



# HANDALE PRIMARY SCHOOL

## PROSPECTUS 2022

*'Learning and Caring together'*

# WELCOME

Dear Parents and Carers,

Welcome to Handale Primary and thank you so much for your interest in our school.

It is the latest family member to join Lingfield Education Trust - a medium sized Multi Academy Trust, which currently operates nine schools across the North East.

Handale Primary School is a warm and caring community which enjoys a newly, purpose-built school in excellent surroundings.

As a team we constantly strive to achieve the very best for you and your child to create successful and happy children.

Education is a partnership between home and school and we place a great deal of emphasis on our relationship with parents. We believe that children learn best when home and school work together for their benefit.

We hope that this prospectus gives you an idea of what our wonderful school has to offer.

We welcome visits to school. This gives parents and carers chance to see the school in action and understand what we are all about, so if you have any questions or want to arrange a visit please contact the school office.

Kind regards,

*Nicola Padgett*



# OUR VISION STATEMENT

Our vision is to be placed firmly at the heart of the **community**, working in **partnership** with all the families involved with us. Handale Primary School is a place where children love to learn, teachers love to teach and parents love to send their children. Our school is a place where pupils are **engaged, challenged** and feel **safe**. We believe learning should be fun, purposeful and personalised.



Children at Handale Primary School are taught to **aspire** to be the best they can possibly be. Academically, children are encouraged to develop the **determination** and **resilience** to achieve the highest standards. The behaviour of children at Handale is excellent and all children are taught the importance of being a **role model** to others. Children learn that they have **choices** and learn to evaluate the rewards and consequences of the choices they make.

Children at Handale Primary School have access to a **broad** and **balanced** curriculum, which includes the development of thinking and questioning skills. This encourages children to have **enquiring minds** and a belief in their own **ability**. At the heart of this is the promotion of spiritual, moral, social and cultural development. We believe this **equips** our children to deal with life outside of school in an ever-changing world.





# OUR SCHOOL

## OUR SCHOOL BUILDING

In September 2015, we moved into our brand new, purpose built school building. This large, modern and welcoming building provides a superb learning environment for our children. The school includes:



Large, bright classrooms with 65" interactive touch screen technology,

Access to 1:1 technology

A modern, comfortable library,

A large, flexible Early Years & Foundation Stage area,

Multiple small-group teaching zones,

A multi-use learning zone,

A multi-purpose school hall,

Modern, reliable ICT provision,

Large Astroturf sports pitch,

A rear field featuring a trim trail and play equipment,

A quiet garden and nature zone,

A large school field

A comfortable, welcoming reception area and school office.



# LEARNING

## HEART OF THE COMMUNITY-

We are very lucky in Loftus that strong community partnerships already exist between different organisations and we use the community resources to enhance our curriculum and also to support our community. We have regular visits from the clergy of the parish to assist with our assemblies and Religious Education studies. We also visit St Leonard's Church for our annual Carol Service, Easter Service and other special events throughout the year. We visit the Tom Leonard Mining Museum and contribute to the production of the museum's educational visits planning. Regular visits to Loftus library are also a key feature of our curriculum as is our annual Remembrance assembly and our attendance at the Cenotaph service. We also keep the community aware of our events and celebrations in occasional articles in the Loftus Town Crier and the Freebrough Flyer.



## PARTNERSHIP –

Working in partnership with all of the families involved with us is a key feature of our work. Pupils with additional needs have access to a wide range of support which includes class teachers, teaching assistants, learning mentors, the Special Educational Needs Co-ordinator, counsellors, the nominated person for child protection, local authority support services and, where necessary educational psychologists and specialist teachers.

## ENGAGED –

We provide a fun, friendly learning environment, where we excite children about what each new day will bring. We take every opportunity to make learning relevant and fun by giving pupils 'real life' experiences and visits to many varied places which support our topics.

## CHALLENGED –

We work together to create a community that is constantly striving for the highest possible standards in everything we do. We create as many opportunities as possible to allow your child to reach their potential.

## PERSONALISED –

We want your child to be a confident and a successful learner who achieves their very best. We treat all children as an individual, we carefully monitoring their progress and planning next steps on their learning journey. All staff are dedicated and committed, ensuring that your child will do their very best.

## RESILIENCE –

Resilient children recognise their strong points and talents, and they are aware of their weaknesses and vulnerabilities. At Handale Primary School we provide opportunities for children to develop interpersonal skills with peers and adults so they are able to seek out assistance and nurture in appropriate ways. This enables them to find solutions to difficulties.





