

# SHANKLEA PRIMARY SCHOOL



## Information for Parents: 2016-2017



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Northumberland  
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# Give it Everything You've Got!

## Dear Parents,

If your child is joining us for the first time, we welcome you as parents and look forward to a happy and successful association over the coming years. If you already have a child with us we are pleased to renew links between us.

Situated on Parkside Chase Estate, Cramlington, we pride ourselves in the happy family atmosphere to be found in our school where parents and teachers work together. As staff we are committed to giving the children in our care the best and widest education possible.

Our Ofsted inspections in 2012 and 2013-14 noted that

*'Staff continually urge and support pupils to do as well as they can. Outstanding features include the drive of the inspirational head teacher, the high quality of pupil care and support. Child protection procedures are exemplary and the warm, nurturing school atmosphere promotes good and exemplary pupil behaviour.'*

Shanklea Primary School never stands still for long, it is a dynamic school and is forward looking. Ofsted recognised that *'Shanklea has made exceptional progress. The school has improved at a fast pace and across a wide front.'*

We think our children are bright, caring, enthusiastic, confident and well balanced individuals, who work actively together toward common goals. We believe that it is vital to extend fully our pupils' capabilities, igniting an enthusiasm for learning that will stay with them for life.

Ofsted stated that *'The richness of children's learning is effectively enhanced by the linking of subjects together in imaginative ways. The innovative curriculum promotes key skills well, as pupils develop their talents and interests. When*

*teaching is outstanding, lively approaches engage pupils' appetite to think for themselves, analyse a problem and describe their solutions.'*

Indeed our team strive to ensure that lessons are inspirational, challenging and creative. Ofsted highlighted that *'Teaching is highly effectively led and managed. The good curriculum provides an interesting range of often memorable experiences. A large majority of teaching observed was good and sometimes outstanding.'*

High moral standards and a desire to motivate a love of learning are at the heart of our success.

You can view our full Ofsted report if you go to [www.ofsted.gov.uk](http://www.ofsted.gov.uk).



## "Be The Best You Can Be!"

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## MESSAGE FROM THE HEADTEACHER

I should like to take this opportunity to invite you to Shanklea Primary School to experience for yourself the happy and purposeful environment that exists throughout our school. We want our children to fulfil their potential and feel valued. You will find a friendly school which enables boys and girls to flourish, where successes are shared and enjoyed and team work has true meaning.

Our children are happy and come to school eager to please and to do well. We aim to develop each individual to their full potential in all academic subjects as well as personally, socially and morally.

A member of the School Team is in the playground every morning from 8.45am onwards to answer any queries or concerns that you may have. I am willing to discuss any specific concerns that you have – simply phone the school in order to make an appointment.

I look forward to welcoming your child and you to Shanklea Primary School in the near future.

This information was prepared in September 2016. The particulars it contains about this school year were correct at that time but it must not be assumed that there will be no changes in these matters before the start of, or during, the school year or in respect of subsequent school years. Change may arise, for example, from variations in Education Committee Policy and /or Government legislation for Education. Please visit the school website for the latest information.



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## Admissions

The Local Authority manages admissions for all schools in Northumberland. The admissions policy can be found on the Northumberland website [www.northumberland.gov.uk](http://www.northumberland.gov.uk) or you can e-mail the school admissions team at [schooladmissions@northumberland.gov.uk](mailto:schooladmissions@northumberland.gov.uk).

Please be aware that admissions to Shanklea Pre-school and other nurseries in Cramlington do not automatically guarantee a place in the school. The places are allocated following the submission of preference forms during the autumn term of the year prior to entry into Reception. Shanklea does currently admit children from out of our catchment area. Children can be admitted to pre-school on a part-time basis from the beginning of the term following their third or second birthday.

## Re-organisation of Cramlington

From September 2007, Shanklea became a primary school taking children from 3 to 11. The middle schools closed in July 2008 and the two tier system replaced the previous three tier system. All children will now leave Shanklea at the age of 11 to enter Year 7 at their next school, eg the JLV (Junior Learning Village) part of Cramlington Learning Village.

## Mission Statement

"Shanklea Primary School exists to provide the highest quality of educational opportunities, care and respect for all its children within a curriculum which challenges them to reach their full potential."

## Statement of Aims

Cramlington Shanklea Primary School underpins its mission statement with the following aims:

- The school curriculum will be continually reviewed against attainment and performance targets which will be in line with current best practice and agreed by the Governing Body.
- The school curriculum will encourage pupils to place a high value on achieving excellence; upon self discipline, tolerance, a respect for others and of their own worth; awareness of social, cultural and environmental issues and of their place within the world.
- All members of staff, parents and school governors will be encouraged to support and become involved in all aspects of the school and the school will be active in the community.
- At all times the needs of the pupils, individually and collectively, will be paramount.

In addition to these agreed aims the school continues to adhere to the principles of the PSCHE curriculum

and the Every Child Matters agenda in order to ensure that children

- are happy
- are safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

School policies on safeguarding children, child protection, behaviour and attainment support these outcomes. The school monitors its success at achieving these outcomes through School Council activities and surveys with all stakeholders.



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## Out of School Club (OOSC)

We provide a before and after school child care service for working and non-working parents.

Children can come to school from 8.00am for our Breakfast Club and stay after school until 5.30pm by enrolling in our Out of School Club. Parents are asked to complete a booking form monthly, indicating the sessions they wish their child to attend. The club is a

safe welcoming environment where children can relax, unwind and enjoy the company of other children and staff at the end of a hard day.

All our services for children aged 3-8 and 8-11 meet legislative requirements, under the Children Act and Ofsted standards. Staff are trained and qualified, and receive ongoing supervision, support and training with high quality, safe and professional services.



## Modern Facilities

In recent years, we have successfully worked towards improving the school environment through the provision of a modern ICT suite, the installation of interactive whiteboards in each classroom, a highly resourced library, well maintained school grounds and sports facilities.

