



Welcome to Queen's Drive

Our school was opened in 1965 and 60 children are admitted each year into Key Stage 1. 65 children can be admitted to Key Stage 2. There are currently fifteen classes.

In 2014 we admitted 90 pupils for one year only to facilitate additional school places required in North Preston.

We aim to provide a positive, caring and happy atmosphere, which stimulates a curiosity and enthusiasm for learning. The broad and balanced curriculum is differentiated to meet the individual needs of children and planned to ensure continuity, curiosity, progression, excellence and enjoyment.

The teachers in school want your child to be happy and to settle into school life quickly and smoothly.

We hope that this booklet will assist you in preparing your child for his/her role in school and that it will familiarise you with the general organisation.

We welcome you to come to see your child's teacher or the Headteacher at any mutually convenient time if you have any problems or queries.

Admissions

For the first two weeks of the Autumn term, the children attend school on a half day basis. This enables the staff to circulate more effectively around the groups and facilitates the gradual induction of the children into the school routines. Our school currently has a two form entry. Both classes having a fairly equal share of boys and girls and a wide range of ages within the Reception band.

Children admitted to school in age groups other than reception are shown around school at a mutually convenient time in order to become familiar with the buildings and the ethos of the school.

A more detailed description of the Reception Induction arrangements is given in the Early Years Brochure.



Registration Forms

Parents of children new to school will be given a registration form. This should be completed and returned as soon as possible, with a copy of the child's birth certificate and proof of address, which is a legal requirement.

It is essential that parents inform school of any changes of address, telephone numbers, work place and emergency contact numbers.

The Curriculum

The school aims to fulfil the requirements of the National Curriculum and to develop the full potential of each child. By creating a happy and caring atmosphere the children can learn the skills of Literacy and Numeracy, and through an exciting and stimulating environment be encouraged to investigate, discover and create. The curriculum is broad and balanced and takes heed of recent changes in society and technological advances. It is reviewed regularly on an internal and external basis.

The children are taught mainly by one class teacher although occasionally by another member of staff who may be a specialist in a particular subject. The teachers use a variety of teaching approaches to provide the most effective learning situation and to offer the maximum benefit of their expertise.

The new curriculum, introduced in 2014, means that we now assess your children's progress against the following: below year group expectations, at age-related expectations and exceeding year group expectations.

As there are a wide range of abilities in any group of children, it is accepted that children of similar ages will achieve different rates of progress. For example, at the age of seven some pupils may be capable of achieving beyond year group expectations, whilst slower learners may struggle to achieve year group expectations. Similarly, at the age of 11, some children may achieve beyond year group expectations, whilst the less able, despite doing their very best, may only be capable of achieving below expectations for their age. National testing remains at Years 2 and 6.

The school curriculum includes the Core and Foundation subjects of the National Curriculum, which is delivered through a themed approach.



The 'Core' subjects are English, Mathematics, Science, Religious Education and ICT

The 'Foundation' subjects consist of Art and Design Technology, History, Geography, Music, P.E., PHSCE, MFL are delivered through a thematic approach. PSCHE is no longer statutory in school, but at Queen's Drive, we believe that a child's personal, health and social education is important to their development and nurturing.

The curriculum is designed to:

- Enlarge a child's knowledge, skills, experience and imaginative understanding.
- Promote moral values and a capacity to enjoy life and appreciate the need to maintain the quality of the environment.
- Prepare children to ultimately take an active part in society.
- Develop as much independence as possible.

An additional subject, Religious Education is also taught and follows the Lancashire Agreed Syllabus. This teaching has strong moral and spiritual tones and is broadly Christian in nature, but other religions and cultures are included. This is important as we live in a multi-cultural society and tolerance and understanding are qualities, which have to be learned. Each day the children take part in a Collective Act of Worship. Our Friday Assembly is particularly important and enjoyable as the children's achievements are shared and celebrated.

Health, Sex and Relationships Education are not taught as specific subjects but are covered in other areas of the curriculum especially in Science and R.E. The aim is to help children cope with the physical and emotional aspects of growing up. Care and sensitivity is shown in matching the teaching to the appropriate level of maturity of the pupils.