# CARING TOGETHER

**CHOICES** - We are proud to have received the UNICEF, Rights and Respecting School Level 1 award. All classes work on children's choices posters for their new classes at the beginning of the year and agree to keep the class rules. The curriculum is planned so that the articles of rights and responsibilities are incorporated into teacher's planning. This sits alongside our work on British Values.

**CURRICULUM** - Your child will be inspired by our creative and imaginative approach to the curriculum, which has many enrichment activities providing a firm foundation for lifelong learning. We work closely with the local secondary schools on projects which link between Key Stage Two at Handale Primary School and Key Stage Three at secondary school.

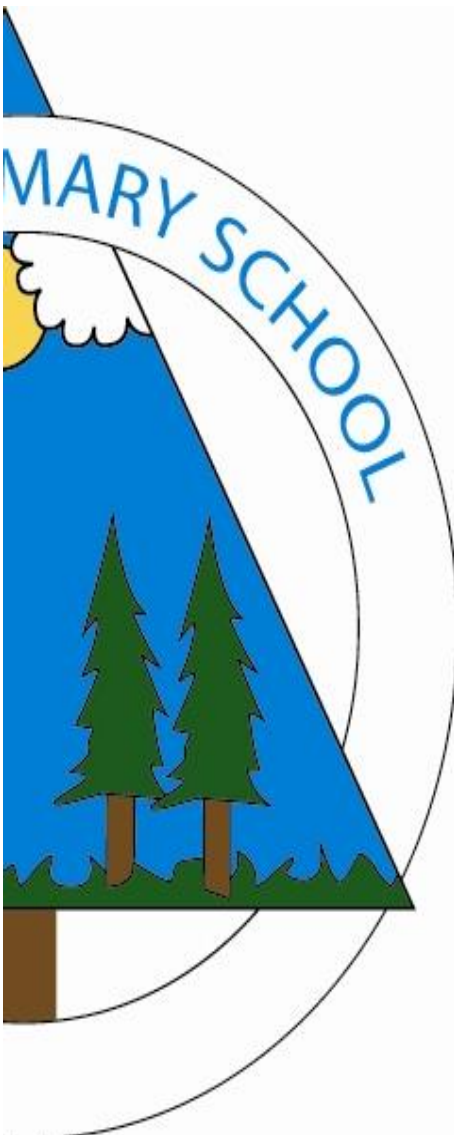
**THINKING AND QUESTIONING SKILLS** – We have a curriculum which encourages children to have enquiring minds and a belief in their own ability. We incorporate theories such as 'Thinking Keys', 'Enquiry Based learning' and

'Talk for Writing' into our yearly planning.



## SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION (SMSC)

We will build strong relationships based on trust and respect. Pupil voice is highly valued by us all and we listen, value and act on what is important to our children. Pupils have a voice through our School Council and Eco committee. Both of these have representatives from each class. Pupils choose who will represent their class.



# A Day at Handale

## THE SCHOOL DAY

### MAIN SCHOOL

8.30 am	School gates are opened (staff supervise pupils from 8.30 am)
8.45 am	School begins for pupils in Reception, Key Stage One and Key Stage Two
10.30 am	Key Stage Two break time
10.45 am	Key Stage One break time
12.00 am	Lunch
12.45 am	Afternoon lessons begin
3.15 pm	End of School Day (after school clubs begin)
4.00 pm	After school clubs finish



### NURSERY & PRE NURSERY TIMETABLE

8.30 am – 11.30 am	Morning Pre-Nursery
12.15 am – 3.15 pm	Afternoon Pre-Nursery (flexible pick up from 3.00 pm)
8.30 am – 11.30 am	Morning Nursery
12.15 pm – 3.15 pm	Afternoon Nursery

*We are able to offer pre-nursery and nursery children a flexible 15 hours offer or a 30-hour place (if eligible). This means that within the school times parents can choose for example five mornings, or three mornings and two afternoons. Alternatively, a parent could choose two and a half days with lunch. The offer is flexible and parents are invited to discuss with Mrs Lister their individual needs. Children can attend our Pre-Nursery on a 15-hour funded place (if eligible) or a 6-hour unfunded place.*

## SCHOOL MEALS

Our kitchen provides freshly cooked school meals which are nutritionally balanced. The children can also choose to have packed lunches if they so wish, however we encourage pupils to eat healthily and they must not include sweets or any drinks in cans or glass bottles. Handale Primary School is proud of our Healthy School status. Each year group has a dedicated lunchtime supervisor allocated to it. We have a large variety of playground equipment available for children at break times and lunch times. All pupils in Reception, Year 1 and Year 2 are entitled to a free school lunch and parents will be asked to confirm that they wish to take up this offer in the summer term.