## Community Partnerships

Our facilities are used extensively by local community groups:

- Family learning courses have given families the opportunity to learn new skills together – for example, 'Raising Your Child's Self Esteem', 'Keeping up with the Kids Reading' and 'Fun with Numbers'.
- Adult Learning tutors run regular accredited courses for parents – for example, 'First Aid' and 'Food Hygiene'
- The PTFA are very active and organise frequent fundraising community events.
- Very strong links exist with 'St. Nicholas Church, Cramlington'
- Scout and Brownie Groups meet regularly at Shanklea
- Cramlington Youth Project
- Cramlington Football, Cricket and Rugby Clubs



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## SHANKLEA PRIMARY SCHOOL STAFF

Headteacher	Mrs H Brown		
Deputy Headteachers	Mrs S Baxter	Mrs L Greenwood	
Business Manager	Miss S Brown		
Office Administrators	Mrs L McConnell	Mrs J Harris	
Teaching Staff:	Mrs D Allen-Coope Mr D Cartner Mrs L Greenwood Mr A King Mrs L Morris Mrs M Short	Mrs S Baxter Mrs C Crowther Mrs S Hagan Mrs K Laughton Miss E Rigg Mrs K Stanley	Mrs B Downes Mrs F Gaultier Miss S Harris Mr S McGregor Mr J Rutherford Mr D Winter
Nursery Leaders	Mrs D Fenwick-Dunn	Mrs L Connelly	
Teaching Assistants:	Mrs J Ainsley Mrs J Butler Mrs G Earle Mrs H Jackson Mrs H McClurry Mrs G Ridley Mrs C Swarbrick Mrs J Ward	Mr P Allen Mrs S Comb Mrs J Graham Mrs J Kennington Mrs D Middleton Miss F Robson Mrs G Trood	Mrs E Blackett Miss T Donnelly Mrs H Hansom Mrs S McBride Mrs D Notley Mrs S Shires Mrs J Turnbull
Peripatetic Music Teacher	Ms K Yarrow		
ICT Technician	Mr P Allen		
Caretaker	Mr D Gale		
Cook:	Mrs M Hume		
Catering Assistants	Mrs A Brown	Mrs K Brown	Mrs C Tyler
Lunchtime Senior Supervisor:	Mrs C Ricalton		
Supervisory Assistants:	Mrs Y Armstrong Mrs G Earle Mrs J Wealleans	Mrs P Calvin Mrs F Elwell	Mrs K Dean Mrs B Hepple

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## SHANKLEA PRIMARY SCHOOL GOVERNING BODY

Mr G Pearson	Chair of Governors
Mrs E Hall	Vice Chair of Governors
Mrs D Allen-Coope	Staff Governor
Miss S Brown	Co-opted Governor
Mrs E Gibson	Parent Governor
Mr A Hodson	Co-opted Governor
Mrs K Laughton	Co-opted Governor
Mrs J Cain	Parent Governor
Mrs J Watson	Authority Governor
Ms L Pidcock	LA Co-opted Governor
Mrs G Earle	Parent Governor

## ORGANISATION OF SCHOOL 2016-2017

Pre-School/Nursery 2 and 3 year old provision	Mrs D Fenwick-Dunn   Mrs L Connolly
Early Years Unit	Mrs K Laughton   Miss S Harris   Mrs L Morris
Year 1	Mrs M Short   Mr J Rutherford
Year 2	Mrs D Allen-Coope   Mrs B Downes
Year 3	Ms E Rigg   Mr D Winter
Year 4	Mrs S Hagan   Mr D Cartner
Year 5	Mrs C Crowther   Mrs Greenwood
Year 6	Mrs S Baxter   Mr S McGregor   Mr A King

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## Organisation

There are seven year groups in school plus a nursery with two year old provision, fifteen classes in all. The classes are organised using various criteria. We aim to organise the classes to achieve the best academic outcome for children. It will be unlikely that your child will progress through school within exactly the same group of children. Please prepare your child for this so that transition from one year to the next can be as smooth and as stress free as possible.



## School Hours

School doors will be opened at 8.45am and children can arrive between 8.45am and 9.00am.

Lessons commence promptly at 9.00am and finish at 3.15pm.

Children should not be in the yard before 8.40am, if they have to be at school early please enrol them into the Breakfast Club where they can be supervised until the start of the school day.

Registration is completed so that lessons can start at 9.00am. Whenever possible please allow your child the opportunity to be independent and come into school on their own. The cloakrooms can become very congested if every parent comes in with their child and children on their own find it difficult to cope. The staff in school will assist with coats and shoes if necessary.

Any child coming in late (after 9.00am) should report to the front of school. Doors and the safety gate next to Reception are locked at 9.00am prompt. If you arrive after 9.00am you must go through the front of school.



## OFSTED

The school was inspected in October 2013. The full report can be found on the Ofsted website [www.ofsted.gov.uk](http://www.ofsted.gov.uk) under primary school reports.

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## EARLY YEARS CURRICULUM FRAMEWORK FOUNDATION STAGE

Pupils in the Foundation Stage follow the DfE curriculum statutory framework based upon the following 3 prime areas of learning:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society

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

Many of our Reception class children have only recently had their fourth birthday when they start school. Such young children need specialised care. Children learn an amazing amount in their pre-school years at home and this process is extended in the new environment of the classroom. The key to the early childhood curriculum is to observe, support and extend. Thus the Reception teacher provides materials and opportunities for work through constructive play. You will find our reception room is divided into areas which offer opportunities for children to read, write, listen, build and paint. There is scope for imaginative play, model making, dramatic play and storytelling. The children will also be involved in all these activities and careful observation enables the teacher to support and extend their work individually, thus ensuring each child is given the opportunity to develop skills and realise his or her full potential.

This is a curriculum where children relate to people and things through the characteristics of effective learning, which move through all areas of learning

- Playing and exploring
- Active learning
- Creating and thinking critically

Learning is child centred and child initiated but is not "just play". The situation created and the development of each child's learning is carefully structured. We foster positive attitudes to learning through first hand experiences which encourage self-motivation, curiosity, investigation, perseverance and progression. The first year in school is vitally important.

We try to make it exciting for all young pupils. In order to achieve this we need your co-operation and full understanding of our methods. If you have any queries please do not hesitate to contact the Reception class teacher.



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## Admission to School

Our intake for each year group is 45 children, however we are regularly oversubscribed. This year the Pupil Admission Number (PAN) is 60 to meet parental preferences in the Cramlington Community. Places in school are allocated by the Local Authority according to the following criteria. All children in our catchment area are offered a place. Preference is then given to children who are siblings and to those who live nearest to the school. The school complies with the Disability Discrimination Act (DDA) and will work with Local Authority to ensure that children who come within the definition of the DDA are provided with a school place appropriate to their needs.