Parents may exercise an option to withdraw their child from Religious Education assemblies. If you are thinking of making this request you are very welcome to discuss the matter further with the Head Teacher. Assemblies at Queen's Drive are largely moral rather than religious, and currently no children are withdrawn.

School Policies

The school has a number of written policies, which cover a wide range of issues. These are available on the school website. If you would like a written copy of a school policy, please request this from the school office.



Assessment, Reporting and Recording

The school has always assessed the performance of pupils in order to emphasise the strengths of individuals and their area of achievement, as well as to identify where more help is needed. Baseline Assessment procedures in Reception and SATs in Year 2, provide initial information at Key Stage 1, in addition to diagnostic tests administered annually within school.

All National Curriculum Assessment results are reported to parents and the most recent results are included within this prospectus.

In the Summer Term, Key Stage 2 pupils take school tests in Reading, Writing, Spelling, Grammar and Punctuation and Mathematics, which enable the individual child's attainment to be measured against national standards. They will also be given termly assessment tests at the end of the Autumn and Spring terms. Results from these tests will be shared with parents at parents' evenings and on the child's termly report home.



Special Educational Needs and/or Disabilities

We recognise that, at some point of their education, a number of children will have special needs and difficulties and will require additional help or resources. It may be that this additional help or resource requirements are due to the fact that the child is encountering problems in the developmental areas of speech, language, learning, or are experiencing, emotional or behavioural difficulties.

Some children's special needs and difficulties are short term, whereas others will require support for a longer period of time. At all times the school will provide a positive, caring and secure environment in which each child will be given the opportunity to reach their full potential. It may be the case that differentiated work is required for this potential to be met.

Children with special educational needs and difficulties (S.E.N.D), are defined as those children who have a learning or behavioural difficulty which calls for special educational provision to be made for them.

A). Identification

The school uses the Code of Practice for special educational needs and difficulties, for identifying children with SEND. Initial assessments, carried out in school, involve close liaison between the special educational needs co-ordinator and the class teacher. Parents of children are invited to discuss how best they can help their child to progress. In cases where children do not make sufficient progress with learning, the process can continue. This involves assessment by external agencies from the Local Education Authority, which may result in the drawing up of a document which provides school with valuable information as to the best strategies to use to help a child.

B). Delivery

As a result of discussions between staff and the special needs co-ordinator, classroom teachers carefully plan delivery of the curriculum. Children with SEND can be differentiated during classes, and may, for example, be provided with different work designed to meet their needs. For many children leaving school, who still have some identified SEND, the relevant information is passed on to the receiving school.

C) Other Agencies

The school receives support on a regular basis from individual specialists, including the Educational Psychologist, Complex Learning Difficulties, Moderate Learning Difficulties, Speech

Therapist and Co-ordinated Services for Language Support. A school Governor has a special interest in SEND and meets regularly with the co-ordinator.

D) Access

Facilities exist to assist access to the school by pupils with disabilities. Ramps are in place to ensure safety and convenience.

If, at any time, you are concerned about your child's development please do not hesitate to approach your child's class teacher. Your concerns will always be dealt with in a sympathetic way.

Pastoral Care/Child Protection

At Queen's Drive Primary School, our Pastoral Care Policy aims to promote the individual and collective welfare of all. It is the responsibility of every teacher and member of the supporting staff to promote Pastoral Care. The Pastoral curriculum aims to meet the needs of all pupils, within the supportive, positive ethos of the school.

The aim of Pastoral Care is the creation of an environment universally understood and accepted, in which the process of learning and that of social development proceed hand in hand. Personal and Social Education is the element of Pastoral Care which can be taught both formally and by implication. It is the structured continuation in school of the socialising process begun at home by parents and families.

In Lancashire, a sound working relationship exists between Social Services Departments, the Police, the PREVENT/CHANNEL team, Medical Practitioners, Community Health Workers, Voluntary Agencies and school for the protection of children.

As school has contact with children on a daily basis, teachers are particularly well placed to observe signs of abuse, changes in behaviour or failure to thrive. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused, the school is required, as part of the Child Protection Procedures to report their concern to the Social Services Department.