**MONEY** Dinner money of **£1.00** per day (**£5.00 per week**) must be paid in advance and this is paid by cash in specially provided envelopes. Any other money brought into school should always be sent in an envelope, clearly marked with the child's name and the reason for payment. Children who have parents on income support may be entitled to a free meal. Please contact the school office for further information on this.



## PERSONAL BELONGINGS

Children should not bring valuable personal items to school, including mobile phones, as staff cannot be held responsible for them. Children are expected to take responsibility for their own school equipment, which must be named. If a child does bring a mobile phone to school they will have to hand it in to the school office and a parent will have to collect the phone at the end of the school day, the phone will not be handed back to anyone except the parent or carer.

# Continued...

## SCHOOL UNIFORM

Uniform is worn at Handale Primary School to develop a sense of pride in being a member of the school community. We have a very simple uniform comprising of a blue sweatshirt with our school logo printed on it. Also available are cardigans, fleeces, winter and summer coats.

Under the sweatshirt, children can wear a yellow polo shirt. Girls are asked to wear a grey skirt or trousers in winter and boys, grey trousers. Children should wear a pair of sensible black shoes for school. In summer girls can wear a blue or yellow gingham summer dress. We carry a stock of uniform which is available from the school office.

## PE KIT:

- White T-shirt
- Navy blue PE shorts
- Black plimsolls or trainers with non-marking soles
- School PE bag

PE uniform is also available from the school office and we encourage pupils to bring in their PE kits on a Monday and take them home to be cleaned on a Friday.



## HAIRSTYLING

Appropriate hair styles are important in school, we need to remember that children are at school to learn, and that 'party' clothes and 'statement hairstyles' are not appropriate during the school day. Striking hairstyles, which includes shaved heads or shaved patterns, mohicans, 'tails' and dyes/bleach, are not allowed. We ask that all shoulder length or long hair should be tied back using a sensible scrunchie or bobble, especially during PE sessions.

## JEWELLERY

To prevent damage or injury to any child, particularly earrings, should not be worn for school. If your child has pierced ears, small studs are permitted; however, these must be removed by the child for PE in line with Redcar and Cleveland Borough Council regulations. Staff are not insured to remove children's earring and items will be left in school entirely at your own risk.

## JOURNEYS AND RESIDENTIAL EXPERIENCE

Handale Primary School provides children with a range of visits and experiences outside school that enhance the curriculum. We also expect to make a residential visit available to each child where possible and appropriate so that they can gain in learning and social skills through the experience.

Some visits will incur a voluntary fee, and all residential visits will involve some cost to parents / carers, although we try to raise funds to keep costs down as low as possible.



## CHARGING FOR SCHOOL ACTIVITIES

We believe in using the environment to make the children's learning more meaningful. We try to keep any expense as low as possible. When some costs are unavoidable, such as hiring a coach or using public transport, the parents are invited to pay for the cost of the trip. Without these contributions it would make the funding of trips impossible. With prior approval of parents, a charge may be made for ingredients or materials that are to be taken home.



# SCHOOL ORGANISATION



## SCHOOL ORGANISATION

Our published admission number each year is 49. All children work in single year group classes and classes are kept deliberately small.

Handale Primary School is divided into three distinct stages. Children enter the first stage of education at Handale when they are two years old.

The Early Years Foundation Stage (EYFS) provides for pupils from two years old up to the September of the year in which they are five. EYFS is divided into a pre-nursery class, two nursery classes (mornings and afternoons), and two Reception classes. The nursery can take up to 39 pupils in each session and the Reception classes take up to 49 pupils between the two classes. We have a highly skilled EYFS Lead, Mrs Lister who oversees this stage. We are able to offer flexible places for pre-nursery and nursery parents of fifteen hours as well as the possibility of 30 hours (if eligible) with lunch provided. Parents are invited to discuss individual requirements for flexible places with the nursery teacher.