Starting school can be a challenging experience for your children. At Shanklea our aim is to make the experience pleasurable and exciting.

In the Summer Term before they join us all children are invited to spend a day in school getting to know us, and becoming familiar with our school and its routines.



## Key Stage 1

The Key Stage 1 curriculum is divided up in the following way:

Literacy	5 hours including ½ hour for homework
Numeracy	5 hours including ½ hour for homework
English	2½ hours
Science	1½ hours
Computing	1 hour
Music	1½ hours including hymn practice
Geography/History	1 hour
Art and Design	2 hours
P.E.	1½ hours
PSHE	1 hour
R.E.	1½ hours including 1 hour added for worship time

## THE NATIONAL CURRICULUM

Through a varied and exciting curriculum we offer the best and widest education possible. The children follow the National Curriculum and are taught a broad and balanced curriculum including English, Mathematics, Science, Computing, History, Geography, Music, Art, P.E., Design Technology, Modern Foreign Languages and Religious Education. Pupils are organised into parallel year groups from Reception to Year 6 with 2 class teachers. There are teaching assistants that work alongside the children in all year groups.

Children are taught by a variety of methods depending on the subject and age of pupils concerned. We aim to produce independent learners who have the skills and confidence to use their knowledge in all aspects of school life.

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**Key Stage 2** The Key Stage 2 curriculum specifies the following time allocations:

Literacy	5 hours including 45 minutes homework
Numeracy	5 hours
English	2½ hours
Science	2 hours
Computing	1 hour
Music	1½ hours including hymn practice
MFL	1 hour
Geography/History	1½ hours
Art and Design	2 hours
P.E.	2 hours
PSHE	1 hour
R.E.	1½ hours including 1 hour added for worship time

## Themes and Topics

We believe that children learn best when things make sense to them. We have therefore devised a programme of topics which is meaningful to the children and will cover the range of the curriculum through an integrated arts approach. The primary school curriculum has been overhauled since the DfE and Ofsted (September 2014) introduced new statutory guidelines. The school follows an enquiry based approach and a Thinking Skills programme.



## Reading

Shared and guided reading takes place during Literacy and at times in the afternoon reading session, both in whole school class groups or smaller ability groups. Individual reading takes place less often so home reading is still very important. A home reading scheme has been developed to complement the reading done in English. The children are encouraged to become independent readers through the enjoyment of the books they choose to read at home. Parents should, in the first instance, share the reading with the children and help when words are new or difficult. Independent reading develops best when there is not undue pressure on the child and a mixture of both challenging and easier, familiar books is the best.



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## English and Mathematics

English and Mathematics in school follow the revised National Curriculum and the frameworks published by the DfE and its delivery is structured to meet the needs of your children.

### Language and Literacy

1. Language development is an ongoing process and cannot always easily be isolated from other areas of the curriculum.
2. Talking and listening are important components in today's world of communication. Children are given the opportunity to develop these skills, not only to put across their own arguments effectively but also to reason with others. By the time they leave school it is hoped that not only will they have developed their own opinions on certain issues, through debate and discussion, but that they will be able to appreciate other people's opinions.
3. We have developed programmes to develop basic skills:
  - We have introduced shared reading and real storybooks.
  - The library has been reorganised to encourage the children to use the Dewey System and to train Year 6 librarians.
  - Children are encouraged to join a library and borrow books on a weekly basis
  - We have book clubs from which children can buy their own books throughout the year
  - Children are encouraged to write as individuals, to appreciate different styles of prose and poetry, and to produce for themselves factual, descriptive and creative pieces of work.
  - Younger children have Reading champions who mentor and share books.



### Read Write Inc

At Shanklea Primary School we strive to ensure all children become fluent readers by the end of Key Stage One. Between 3 and 7 years the children follow the 'Read Write Inc' programme to develop phonological awareness from the earliest age.

#### We aim:

- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.

#### Our objectives are:

- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

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# Give it Everything You've Got!

## Our Expectations are:

Shanklea Primary School aims to create and maintain a safe learning environment where all children and adults feel safe, valued and secure and know they will be listened to and taken seriously. We are committed to the principles outlined in 'Working Together to Safeguard Children 2013' and implement policies, practices and procedures that promote safeguarding and the emotional and physical wellbeing of children, young people and staff.

### Pre-school

- Children to access differentiated early phonics teaching through short guided groups daily and the learning environment provision.
- All Key Persons to segment and blend words regularly and to have a secure knowledge of the Letters and Sounds programme through CPD.

### Reception

- To teach Read Write Inc daily for 25 minutes from the child's start date.
- To differentiate the groups to ensure children are reaching their full potential and support given is appropriate.

### Year One

- To teach Read Write Inc daily for 45 minutes. This will be 20 minutes in a specific letters and sound ability group and 15 minutes in classwork during the daily literacy lesson.
- To differentiate the groups to ensure children are reaching their full potential.

### Year Two

- To teach Read Write Inc daily for 50 minutes. This will be 20 minutes in a specific letters and sound ability group and 20 minutes in classwork during the daily literacy lesson.
- To differentiate the groups to ensure children are reaching their full potential.
- For all children to have completed the scheme by the end of the year also to regularly revisit the sounds and tricky words learnt throughout the spelling document. Those children who did not achieve on the Year1 phonics screening test will be taught in a focussed group by an experienced member of staff to ensure narrowing of the gap.

### Year Three

To teach letters and sounds daily to pupils who have not yet successfully completed the programme through small group interventions.

### Key Stage Two

Further interventions to run for children who have not completed the Read Write Inc document. Spelling teaching will be continued in weekly spelling groups based upon ability across Years 3/4 and Years 5/6

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## Phonics across the Curriculum

Children are encouraged to use their phonic skills across all curriculum subjects. All teachers and teaching assistants model the correct articulation of the phonemes and children are given opportunities to articulate individual phonemes. We have a strong emphasis on the application of phonic knowledge at the point of learning. Planning ensures each phonics session shows evidence of new learning not just consolidation.

## Numeracy

Our overall aim is to develop a positive enthusiastic, questioning and confident approach to mathematics, making it an interesting and attractive subject. The maths curriculum is an exciting and dynamic programme, designed to raise standards and improve competence at all stages.

At all levels children are given the opportunity to widen their experience with meaningful practical activities. Investigation, problem solving and reasoning activities are introduced at all ages with an emphasis on the application of mathematics to situations and problems met in everyday life.