The Headteacher, Deputy Headteacher, Assistant Headteacher and the appropriate class teachers are responsible for the well-being of children in school. Close liaison is kept with the school nurse.

Parents, who have any anxieties, can contact the Headteacher at any time, or the Deputy Headteacher, Assistant Headteacher and the class teachers at the beginning or end of a school day.

The school has recently employed a Pastoral Care Support worker who will work with children who are experiencing difficulties.

Bullying

The school has a "Anti-Bullying Policy" and strategies are employed to prevent bullying or bullying behaviour. This type of behaviour will not be tolerated in school and children are not permitted to play roughly. A log book of incidents is retained by the Headteacher.



Home School Agreement

All schools are required to have a Home/School Agreement which we would like parents to sign. Our agreement was put together after full consultation with all parents, staff and Governors. Please see the copy of our Agreement which is at the back of the prospectus.

School Discipline

At Queen's Drive we take a positive and realistic approach to discipline. Our school code of behaviour is simple and easily understood. It is based on respect for one another and incorporates the values of respect, courtesy, honesty and tolerance.

We are eager to promote team spirit and reward positive contributions from children. We have reward certificates, which are presented, in our weekly Achievement Assembly. These are gained by children who work hard, overcome a difficulty, behave well and tackle school tasks with enthusiasm and spirit. Stickers are used on a daily basis to motivate and reward children. Our belief is that good behaviour is linked to self-discipline and positive reinforcement of good behaviour, rather than constantly reflecting on negative aspects of poor behaviour. This encourages children to develop a good self-image.

Education is a partnership between families and teachers, between home and school. Parents have rights, which are acknowledged and respected at Queen's Drive. They also have responsibilities – children need to sleep and must go to bed at an appropriate time for their age – a tired and irritable child will learn little. Children must be encouraged to arrive at school on time, to respect adult authority, to respect other children and to respect property. It is important that children are not encouraged to react to problems or difficulties in an aggressive manner.

Above all, parents should support the work of the school by discussing School Rules with their child and assisting when possible, with their enforcement. Further support is evident within the Home/School Agreement which all new parents and children are requested to sign.

The school rules have been formulated for the safety and well-being of the children and to enable the school to function effectively.

All children are expected to respect their teachers, other adults and fellow pupils.

They are expected to respect their own, and other people's property and to take care of school books and equipment. Damage to school property must be made good.

Children are required to be well behaved and attentive in the classroom.

Children must walk while moving around school and should conduct themselves in a quiet and orderly manner at all times.

During wet break times, the children should remain seated and keep themselves quietly occupied while the staff on duty patrols the corridors and classrooms.

If a child has a grievance against another child, it must be reported to a member of staff who will investigate the matter. Under no circumstances must a child attempt to solve the difficulty by themselves.

Physical violence of any type will not be tolerated. Repeated or serious incidents will lead to suspension.

Owing to supervision arrangements, children should not arrive at school before 8.40a.m., and those who go home for lunch should not return before 12.55p.m.

Children must not bring toys, knives or dangerous instruments to school.

Code of Conduct

Our Code of Conduct, which is displayed in every classroom around school is based around areas which staff and parents believe are most important. At Queen's Drive we:-

- behave sensibly and responsibly in class and around school at all times without disturbing others.
- are polite and helpful to staff, other adults and each other at all times.
- care for and are kind to others.
- follow instructions in a sensible manner.
- respect our own, others and the school property.
- line up, walk into school sensibly.
- are correctly dressed in school uniform at all times.



If children do behave in a way which is clearly unacceptable then we will take the following action:-

- a. Contact you immediately if an incident is very serious.
- b. Enter your child's name in our school's incident book.

This will be done following incidents, which include using rude and offensive language, fighting and failure to behave in an acceptable way in class, which allows other children to work undisturbed. In the event of a more serious problem, the Headteacher will contact a child's parents with a view to seeking a meeting where parental co-operation will be sought to overcome the particular problem.

Absences

Under the terms of the 1986 Education Act, schools are required to open for 190 days of pupil contact time per academic year and staff to be present for an additional five days of in-service training. Children are legally obliged to attend school each day the school is open.