In addition, we offer:

- Fully dedicated staff team
- A multifunctional sports and arts hall with state-of-the-art sound and lighting equipment.
- A modern library area
- Touch screen technology in all rooms
- Large outdoor areas with a trim trail, wildlife garden and multi-use games area.
- A well- resourced Early Years outdoor area
- Class sets of iPads and other hand-held devices
- A quiet room with access to reflective activities and the Learning Mentor.
- Excellent music teaching and a school choir.
- Many after school clubs covering a wide range of activities
- A dedicated governing body
- An active 'Friends of Handale' group



# OUR CURRICULUM

## THE SCHOOL CURRICULUM

### EARLY YEARS FOUNDATION STAGE CURRICULUM

The Early Years Foundation Stage is a framework for all children from birth to 5 years of age. At Handale our main aim is to support children to become independent learners. We want all our children to explore, investigate and have fun whilst learning new skills and knowledge. Your child will be developing new skills, acquiring new knowledge and demonstrating their understanding through seven areas of learning and development.

Children will generally develop the 3 prime areas first which are most essential for your child's healthy development and future learning. These are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

As children grow, the prime areas will help them to develop skill in 4 specific areas. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These 7 areas are used to plan your child's learning and activities. The practitioners teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that we can follow your child's unique needs and interests. Children in the Early Years Foundation Stage learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

### THE CURRICULUM AT KEY STAGE 1 AND 2

We provide a broad and balanced curriculum relevant to the individual child. We plan our curriculum according to the Government guidelines and an in-depth knowledge of our children, following the relevant National Curriculum programmes of study.

The curriculum subjects taught are English, Mathematics, Science, Computing, Design Technology, History, Geography, Art, Music, Physical Education and Religious Education. We also teach Health Education, Citizenship and Personal and Social Education. French is taught in KS2 and implemented as much in context as possible.

We are an inclusive school, ensuring equality of opportunity for all and placing an emphasis on what each individual child has to offer. We acknowledge that there are many different abilities including those who are 'more able'. We recognise parents as the main educators and would encourage an 'open-door' policy to share information as well as more formal consultation evenings, Parent Forum and open-days.

Whilst an emphasis is placed on developing the basic skills of reading, writing and maths, we work hard to promote these skills in an interactive, creative, relevant and interesting way. Some lessons are taught discretely whilst others are organised in a cross-curricular way 'a Context for Learning', through which the children can apply learning and make connections. Context studies are complimented by first hand experiences such as visits / visitors in order to make learning exciting and relevant. Thinking and Questioning Skills also form part of the curriculum we offer our children. This provides them with the opportunity to talk, listen and deepen their understanding of a range of issues. Children may be taught as a whole class, in a small group or individually. This will depend upon the curriculum subject being taught, the appropriate task and the needs of the individual.

## SEX EDUCATION

Sex & Relationships Education (SRE) and Drug Awareness Education are taught as an integral part of our Personal, Social and Health Curriculum and may include input from the School Nurse. Some aspects will be dealt with informally as questions arise and others as a programme of study appropriate to individual year groups.



Individual questions that arise outside of the Curriculum will be referred back to the parent / carer to discuss with your child at an appropriate time. As a matter of courtesy, we will inform Parents prior to the programme of work, to enable you to speak to staff or ask any questions in advance, should you have any

concerns. We place an emphasis on pupils having knowledge on which to base decision making, with a recognition that responsibility and self-esteem are very important. Parents do have a right to withdraw their children from SRE except that which is required as part of the National Curriculum.

## RELIGIOUS EDUCATION

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the Locally Agreed Religious Education syllabus.

Assembly is an important part of the school day when we meet together as a community. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us.

Parents have the right to withdraw their children from Religious Education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform the Head Teacher in writing.



# FURTHER INFORMATION

## ADMISSIONS

Handale Primary School continues to acknowledge the Local Authority Policy for Admission to the school, which outlines when children will be admitted according to their chronological age, home address (whether in or out of the school's catchment zone), and sibling links in school. At Handale Primary School we offer 15/30 hours and flexi provision in Nursery and Pre-Nursery. The Government introduced funding for eligible families for 3-year olds to access 30 fee hours of childcare provision per week. If you are interested please contact the school office.

All Children will be admitted into the Reception class in the September before their 5th Birthday. Our Nursery children spend time in July with their new class teacher in main school to prepare them for a smooth transition in September. Parents will be invited to a meeting prior to this to share information about the Reception Class and answer any queries. Parents / Carers are always welcome to look around the school and this can be arranged by appointment. Forms of admission must be completed by parents / carers and the school must be informed of any changes to original details immediately, particularly mobile contact details.



Children transfer to Secondary education the September after they are 11 years old. Our pupils usually transfer to Freebrough Academy. Open Events are organised for Parents and Children at the start of the Autumn Term in Year 6, and it is essential that Parents attend as many as possible in order to make the best possible informed decisions about their child's next steps in education. Induction programmes for the Y6 children take place during the Summer term and are organised by the Secondary School.