## Science

The aim of scientific study is to enable children to develop important learning skills and to provide them with knowledge and understanding of themselves and the world in which they live. The foundation for a progressive understanding of scientific concepts and facts begins in Reception class and develops throughout the school.

Through topics, which are interesting and appropriate to the age of the children, the study of living things, materials, energy and forces will develop.

## Thinking skills

Thinking skills approaches are emerging as a powerful means of engaging teachers and pupils in improving the quality of learning in classrooms. We routinely use 'Mind maps', 'Odd One Out' and 'Philosophy For Children' strategies to engage and enthuse our pupils in the curriculum.

## Computing

Computing forms a vital part of everyday life and is fully integrated in to the general curriculum in school. When purchasing new technology equipment we try to look ahead and keep up to date. We have an ICT suite furnished with over 30 PCs. The room is timetabled and children work in specific groups during the Literacy and Numeracy hours or during SEND support time. The PCs are networked allowing the children to access the Internet or send E-mails to other Northumberland school children. We have the opportunity to record our work using the video and digital camera. We learn through the teacher demonstrating on interactive whiteboards. We have access to 30 laptops and 50 iPads to support curriculum work. (Children require permission from a parent/guardian before they are permitted to use the Internet.) Children have access to the computers throughout their primary education and quickly become computer literate.



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## Art and Design

Art is both a form of communication and means of expression which permeates the whole curriculum.

The school provides equal opportunities for girls and boys to express themselves in pencil, crayon, paint, coloured paper and materials, to produce two-dimensional and three-dimensional work that is both pictorial and abstract.

Batik	Sculpture	Ceramics
Clay	Tie dying	Modelling
Mask Making	Puppetry	Picture and Pattern
Textiles	Weaving	Sewing

Children's work and natural and man-made objects are displayed to increase awareness of shape, colour, form and texture. Art and design work is closely linked to other areas of learning.

## Religious Education/Multicultural Education

The school follows the Northumberland agreed syllabus for Religious Education. A copy of this is available in school if parents wish to see it.

Teaching in the early years is predominantly focused on Christianity. Topics are related to actual experience with reference to bible stories as appropriate. This broadens out as children progress through the school to include a knowledge of other world religions and life in a multi-cultural society.

Children are encouraged to appreciate the difference between major world religions. Our approach to R.E. is closely linked to experiences in the lives of pupils, various festivals and celebrations. Visits are made to our local parish church on topics related to local history. Children also study a variety of multicultural religious faiths within their curriculum studies (i.e. Islam and Hinduism) representatives of other denominations are welcomed into the school for assemblies.

Parents have the right to withdraw a child from collective worship or from the religious education provided and alternative provision for those pupils will be made.

The school has a commitment to Equal Opportunities and through PSHE and multicultural aspects of the curriculum it will promote Race Equality. Any racial incident occurring in school is recorded and reported to the Governing Body in line with the Government regulations.



## Design Technology

Design Technology and enterprise is an integral part of the curriculum with materials and equipment available to produce working models and developing design skills. We nurture creativity and innovation through a range of thematic topics.



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## History

At Shanklea we encourage children to be active historians by bringing the subject alive through “in role” days and by the teaching of effective research techniques. A wide range of study areas are covered throughout the primary age range from the Greeks up to the post 1930 period. We work with a variety of information sources including: artefacts; photographs; original documents; and text books, to provide children with an interesting and balanced History curriculum. By the end of Year 6 we hope that our pupils will have a good knowledge and understanding of several periods in the past, together with valuable historical skills which will enable their own independent research in different areas in their future education. Wherever possible visits are arranged and good quality resources are used to stimulate the children's' interest. Also we have visiting speakers to bring the past to life.



## Geography

Geography teaching is initially focused on the school and the local area. Children's experiences are widened through topics and visits to other areas. As experiences and skills are developed, children will eventually be able to place information relating to many parts of the world within its appropriate geographical context. One important area of geographical study will be the care of our environment with emphasis on conservation issues.



## Music

Throughout their years in school, all children receive encouragement and the opportunity to develop their skills in music making and to enjoy these activities. Development and progress in singing, instrumental and listening skills are given attention at every level of age and ability, as are skills in understanding the language of music.

Participation and interest in choirs and percussion groups is always encouraged. Musical productions provide activities in which any child may participate. We are able to provide tuition in Keyboard, recorder and guitar instruments for children in Years 3, 4, 5 and 6. Tuition fees are set by the Local Authority in agreement with parents.

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## Physical Education

Physical Education is very important in the Primary Curriculum and is part of every aspect of school life from the handling of delicate equipment in science to movement on large apparatus. We do, however, set aside periods of time specifically for Physical Education. Some of this time will be spent in the Hall in gymnastics in floor work, apparatus, dance and drama. Some may be spent outside learning the skills of specific games eg. Football, Hockey Kwik Sticks, High Fives (a game similar to Netball) and Rounders.

Excellence and achievement are valued, however, children of all abilities are encouraged to take advantage of all sporting opportunities. All children, regardless of gender, are allowed to participate in all sports.

Healthy competition is encouraged, as is good sportsmanship. The school fields teams in Hockey, Football, High Fives, Athletics and Rugby. The school also takes part in the Annual Skipping Festival. The children can also benefit from our Outdoor adventure playground equipment accessible each break time.

## Arts

Arts education has high profile in our school. We routinely enrich the curriculum by inviting resident artists to run children's workshops and Theatre Companies to perform on site.

Key Stage 1 and 2 Art Clubs meet each week where children learn traditional arts and crafts and develop their skills and techniques. Parents have also worked alongside artists to create textile designs and outdoor sculptures. Clearly, we actively seek to share out creative achievements with other schools, with parents, carers and the wider community.

## School Swimming Programme

Our swimming programme is well developed. Children in Years 3, 4, 5 and 6 have the opportunity to go swimming each year in the Concordia Leisure Pool. They are taught by a qualified swimming coach and supervised by school staff. We rely on the help of parents to help school staff supervise the children on the walk to and from Concordia.



## Sports

Physical Education plays a big part in the life of the school for we believe active bodies leads to active minds. The School has had notable success in County Sports competitions. We particularly have very successful and skilled Key Stage 2 football teams. There are strong specialised sports links with Cramlington Junior Football Club, Newcastle Eagles, Cramlington Cricket Club, Rugby Club and Swimming Club.