From September 2013, Headteacher's are unable to authorise any leave from school during term-time, except in exceptional circumstances. It may be that the school refers an unauthorised absence to the Welfare Team if a holiday is taken during term time, and a decision will be made as to whether to issue a fixed penalty fine. This currently stands at £60 per parent, per child. Likewise, a fixed penalty notice may be issued if a child is constantly late for school in the morning.

Registers close at 9.10am and any child attending school after this time will be marked "late". Five "lates" may constitute a fine being issued.

Local Authority regulations now require the keeping of detailed and accurate records of pupil absences and the reasons for them.

Unexplained absence, i.e. when the parents have not provided a written or verbal reason for the absence, are classified under the regulations as truancy and will be statistically represented as such.

It is important therefore, that parents inform the school of the reason for absence, at the earliest opportunity. A telephone call on the first day of absence would be appreciated. In every case a note is required on the day the child returns to school to furnish evidence for Inspection purposes.

Children are not permitted to leave the premises at any time during the school day, without a written request from home. The child must then be collected from school by an adult, at the appropriate time with the relevant appointment card.

Please inform the school/class teacher of any impending absences and/or medical and dental appointments etc., in writing.



Illness or Injury

Children who are unwell should not be sent to school. It is the duty of the parents to make arrangements to collect pupils who are ill at school, and take them home, or to a doctor or hospital.

It is essential that parents can provide the school with up to date information regarding home telephone numbers, work numbers and emergency contact numbers.

School Dinners

Dinner money is collected on the first day of each week. Should a child be absent on the first day of the week it would be appreciated if any outstanding dinner money could be paid as soon as possible on their return to school.

It is essential that dinner money be sent to school in an envelope clearly marked with the name of the child, the number of his/her class and the actual amount of money in the envelope, which is not necessarily the amount being paid. This is a check when returning change.



Sandwiches

Facilities are provided for children to have sandwiches in school at lunchtime. Children eat in the hall and are supervised by Welfare Assistants. Please do not send cans, fizzy drinks or glass bottles as part of your child's packed lunch. It helps us greatly if children have their names on packed lunch boxes, and that contents are "healthy" in accordance with our Healthy School status.

Welfare Benefits

The Education Welfare Department at the Area Education Offices at East Cliff, Preston, can provide information on any welfare benefits to which you may be entitled.

Milk

A carton of milk is available each morning for children in the Infant Department.

The cost of this is currently £1.40 per week which is payable during the first week of each term.

If you would like your child to have milk, it would be helpful if you could send the money in an envelope with your child's name and class number and "Milk Money" on it at the beginning of the term.

If your child is also going to bring dinner money please send that in a separate envelope.

Lost Property

Lost Property boxes are kept in the Infants and at the back of the Junior Hall. Parents or children may ask their teacher to look through these when appropriate. If items are left, the contents are disposed of at the end of each term.



Physical Education

Physical Education within our school encompasses all the areas of activity set out in the National Curriculum. Consequently your child will experience games, gymnastics, dance and athletics during both Key Stage 1 and Key Stage 2. In addition, both swimming and outdoor/adventurous activities will be introduced. At all times a safe and supportive environment is provided for your child to develop individual skills, self-esteem and self-confidence in a variety of challenging situations.

Swimming forms a regular part of the physical education curriculum. We are very fortunate to have Fulwood Leisure Centre so close to our school, enabling us to teach swimming in groups split according to ability, under the guidance of class teachers and qualified swimming staff. All

children will follow the swimming syllabus set out by Lancashire County Council/Education Authority. Swimming tuition starts in Year 2 and continues each year until the end of Year 5.

Children are required to wear either swimming costumes or trunks and if your child has long hair a swimming hat is necessary. Children are not allowed to wear swimming shorts/Bermuda shorts.

Children are discouraged from wearing goggles due to safety reasons, but if they are absolutely necessary for medical reasons, a consent form must be obtained from the school office.

Safety in physical education is carefully monitored in accordance with the policy of the LEA and it is a general requirement that all jewellery must not be worn at school.

