children at each level in 2006. Figures may not total 100% because of rounding.

TEACHER ASSESSMENT

Percentage at each level

	W	1	2	3	4	5	Pupils Absent
English	-	-	5	16	37	42	0
Maths	-	-	5	11	37	47	0
Science	-	-	-	11	47	42	0

TASK AND TEST RESULTS

Percentage at each level

	Below 3	3	4	5	Children not Entered*	Pupils Absent
English	5	5	79	11	1	0
Maths	5	-	63	32	1	0
Science	-	5	42	53	0	0

W - represents pupils who are working towards Level 1, but have not yet achieved the standards needed for Level 1.

* - represents pupils who were not entered for the tests because they were working below Level 3 in English, Mathematics or Science; pupils awarded a compensatory level from the tests; and pupils not achieving a level from the tests.

ASSESSMENT ARRANGEMENTS

All pupils are assessed at age 7 and 11. It is expected that pupils will reach level 2 at age 7 (end of Key Stage 1) and level 4 at age 11 (end of Key Stage 2).

Below are the figures comparing results at The Drive with National Results in 2006. The full figures are given below:

Percentage of Pupils achieving level 2 or above at age 7

The Drive results are in bold type and the National figures are in brackets.

Teacher Assessment

Reading	83% (85%)
Writing	95% (81%)
Maths	95% (89%)

Percentage of pupils achieving level 4 or above at age 11

	Teacher Assessment	Test
English	79% (77%)	90% (79%)
Maths	84% (77%)	95% (76%)
Science	89% (84%)	95% (87%)

NATIONAL STATUTORY TARGETS FOR KEY STAGE 2

It is now a legal requirement for schools to set targets for children taking Key Stage 2 statutory assessments.

For children in year 6 during the SAT period of 2007 the following targets have been set:-

English		Maths	
L4+	L5+	L4+	L5+
79%	32%	79%	32%

POLICY DECISIONS

In October 2003 we had our last full Ofsted Inspection. We are delighted to say that there was no area within our school policy and practice that Ofsted viewed as anything less than satisfactory. Much was found to be good or very good. Areas that needed fine tuning continue to be addressed via our School Improvement Plan.

SCHOOL BUILDINGS AND SECURITY

As ever, the environment within which we place our children continues to be of high priority. In the last twelve month The Drive has benefited from a number of refurbishments. We now have full disabled access into our playground and a disabled toilet. Recently our Nursery has benefited from a roof refurbishment and a new kitchen.



STAFFING

We have had no staffing changes in the academic year - 2006-2007 but will benefit from two additional teaching staff members in the academic year 2007-2008.

PROFESSIONAL DEVELOPMENT (IN-SERVICE TRAINING 2006-2007)

The distribution of the funding continues to be driven by the School Development Plan which sets priorities for the school and staff. Staff are asked to identify their individual training needs and then appropriate training is found for them.

All members of staff have attended a variety of courses this year, as well as school based in-service training. Budget restraints continue to be a major issue.

Ms Gofton and the Senior Management Team have been on a variety of management courses aimed at continuing to raise standards in school. The rest of the staff have all been on a variety of courses related to their curriculum areas.

The quality of in-service training provided both internally and externally has allowed staff at The Drive to undertake purposeful, personal and professional development. This inevitably impacts on the quality of both teaching and learning for our pupils.

COMMUNITY LINKS

In the past academic year we have continued to forge links between the local community and ourselves. As a school we also continue to support as many charities as is practical.



ARRANGEMENTS FOR THE ADMISSION OF DISABLED PUPILS

The Disability Discrimination Act 1995 defines a disabled person as one who has "a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities".

Wherever possible it is The Drive School's policy to admit disabled pupils into the school. Where it is not possible to meet the needs of a child in this school, it is the LEA's policy to provide a place in the nearest primary school, which can meet the needs of that child.

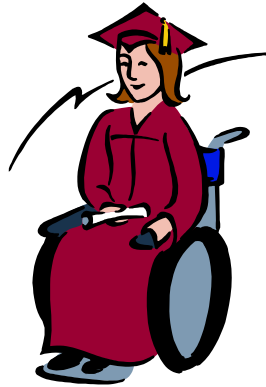
Steps taken to prevent disabled pupils from being treated less favourably than other pupils

The Drive School encourages pupils with special needs to join in everyday activities with other pupils wherever it is practicable and safe to do so.

Facilities provided to assist access to the school by disabled pupils

The Drive School from inside is a one tier/level school with good access to all classrooms, library, hall/dining room. On the whole The Drive School has reasonably good access and facilities for disabled pupils.

Please also refer to the statements in the Admission Policies - Access for children with a physical disability on pages 7 and 9.



FINANCE

2006/2007 SCHOOL BUDGET

Budget Heading	Budget £	Expenditure £	Variance £
Staff Costs	375,055	367,811	-7,244
Premises Costs	47,800	50,807	3,007
Transport Costs	1,530	1,913	383
Supplies, Services & Other Equipment	28,544	29,014	470
Contingency	6,480	0	-6,480
Learning Support	12,285	12,285	0
LEA Services	50,506	42,979	-7,527
Income	-10,000	-36,723	-26,723
2005/2006 Balance brought forward	-26,080	-26,080	0
	<u>486,120</u>	<u>442,006</u>	<u>-44,114</u>

Please note that at the time of preparing this statement the accounts for the 2006/2007 Financial Year had not yet been finalised.