Children receive Basketball coaching and can access further Soccer and Games training through quality Sports providers. The children have the opportunity to attend Athletics, Badminton, Cheerleading, Cricket, Cycling, Dance, Football, Golf, Hockey, Gymnastics, Kickboxing, Netball, Rounders, Skipping, Rugby, Tennis, Hip-Hop, Skiing and Zumba throughout the academic year.

We are proud that our commitment to Sport has led to the honour of the National Sports Mark Gold Award.

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### National Awards

We are proud to have achieved the National 'Healthy Schools' Enhanced Award 2015-17. Our work was highly commended in the following areas:

Personal and Social Education	Citizenship
Tobacco, Alcohol and Drugs Education	Health and Safety
Emotional Wellbeing	Health Education
Sex Education	Physical Education

We are accredited with the Anti-Bullying School Award. In March 2015, we achieved the highly prized Gold Artsmark Award. This year we have been awarded the Sainsburys School Games Gold Award, having already achieved the Silver and Bronze in previous years.



### Residential Trips

The programme includes residential visits for Year 4, Year 5 and Year 6 pupils, which strengthens pupils' experience of the outside world as well as their social and emotional development. The experience provides rich opportunities to learn new knowledge and skills within a creative and adventurous framework.

### Curriculum Enhancement

The school provides a breath of curriculum with plenty of rich opportunities to learn outside the school itself and from visitors. Children also become well aware of their social, environment and global themed enrichment activity days and weeks.

In 2014, we were accredited the 'International Award' for outstanding global awareness and community partnership links.

The curriculum is supported and extended by a wide range of extra-curricular activities. All children are encouraged to participate in arts, sports, recreational activities and educational visits.



### Educational Trips

Frequent, high quality outside visits enrich curricular provision. This year pupils have visited Beamish Museum, Whitehouse Farm, Eden Camp, The Glendale Show, Hancock Museum, Arbeia Roman Fort and Museum, Holy Island, Woodhorn Colliery and Fenwick's department store, to name but a few.

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## Modern Foreign Languages

All pupils aged seven and above have an entitlement to study a modern foreign language. Children from Year 3 onwards are taught French on a regular basis.

At Shanklea the pupils in Key Stage 2 are already experiencing traditional fairy tales in a range of European languages. The stories are presented as interactive texts which are read aloud in French, German and Spanish by native speakers. Texts are enhanced by an extensive bank of resources and activities to support language learning and thinking skills strategies. Puppets and interactive language software are extensively used to develop speaking and listening skills.

## Personal, Social and Health Education

A Policy on Health Education, in line with new Personal, Social and Health Education guidelines provided by the new national curriculum (PSHE), has been drawn up for all year groups. Aspects of this subject are already covered in subjects such as Science, PE and Personal and Social Development. Areas to be covered include Food and Nutrition, Safety, Looking after Ourselves, Relationships with Others and Use of Drugs and Medication.

Sex Education will be taught as part of the above programme from Reception class at a level relevant to children's understanding. Emphasis will be placed on social relationships and physical changes such as growth.

## Sports Leaders

The play leaders from Year 6 look out for the children who are on their own and ask them if they want to play. They support adults on duty in the yard. The 'buddies' wear black sweatshirts and fluorescent bibs so everyone knows who they are, and who to ask for help.

Help may consist of comfort, escorting a young child to the toilet, checking that the gates are closed, involving those who find playtime difficult, in games or helping an adult to dress a scrape or cut. The children model consistent adult behaviour and standards contributing to the whole school ethos.

## Citizenship Curriculum

At Shanklea we aim to produce young people who are well able to act as team members in the future. We encourage children to recognise their rights and responsibilities. The School Council and peer mentoring project promotes pupil decision making. At the start of each academic year, the pupils elect representatives to the School Council. The School Council meets on a fortnightly basis to negotiate and resolve school issues. These elected members from each year group act as the children's voice in a mature and responsible way.

**WE WANT CHILDREN TO FEEL HAPPY, SAFE AND TAKE RESPONSIBILITY**

## British Values

Primary Schools are required to promote actively 'British Values' - tolerance; fairness; respect for other faiths and for the rule of law and democracy. At Shanklea Primary School we teach a values education based on Christian Values, all of which are linked to British values. We value the backgrounds of all our pupils and families and we undertake a variety of events and lessons to celebrate these. We have found our approach to be enriching for everyone as it teaches tolerance and respect for the differences in our community and the wider world. Underpinning all this, are a range of curriculum topics which have strong links to the British Empire.

In the new RE curriculum all pupils will learn in detail about key faiths and through this learning they will be taught to show respect for those faiths. In History pupils are taught about significant periods in British History and are encouraged to identify these in chronological order.

In KS1, there is a strong focus on the work of famous British figures both past and present. The children really enjoy learning about people from the past and in particular those who have had an impact on the modern world and our community.

In KS2 pupils learn about World Wars One and Two and their impact on the British Empire and thus on British society today. They learn in depth about the significance of the World Wars and Britain's involvement. As part of the persuasion writing unit, in Year 6 pupils study 'War Horse' by Michael Morpurgo.

The school holds special festivals and follows national themes, e.g we hold a Remembrance Service in school.

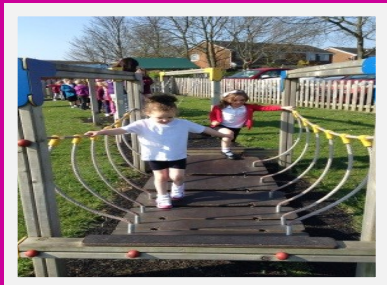


# Give it Everything You've Got!

## Health and Safety

We aim to provide a variety of experiences across the curriculum that will establish good habits and develop in children the knowledge, skills and attitudes to promote good health throughout their lives.

Links are fostered with outside agencies, eg. School Nurse, Be-Safe, Dental Health Educator, Road Safety Officer, Police and Fire Service.



## Child Protection

Pupils should be aware that the school will take any responsibility and action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff may have no alternative but to follow the Northumberland County Child Protection procedures and inform Social Services of their concern.

## Homework

We are encouraged by central government to adopt an active approach to homework and we have in place a very comprehensive homework policy. We hope for total parental support in making this policy effective. This includes home reading and learning to spell. There will be weekly numerical activities and occasional topic related tasks. Children will develop the confidence and the self-discipline to study alone, thus preparing them well for the transfer to their next school.