Your child will be encouraged to be responsible for looking after their own kit and will be regularly reminded of the dress requirements for physical education.

If it is necessary for your child to miss any physical education lessons due to illness or injury a short note/letter addressed to your child's class teacher from a Doctor, is required.

Queen's Drive children are noted for their neat and tidy appearance and every effort is made to maintain that high standard.

Hair should be well groomed and of reasonable length. Shaven heads and styles, which incorporate lines, words, patterns and dyes, are not acceptable.

We ask that girls with shoulder-length or longer hair, make sure that it is tied back daily. There have been instances of head-lice in school and tying hair back will help to alleviate the problem.

Personal and Social Education

At Queen's Drive Primary School, children experience a caring, safe, multi-cultural, non-sexist, secure and happy environment. The philosophy of the school is such that children and adults have a mutual respect for one another.

At our school, instances of bullying, racism or sexual harassment are not tolerated under any circumstances. All staff share a common approach to dealing with inappropriate behaviour for the good of all.

We attempt to maintain the positive ethos of our school at all times, in partnership with parents and children.

The Governors and staff of Queen's Drive Primary School welcome the multi-ethnic nature of present day British Society and wholly oppose racism.

Cultural diversity positively enriches our society and education should reflect this.

We further condemn all expressions of intolerance, either through remarks or conduct, and we expect that parents and pupils will think it right to adopt this attitude.

We ensure that the school curriculum and assemblies will promote multi-cultural education and positive attitudes to citizenship. It is important to note that the curriculum provides equal opportunities for boys and girls.

Q D Kids' Club

At Queen's Drive we have our very own After School and Before School Clubs. A whole range of activities are on offer to the children for a period of up to 2 hours at either end of the school day. Sports such as netball, football, hockey, table tennis and snooker, craft activities, drama, quiet reading areas and a whole range of games form part of the wide range of activities provided. Fun is had by all at what has proved to be a very successful club.



Medicines

From time to time, parents request that school should dispense medicines, which need to be administered at regular intervals, to the children.

These fall into two categories;-

children who require emergency medication on a long term basis because of the chronic nature of their illness e.g. asthma and epilepsy.

Children who are suffering from casual ailments e.g. coughs and colds.

Parents are responsible for the administration of medicines to their children, and if a child needs a dose of medicine at lunchtime, the pupil should return home for this or the parents should come to school to administer the medicine.

For casual ailments, it may be possible for the doses of medicine to be given at regular intervals, but outside school hours.

If it is unavoidable that a child should take medicine in school for the treatment to be effective, then each individual case will be sympathetically considered. Please note that teachers are not required to dispense medicines.

A medical/medicines form must be completed by parents prior to a child taking medicines in school.



Homework

Homework is given by class teachers as appropriate to the year group they teach. From the earliest days in school children are encouraged to be responsible for taking home relevant materials and returning them to school at the right time. You will be informed each week as to the homework requirements in each year group. Key Stage 2 children have a Homework Diary and parents are invited to add comments.

Reading book bags marked with the school logo can be purchased in school.

Parent's co-operation is very much appreciated by the teaching staff in supporting and encouraging children to carry out their tasks and to develop a routine for organisation of their materials.

Reporting

A comprehensive annual school report will be sent to each child's parents in July. This report will comment on academic achievement, personal development, character development and general attitude to school life.

Termly reports, "interim reports" are sent in December and April.

Parents evenings are held twice a year to discuss children's progress and parents are welcome to make an appointment at any time if they are concerned about their progress.

Parental Involvement

One of our main aims is the development of a relationship between the teachers and parents to further the growth and development of the children. Queen's Drive is very keen to encourage as many parents as possible to become involved in the life of the school and in their child's education. A system of classroom support is in operation and any parent wishing to help out in school during the day is very welcome to do so.

During the school year the Open Evenings and other events give parents the opportunities to see something of the life and work of the school. Parents are given the opportunity to formally discuss their child's progress with teachers at the parents' evenings.



Parents' representatives on the School Governing Body are elected whenever a vacancy arises and serve for four years.

Parents are welcome to contact the school at any time. To avoid delay and disappointment it is better to telephone the secretary to make an appointment to see the Headteacher or a member of staff.