SCHOOL FUND

Income	£
Easter	49.84
Cake Sale	41.00
Commission	486.38
Box Tops	19.90
Sports Day	64.89
Summer Fayre	868.46
Non Uniform	67.40
Ikea Singing	1,245.26
Halloween Disco	80.00
Christmas Fayre	640.00
Singing	450.00
Joseph Performance	150.00
Commission	21.86
	4,184.99
Funds raised for Uganda	265.00
	260.00
	4709.99
Expenditure during the year has mainly been as follows:	
Classroom Resources	1,330.77
Story Sack	231.00
Petty Cash	300.00
Travel Insurance	180.00
Washer	319.20
Queens Birthday	200.00
Parties, Trees, Lights, Resources	402.83
Dance Festival	89.37
SATs Barbecue	47.23
Drama Resources	252.82
Stock for Fayres	101.13
Printer/Camera	124.99
Books for Boys	51.64
Subsidise Travel	92.00
Stock	116.01
	3,838.99
March 2006 c/fwd	1538.85
06/07 Income	4,709.99
	6248.84
Less Outgoings 06/07	3,838.99
Closing Balance March 2007	2409.85
Still to go to Uganda	465.35

NOTES



NOTES



AIMS AND MISSION STATEMENT

Through the active partnership of governors, staff, parents and the LEA, we at The Drive Community Primary School will provide all children in our care with a broad and balanced curriculum, so that they develop as numerate, literate, articulate, creative and scientific individuals. We will seek to promote children's spirituality and morality so that they can mature into responsible members of society.

We seek to create a secure, happy and caring community where children and adults work together in mutual respect, and children:

- care for each other
- are valued as individuals
- value themselves and each other
- develop into independent learners
- develop a sense of fairness
- develop a sense of pride and confidence in all they do
- have a knowledge and understanding of the wider world



CLASSES AND STAFFING 2006-2007

Head Teacher	Ms H Gofton	Overall responsibility RE, Drama
Assistant Head	Mr M Gardener	(See Below)
Early Years Unit	Mrs J Smith	Early Years Co-ordinator, ICT Fruit Scheme
	Mrs A Spours	NNEB (Nursery Manager)
	Mrs C Robson	NNEB
Year 1/2	Miss L Russell	Music, Art, Gifted and Talented
	Mrs J Etherington	Drama, Art
Year 2/3	Mrs L Mc Cartney	English, History/Geography Global Awareness
Year 4/5	Mr A Bell	PE, PSHE/Citizenship, Healthy School
Year 5/6	Mr M Gardener	Maths, PSHE/Citizenship Assessment, Science
SEN	Mrs D Dunkerton	Special Needs Co-ordinator Design Technology
	Miss L Brand	Classroom Assistant
	Mrs N Douglas	Classroom Assistant
Non-teaching	Mr M Allen	Caretaker
	Mrs A Orton	Senior Administrative Officer
	Mrs P Fahy	Supervisory Assistant
	Mrs G Douglas	Supervisory Assistant
	Mrs S DeCristafaro	Supervisory Assistant
	Mrs D Nicholson	Cook
	Mrs E Worley	Assistant Cook
	Miss L Owen	Cleaning Assistant



HOLIDAY DATES 2007-2008

	From	To	Half Term
Autumn Term	Monday 3 rd Sept 07	Friday 21 st Dec 07	22-26 Oct 2007
Spring Term	Monday 7 th Jan 08	Friday 4 th April 08	18-22 Feb 2007
Summer Term	Monday 21 st April 08	Friday 18 th July 08	26-30 May 2007

Easter Bank Holiday: Friday 21st March 2008 and Monday 24 March 2008

May Day Holiday: Monday 5th May 2008

In addition, one occasional day within the Summer Term 2008 is to be utilised for the purpose of closure in the event of *Government elections*. This day, will be used near the end of the Summer Term, parents/carers will be kept informed.



HOLIDAY DATES 2008-2009

	From	To	Half Term
Autumn Term	Monday 1 st Sept 08	Friday 19 th Dec 08	27-31 Oct 2008
Spring Term	Monday 5 th Jan 09	Friday 3 rd April 09	16-20 th Feb 2009
Summer Term	Monday 20 th April 09	Friday 17 th July 09	25-29 May 2009

In addition, one occasional day within the Summer Term 2008 is to be utilised for the purpose of closure in the event of Government elections. This day, will be used near the end of the Summer Term, parents/carers will be kept informed.



GOVERNORS

Chair Person: Rev V Shedden 06.02.06

Ms H Gofton	Head Teacher	
Mr K Self	Link Inspector	
Mrs A Wheeler	Vice Chairperson	05.10.08
Cllr D Napier	LEA	05.10.08
Mrs M Hird	LEA	31.08.06
Mrs A Spour	Nursery Nurse	01.10.08
Mrs L Wyles	Community	04.11.08
Ms M Wyles	Parent	31.08.06
Ms E Johnson	Parent	31.08.06
Mr Corbett	Parent	
Mr Wright	Parent	
Mrs M Cussack		

Contact Details:

Chair of Governors: Rev V Shedden, Chair of Governors,
The Drive Community Primary School,
The Drive, Felling, Gateshead
NE10 0PY

Clerk to the Governors: Mrs E Clark, Governing Body Section
Learning and Culture
Dryden PDC,
Evistones Road,
Low Fell,
Gateshead,
NE9 5UR