The Local Authority Admissions Team will write directly to families regarding arrangements for Admission into Reception or Secondary School.

Parents will be asked to make 4 choices, and it is essential that Parents make 4 choices. Places are allocated to children using strict Admissions criteria of the individual Schools or Academies concerned. Families are informed of the allocated place for Reception and Secondary Schools in the March / April prior to admission.

This process cannot be influenced in any way by the Primary Schools, and a place in the school Nursery cannot guarantee a place in Main School. Should any family have concerns, staff can discuss this with you in a supporting capacity and advise of next steps.

The Admissions Procedure to Redcar and Cleveland Schools is clearly explained in the 'Information for Parents' booklet that is published each autumn by the Local Educational Authority and on the council's website.

## TERM DATES

The school year is divided into three terms:

- Winter Term – from September to December
- Spring Term – from January to April
- Summer Term – from April to July

The term dates are set by Redcar and Cleveland Borough Council and the exact term dates vary slightly from year to year depending on public holidays. During each term there is a half term break of one week. Teachers are in school for a further five days for professional training (INSET days) these dates are released well in advance.

## ATTENDANCE

Attendance and punctuality are vital if your child is to make the best progress in his / her academic, social and emotional development.

Parents of compulsory school age (Reception – Year 6) children have a legal duty to ensure their children receive suitable education, either by regular attendance at school or otherwise than at a school (this includes home education). If a child is registered at school, parents have the legal responsibility for ensuring that their child attends regularly.

Local Authorities (LAs) have a duty to satisfy themselves that children are in the school system or receiving education otherwise. We are statutorily required to record absences and submit data to the DfE (Department for Education) and Local Authority. The DfE instruct that the Local Authority become involved earlier with families if attendance reaches 85%, which is classed as 'Persistent Absenteeism'. At Handale Primary School we report any absences which trigger the 90% threshold.

If it comes to the attention of a Local Authority that a child is not receiving a suitable education either by regular attendance at school or otherwise than at a school, the LA has a duty under section 437 of the Education Act 1996 to serve a notice or a school attendance order to the parent. The notice requires the parent to satisfy the LA that the child is receiving a suitable education while the order requires the parent to register the child at a named school. LAs also have powers under sections 444, 444A and 444ZA of the Education Act 1996 to bring legal action against parents in order to enforce attendance at school.

Ofsted suggest that their research demonstrates that there is a direct correlation between a child's progress and the time he / she attends school:

Above 95.7% Attendance	Outstanding progress (8 days absence in school year)
94.9% - 95.6% Attendance	Better than expected progress. (9.5 days absence)
94.1% - 94.8% Attendance	Expected progress. (10.5 days absence)
Below 94% Attendance	Unsatisfactory / Slow progress (11.5 days absence)

If your child cannot attend school, please inform the school as soon as possible, preferably before 9am. You will receive a phone call from school usually before 10am if your child is absent and we have not heard from you. Written notification (e.g. an appointment letter) is required if a child is to be taken out of school during school hours and the child must be collected from the Main Office. Children are not allowed out of school during school hours without an adult.

Any child who arrives after the doors have closed at 8.50am must report to the office.

## HOLIDAYS/LEAVE OF ABSENCE

Updated DfE / Government guidelines to Schools (Aug 2013) state that:

"Head teachers should only authorise leave of absence in exceptional circumstances.

If a leave request is granted, it will be for the head teacher (and Governing Body) to determine the length of time that the child can be away from school (5 days).



Leave is unlikely, however, to be granted for the purposes of a family holiday as a norm."

There is never a good time to remove children from school during term time, as the planned curriculum and national tests run throughout the whole year. Every day is important for learning. Children move to their new classes after statutory Summer tests, so this is an important time to meet their new teacher and classmates and prepare for the year ahead.

If your child is off school because of an illness or injury but may be able to carry out work, tasks are available on the school website or alternatively contact school who will organise this for you. In addition, your child's class teacher can provide activities based on the present learning of the class, to avoid a child falling behind in their education. In this case, please call into school to discuss the matter. Work will not be provided for children taking term-time holidays.

### **LATENESS**

Doors are locked at 8.50am. Any children arriving after this time should come through the main entrance.

Children will be classed as having an unauthorised absence if they arrive at school after 9.15am. If children arrive after the closing of the register at 8.55am they will receive a late mark.

Children should not arrive at school earlier than 8.30am unless they are attending Breakfast Club.