## Collective Worship and Assemblies

The daily act of collective worship takes place within various groupings and is in accordance with the legal requirements of the Education Reform Act of 1988. Parents may request that their child be excused from collective worship.

## Children's Progress

Children are assessed in all year groups and details are given to parents at the Open Nights. All children take written reports home to parents in the Summer Term.

Generally, we have two parental consultations, in the Autumn and Spring Terms. Parents have the opportunity to discuss their child's progress and to consult with teachers. Notices are sent out regarding dates and times of consultations. Reception/Year 1, Year 2 and Year 6 have meetings to inform parents about assessment /SATs.

Please note that the staff and I are ready to help you at any time with queries about your child. If you would like to discuss any issue with your child's class teacher and you are only able to visit us during school hours, please contact the school to make an appointment. Progress records are kept in school and are open for inspection by parents.

Children who are not performing to target will have an Individual Action Plan drawn up by the class teacher to develop weak areas and may be allocated extra tuition from Special Needs staff.

Especially gifted children can also be targeted and a further programme of study including homework arranged by the class teacher.

## Equal Opportunities

In all spheres of school life the staff works together to ensure equality of opportunity for all children, irrespective of age, gender, disability, race or ethnic origin.

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## Special Needs

Pupils with special educational needs will receive individual or small group tuition within the classroom setting from support staff.

The school works closely with several outside agencies including Health Professionals, Speech Therapists, Hearing Impaired Teacher and Educational Psychologists.

When children are identified as having special educational needs you will be contacted on a regular basis and informed of your child's needs and how we will attempt to address these needs.

There is a nationally agreed Code of Practice for identifying, assessing and monitoring children with special needs. If necessary the class teacher can prepare an individual and appropriate programme.

Children with special educational needs will follow the National Curriculum so that they have the greatest possible educational opportunities. Changes to suit individual children can be arranged.

For example:

Part or all of the National Curriculum may not be applied – temporarily or permanently

If your child is having difficulties the class teacher will invite you into school to discuss the situation. Further assessments will be carried out by our Special Needs Co-ordinators (SENDSCO), Miss Harris for Early Years, Mrs Allen-Coope for Key Stage 1 and Mrs Crowther for Key Stage 2. It will be decided if an individual programme is necessary and your child may be put on the Special Needs Register so that regular monitoring reviews are in place

Categories for children receiving S.E.N. include the school developing the individual programme for the child or when outside support agencies support your child's progress.

The school provides support in class for children and occasionally this support is shared by children with similar needs to provide best value

Children whose difficulties require further intervention will be assessed for an Educational Care and Help Plan and may receive individual support for part of the school day.

The school is very successful in meeting the needs of children with Special Educational Needs and Disability. Many children have benefited from successful programmes of intervention and have been taken off the register before High School. There is a good system of transfer of information between Shanklea and the Junior Learning Village to ensure smooth transfer for children who have ECHPs or remain on the register at eleven.

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## Gifted and Talented Pupils

From the beginning of your child's educational journey at Shanklea Primary, they will be taught to excel and enjoy an enriched, creative curriculum, where we plan our teaching and learning with a view to ensuring each child has the opportunity to aspire to the highest level of personal achievement. In our commitment to the pursuit of excellence, we recognise and support the needs of those children in our school who have been identified as 'gifted' and/or 'talented' according to national guidelines. Our purpose is to help ensure that these needs are nurtured within the positive, sensitive environment representative of our school.

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:

- Common activities that allows the children to respond at their own level
- Enrichment activities that broaden a child's learning in a particular skill or knowledge area
- Individual activities within a common theme that reflects a greater depth of understanding and high level of attainment
- Opportunities for children to progress through their work at their own rate of learning.

Parents are also encouraged to identify interests, achievements and talents school may not always be aware of and this information may be celebrated and used when considering new and exciting enrichment activities. Some of the many opportunities and experiences, including after school clubs, are detailed within our brochure and are open to all. Others, such as Art, Music and Writers Club, comprise of members nominated for their specific skills and aptitude for aspects of these respective subjects.

Close links with our neighbouring Secondary School has resulted in the creation of a unique package of interactive

## Inclusion

The school aims to cater for all children whose parents request a place at Shanklea. There is no restriction on admission apart from the standard number.

The school is adapted for wheelchair access and has disabled toilet facilities. All children are welcomed at Shanklea and the school will endeavour to meet their needs.

When the requests for admission exceeds the standard number the LA's admission criteria is adopted

Similarly care is taken to ensure that children with particular gifts are extended to their full potential.

Two members of the Governing Body are identified as the people with a particular interest in Special Educational Needs or Gifted and Talented students and as such will keep the governors informed of



## Behaviour

A high standard of behaviour is expected at all times. A record of misbehaviour is kept and parents are informed and involved whenever necessary. The school has a comprehensive behaviour policy which is distributed to parents at the start of each school year.

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## Absence

If your child is absent from school please ring in and notify the school office first thing. If the office have not received a phone call you will be contacted to ascertain the reason for the child's absence.

Schools are obliged to report on the percentage of authorised and unauthorised absences occurring over the academic year. It must be pointed out that cases of unauthorised absence occur when children are kept away from school with no reasonable explanation from parents.

For all absences, other than for medical appointments, a Request for Leave of Absence During Term Time form must be completed. All absences have to be recorded electronically to enable us to make an annual return to the DfE.

The percentage of absence for the year 2015-16 is as follows:

Number of pupils on roll	373
Possible attendance	100%
Actual attendance	96.4%
Overall absence	3.6%

## Medicine/Tablets

Medicine is given at 12 noon, lunchtime. Parents must complete the form giving permission and instructions. Medicine which is not prescribed by the doctor is not given out by the school. If 12 noon is not an appropriate time for the medication then parents themselves must be responsible for administering it by coming up to school. An exception will be made if the medication is a long term prescription. Inhalers are available on demand.

## Anti-Bullying Policy

The school has an Anti-bullying policy and all schools in Cramlington work together to oppose all forms of bullying. Governors and staff do not tolerate physical, verbal or emotional torment. All schools strive to create an ethos which opposes bullying. We will take prompt and appropriate action if bullying occurs to eliminate the problem and to safeguard anyone at risk.