School Visits

Day visits for most classes and an extended visit for Year 6 are arranged during the school year to underline and extend work done as part of the national curriculum. Full details of these are always sent to parents well in advance.

If parents do not wish their child to go on a visit organised by the school, they are requested to inform the school that the child will not be going and he/she will receive tuition in school in accordance with national curriculum requirements, for the day of the visit.

Road Safety - A Lesson for Life

Black Bull Lane can be very busy, particularly at school arrival and departure times. All involved at Queens Drive actively support a policy for the safety of each child.

Please avoid parking outside the school gate. You may obstruct other drivers' view of children crossing the road.

Children may ride their bicycles to school if they are considered to be proficient cyclists.

Children are taught to leave school by the pedestrian gate and not via the car park, which is a source of danger. **PLEASE** do not park on the school car park when collecting or delivering your child as access is needed for delivery vehicles and staff cars.



School Car Park

Due to the limited space in the school car park parents may not bring cars into school when bringing children to school or when collecting them in the afternoon.

Alternative parking arrangements have been made with Fulwood Leisure Centre and there is a small path to the school crossing point. Fulwood Police and the school have also received complaints from time to time from the residents of Queen's Drive with regard to indiscriminate parking resulting in blocking driveways. It would, therefore, be further appreciated if parents used the Leisure Centre car park whenever possible or park a further distance from school to avoid annoying local residents.



Gardening Club



Extra-Curricular Activities

Queen's Drive Primary School is very proud of its wide range of extra-curricular activities. Most of these clubs operate during lunchtimes, before and after school. These activities are supervised by members of staff, or parents with particular interests, who have volunteered to help groups of children develop skills or interests.

A list of extra-curricular activities are sent as part of the school newsletters and on the website. This list gives the day of the week, the time and any particular requirements or equipment that your child will need to take part.

Some examples that have been recently provided are a Science club, an ICT club, a French club, a Gardening club and a Sewing club. As part of musical development the choir and recorder groups practice on a regular basis.

Sport also plays an important part of the school's extra-curricular programme. The school affiliates annually to the Preston School's Sports Council and participates in many of the competitions organised by this body. Such sports as football, netball, hockey, swimming, cross-country, Kwik-cricket, athletics and rounders have involved inter-school matches and competitions. We are proud of our sporting achievements at Queen's Drive.

Any additions or changes to the extra-curricular programme will be announced on a regular basis and you will be informed of any arrangements if your child has been selected to represent school in a particular activity or event.

We have music tuition for keyboards and guitars. These lessons are held during school time and a charge is made to cover the cost of tuition. Application forms are available from the school office.



High Schools

Children from Queen's Drive go to a number of local high schools. They are usually shared between Fulwood Academy, Broughton High School and Archbishop Temple High School. We also send our children to independent Grammar schools.

We have strong links with our feeder high schools and our year 5 and 6 children have the opportunity to make a number of visits including a very successful "taster day" (at Fulwood Academy and Broughton High School) which the year 6 and year 7 teachers plan together to fit the needs of the children.

This ensures that our children make the transition from primary to secondary school as smoothly as possible.



Teaching School

Queen's Drive Primary School is an "outstanding" Primary School and has been awarded National Teaching School status. The Headteacher is a National Leader of Education and five members of staff are designated as "Specialist Leaders in Education". The Early Years leader is also a Lead Practitioner for the Local Education Authority. As a Teaching School, we directly support the training and development of teacher trainees, who work alongside our class teachers throughout the year and are mentored by the Deputy Headteacher. As a Teaching School, we are leaders within the Preston Schools Alliance, the other Teaching Schools being Broughton High School and Archbishop Temple High School.

Governors

A full meeting of the Governors is held once each term to discuss any matters relating to the school. The Governors also serve on a number of committees related to school issues.

In addition to the Governors appointed by the Education Authority and County Council there are six parent representatives and four representatives of the teaching staff.

The staff and children of Queen's Drive look forward to welcoming you to our school. We hope that your child has a happy and rewarding time with us and that you are able to share in his/her success through the school.



National Teaching School
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Teaching & Leadership