### **HOLIDAY IN TERM TIME**

Holidays in term time must be avoided except in exceptional circumstances. All such holidays must be sanctioned by the Head Teacher. Parents may be fined if they fail to bring their child to school. No holidays will be authorised during term time.

### **BEHAVIOUR AND DISCIPLINE**

Our behaviour policy is linked to our Home School Agreement and emphasises our positive approach to managing behaviour. The behaviour policy is updated annually and is on our school website.

### **EQUALITIES POLICY**

The governors and staff have a zero tolerance approach to any behaviour that discriminates in any way and, if it appears in school, there will be rapid interventions through raising awareness, applying sanctions and, in serious or persistent cases, involving outside agencies.



We will also examine our own practices in an attempt to ensure that we do not inadvertently use or perpetuate discriminatory behaviour but promote inclusion and harmony.



## **SAFEGUARDING**

The school has a rigorous system in place which help safeguard the pupils. The school has many safeguarding policies including the following:

- Accessibility
- Whistle Blowing
- Use of Mobile Phones and Cameras
- Acceptable Use
- Bullying
- Safer Recruitment
- GDPR
- Safe Guarding
- Staff Code of Conduct

Staff are well trained in safeguarding matters and place the safety of the children at the heart of everything we do. Our designated lead is Mrs Padgett (Head Teacher) and the deputy safeguarding leads are Mrs Farrier (Deputy Head) and Miss Tully (Learning Mentor). The school also has a designated safeguarding governor, Mr Fowler.

Policies can be found on the school website.

## **MEDICINES IN SCHOOL**

Medicines can be administered provided that the medicine has been prescribed by the doctor and is labelled with your child's name, dosage and frequency from the pharmacy. We are unable to administer non-prescribed medication but parents are welcome to come to school to give the medicines, such as Calpol.

Children needing inhalers must be clearly labelled with their names on and kept in the classrooms. Please discuss any other emergency medication with the class teacher.

## **PHOTOGRAPH POLICY**

The school has adopted an opt out policy for the permission of photographs. Photo consent gives the school permission to take and use photographs of pupils for school use. Photographs of children may be used in school, on the website, Twitter, in displays or in other school publications.

Parents are not allowed to take photographs/videos at performances, events in school or sporting events as some children in the school are not allowed their photos to be taken. Please accept their rights. At every opportunity we will try to ensure you have a photo opportunity of your own child. We do ask that these images do not appear on social media.

Any parent wanting their child to be exempt from this policy need to write to the Head Teacher.

# FURTHER INFORMATION



## ACCESSIBILITY SCHEME

It is our aim to work with external advisers and through consultation with children, parents, carers and staff to ensure that all who are linked to our school can access premises, curriculum and information according to their needs and to benefit the pupils.

## RECORDS AND REPORTING

Our school reports through the provision of Annual Reports for pupils and, where appropriate, results from national assessment tests. In addition, there is a determination to make effective contact with parents both on an individual basis and through parents' interest groups and parents' evenings. Data is routinely shared with parents through our school website. The school works under Local Authority guidance with regards to data protection.



## PUPILS WITH ADDITIONAL NEEDS

Teachers and Mr Emmerson (Special Educational Needs Lead) will develop provision maps for pupils with additional needs or disabilities and these will be discussed with parents regularly. The Special Needs Code of Practice states that all schools must publish their 'Local Offer' which provides details on the development and delivery of support for pupils with additional needs. This is available on both the council and our own website. Parents and carers will be fully involved where pupils need an Education Health Care Plan (EHCP).

## RELATIONSHIPS WITH OTHER AGENCIES

Our school continually promotes networks and links with other agencies so that the resources that are available can be targeted effectively and a wide range of skills, knowledge and understanding brought to the support of pupils.

# AND FINALLY...

## AND FINALLY...

We would be delighted to welcome you on a visit to our school. If you are applying for a place at Handale Primary School we would love to invite you into the class to visit. This provides an opportunity for you to meet some of our children, governors, parents and staff. Please consult our website for more detailed information of life at Handale Primary School.

[www.handaleprimaryschool.co.uk](http://www.handaleprimaryschool.co.uk)



If you are looking for a school place for an older child you are also very welcome to visit and in addition please telephone Redcar and Cleveland Admissions on 01642 444110 to establish if we have any vacancies in the appropriate year group. All schools are very different and choosing the right one for your child is not an easy task. We wish you every success in finding the school that best suits your child's unique personality, interests and learning needs.



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