## Arrangements in case of Accident or Illness

Data Collection Sheets will be sent out in September. Please ensure these are amended and updated with any changes to contact details. If you change address or telephone number during the school year please notify us immediately. Should a child require emergency medical attention – even if they are in a life threatening condition, it cannot be authorised without your consent.

Should your child feel ill or have an accident the following procedures will be carried out:

Illness or accident at school will be reported to parents as soon as possible. First aid will be given at school for minor injuries, ie cuts and bruises. The incident will be recorded in the accident book and your child will be given an injury form with details of the incident which they will bring home with them for your information.

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## School Uniform

School uniform, P.E. kit and school bags may be purchased online from [www.cloud9leisure.net](http://www.cloud9leisure.net) or from their showroom Unit 59F South Nelson industrial Estate, Cramlington Tel:01670 739370

School sweatshirt or cardigan in burgundy

White or blue shirt or polo shirt

Grey trousers or skirt

Black school shoes

## PE Uniform

- School t-shirt in white or burgundy with school logo
- Shorts (children in younger classes or those who forget their kit wear t-shirts and underwear for P.E.)
- Black slip on plimsoles with elastic or velcro fastening

## Swimming

One piece swimsuit, towel and swimming hat. Swimming trunks are preferred for boys because long shorts restrict and slow down their swimming.

## Naming Clothing

It would be most helpful if all clothes and belongings were clearly named and made easily recognisable. This is most important for children going swimming. Uniform is checked regularly for names. Lost property bags are in each cloakroom.

## Outdoor kit for the Winter

As above plus:

- Tracksuit, jogging suit or sweatshirt and trousers
- Trainers or black plimsoles

## School Bags

Large holdalls and rucksacks should not be brought into school. School bags are available from [www.cloud9leisure.net](http://www.cloud9leisure.net) which are suitable for books and for PE equipment. Any other type of bag brought to school should be flat when empty so that cloakrooms are not overcrowded.

## Hair

Extreme hairstyles are not to be worn in school. Distinctively styled hair or shaved heads have proved to be a distraction to some children and has an effect of attitudes which is not conducive to effective learning. Designs shaved into the hair, moulded hairstyles or unnatural colouring should also not be worn during term time. Long hair including braided hair should be tied back for school and especially for PE.

## Jewellery

Apart from a wrist watch **NO** jewellery can be worn in school. Jewellery can be dangerous when worn in technology or PE. Children who have their ears pierced must also leave their earrings at home. If necessary, the school office has plastic inserts which may be worn for health and safety reasons.

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### **Loss or theft of pupils' personal property (including jewellery)**

Children **SHOULD NOT** bring expensive items of personal property to school. The school cannot guarantee the safety of such items and the Authority cannot accept any responsibility for the loss or theft of pupils' personal property. When pupils are requested to bring sums of money to school, these will be collected at the earliest opportunity by appropriate members of staff. Swapping card games are banned in school as there are often disputes about the ownership of these cards. Pencil cases are not needed in school as all equipment is provided.

### **Water in School**

The school policy is to allow only water as a drink in school. We believe this is the start of a good lifelong habit and will benefit all children both from a health and dentistry point of view. Children can bring their own water bottles or will receive water when they are thirsty. This policy is also in place for school meals and packed lunches. We ask that parents support us in this healthy option. We have found that the majority of children have moved happily from their preferred flavoured drink to water and we believe this is far more beneficial. Water is by far the best way to re-hydrate the body and having only water in school reduces the sugar and artificial flavourings the children have over the course of the week.

The stickiness of juice leaking from bottles and packed lunch boxes in classrooms has caused serious ant infestations and hygiene problems in the past, so we will be enforcing this rule.

### **Fruit Scheme, Snacks and Sweets**

Children in our Pre-school, Reception and Years 1 and 2 receive a piece of fresh fruit each day as part of the National School Fruit Scheme. Children are allowed to bring fruit to school as a snack for playtime. Sweets are not allowed in school and should not be included in packed lunch boxes.

### **Dinner Money**

It is preferred if all dinner money could be paid on a Monday morning, by cash, cheque or via the School Gateway. The current cost for a meal is £2.30 per day or £11.50 per week. Money should be in a named envelope or handed in at the school office. Please send the correct money whenever possible. Cheques can be made payable to Shanklea Primary School. If your child misses a meal due to absence your child will have a credit carried forward to the following week.

### **Milk**

Free milk is available for children under five. All parents may register with Cool Milk if they wish their child to receive milk at school. Details may be found at [www.coolmilk.com](http://www.coolmilk.com) If your child does not like milk then you can provide them with a bottle of water which they can drink when other children take milk.

### **Packed Lunches**

Children may bring their own packed lunch in unbreakable containers. For safety reasons cans and glass containers are not permissible, neither are hot liquids in flasks. If a yoghurt is included please remember to include a spoon. Lunch boxes must be named and are the child's responsibility.

### **School Meals**

School meals are available for children or alternatively you may provide your child with a packed lunch.

### **School Comms**

Parents may register with School Gateway which allows them to send and receive texts and emails with school and make payments for school dinners, music tuition, trips and extra-curricular activities online. A smartphone app is also available.

# Give it Everything You've Got!

## Parental Involvement

Parents are welcome at Shanklea Primary School and we value the contribution you make to the school family. You can help in two ways:

### 1) Friends of Shanklea

Shanklea has a fundraising group which organises various events throughout the year. These events have included Summer Fayre, Halloween Disco, Christmas Fayre, Valentine Disco to name but a few. Every parent is automatically a member of this School Association and you are therefore welcome at any meeting which is held.

The school supports the group with secretarial help and financial management and parents support us by planning and preparing for the events. Some parents help by working on a stall at a Fayre or helping run the tuck shop at one of our discos.

You do not have to be a member of the committee in order to help and support the school – but supporting events we organise is greatly appreciated.

Over the years the money raised by the Association has made a significant impact on the resources and equipment that we have been able to purchase.

### 2) Parents Register

This is a register of parents who are available to help in school or with school events or trips. When parental help is required a text message goes out to those parents on the Parent Register to see who would be available.

You can help in a variety of different ways. Perhaps you could listen to children reading, or work on computers or assist on school trips. You all have skills that we can use. All schools are now required by law to check that volunteers do not have criminal records. This is for the safety and protection of all children.

## Charging Policy for School Trips and Educational Visits

The following procedure has been agreed upon by Parents, Teachers and Governors when a school trip is been planned.

1. Class teacher and Headteacher to discuss proposals for educational visits designed to enhance studies undertaken by the children.
2. Letter to be sent out to parents outlining any proposed visits, giving details of visit, travel arrangements and cost. Parents are asked to complete and return the reply slip if they wish their child to participate and provide a voluntary contribution towards the cost. No child will be prevented from taking part if his/her parents have not contributed towards the cost. However, parents must be aware that if only some parents contribute part of the cost, or do not contribute at all, the shortfall cannot be met from the school budget and the trip may have to be cancelled. Most trips are subsidised by the School Fund or School Association and you can rest assured that costs will always be kept to a minimum. In the case of residential trips parents are issued with a payment card to enable payments to be made in instalments.

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### **School Website and Shanklea APP**

Lots of up to date information, including curriculum details, policies, latest news and a gallery of photos may be found at our website

**[www.shanklea.northumberland.sch.uk](http://www.shanklea.northumberland.sch.uk)**



Shanklea Primary School has our own smartphone app to help keep you better informed. The app is free to download for iPhones, Windows and Android Phones.

You can download the app by either searching in the relevant app store for “**Shanklea Primary School**” (using the quotation marks in the google play store) or by using either the link below or QR Code opposite.

**<http://app.jigsawschoolapps.com/get/shanklea>**

Remember to allow “**Push Notifications**” when you install the app, so you get a notice each time we add something.

Please note that the app is compatible with iPads, but to download it you have to search the store in “**iPhone Only**” mode.

You can choose the language in which you receive information in the settings page, and you can filter information that’s not relevant to you in the categories page (under settings).

### **Availability of School Records**

As required under the Education Reform Act, certain documents that relate to the school must be made available at the school to parents who express a wish to see them. The list of documents that must be made available will need to be revised as new documents are published. The list currently includes:

- 1) The school’s curriculum policy statement
- 2) The authority’s curriculum statement
- 3) All schemes of work and syllabus in use
- 4) The County agreed syllabus for Religious Education
- 5) Minutes of the Governors Meetings
- 6) The Governors most recent Annual Report to parents
- 7) Any recent OFSTED report about the school
- 8) The Authority’s complaints procedure
- 9) The school charging and remission of charge policies
- 10) All circulars and orders published by the Department of Education and the Education Reform Acts.

Parents wishing to see any of these documents or wishing to obtain a copy of one of them should contact the Headteacher.

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## DATA PROTECTION ACT

Schools, Local Authorities (LAs), the Department for Education and Skills (DfE), the government department which deals with education and Ofsted process information on pupils in order to run the education system, and in doing so have to comply with the Data Protection Act 1998. This means, among other things that the data held about pupils must only be used for specific purposes allowed by law. We are therefore writing to tell you about the types of data held, why that data is held, and to whom it may be passed on.

**Schools** hold information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LAs, the DfE and to agencies, such as QCA, Ofsted and LSC, that are prescribed by law.

The **Local Authority** uses information about pupils to carry out specific functions for which it is responsible, such as the assessment of any special educational needs the pupil may have. It also uses the information to derive statistics to inform decisions on (for example) the funding of schools, and to assess the performance of schools and set targets for them. The statistics are used in such a way that individual pupils cannot be identified from them.

It uses information about pupils to administer the National Curriculum tests and assessments for Key Stages 1 to 3. The results of these are passed on to DfE in order for it to compile statistics on trends and patterns in threshold

levels of achievement. The Government uses the information to evaluate the effectiveness of the National Curriculum and the associated assessment arrangements, and to ensure that these are continually improved.

**Ofsted** uses information about the progress and performance of pupils to help inspectors evaluate the work of schools, to assist schools in their self-evaluation, and as part of Ofsted's assessment of the effectiveness of education initiatives and policy. Inspection reports do not identify individual pupils.

It uses information about pupils for statistical purposes, to evaluate and develop education policy and to monitor the performance of the education service as a whole. The statistics are used in such a way that individual pupils cannot be identified from them. On occasion information may be shared with other Government departments or agencies strictly for statistical or research purposes only.

The **Department for Education** (DfE) uses information about pupils for research and statistical purposes, to inform, influence and improve education policy and to monitor the performance of the education service as a whole. The DfE will feed back to LAs and schools information about their pupils for a variety of purposes that will include data checking exercises, use in self-evaluation analyses and where information is missing because it was not passed on by a former school. The DfE will also provide Ofsted with pupil level data for use in school inspection. Where relevant, pupil information may also be shared with post 16 learning institutions to minimise the administrative burden on application for a course and to aid the preparation of learning plans.

(continued on next page)

### **DATA PROTECTION ACT (continued)**

Pupil information may be matched with other data sources that the Department holds in order to model and monitor pupils' educational progression; and to provide comprehensive information back to LAs and learning institutions to support their day to day business. The DfES may also use contact details from these sources to obtain samples for statistical surveys: these surveys may be carried out by research agencies working under contract to the Department and participation in such surveys is usually voluntary. The Department may also match data from these sources to data obtained from statistical surveys.

Pupil data may also be shared with other Government Departments and Agencies (including the Office for National Statistics) for statistical or research purposes only. In all these cases the matching will require that individualised data is used in the processing operation, but that data will not be processed in such a way that it supports measures or decisions relating to particular individuals or identifies individuals in any results. This data sharing will be approved and controlled by the Department's Chief Statistician.

The DfE may also disclose individual pupil information to independent researchers into the educational achievements of pupils who have a legitimate need for it for their research, but each case will be determined on its merits and subject to the approval of the Department's Chief Statistician.

Pupils, as data subjects, have certain rights under the Data Protection Act, including a general right of access to personal data held on them, with parents exercising this right on their behalf if they are too young to do so

themselves. If you wish to access the personal data held about your child, then please contact the relevant organisation in writing to:

- ♦ the school at Shanklea Primary School, Nairn Road, Cramlington, NE23 1RQ;
- ♦ the LEA's Data Protection Officer at County Hall, Morpeth, Northumberland, NE61 2EF;
- ♦ the QCA's Data Protection Officer at QCA, 83 Piccadilly, LONDON, W1J 8QA;
- ♦ Ofsted's Data Protection Officer at Alexandra House, 33 Kingsway, London WC2B 6SE;
- ♦ LSC's Data Protection Officer at Cheylesmore House, Quinton Road, Coventry, Warwickshire CV1 2WT;
- ♦ the DfE's Data Protection Officer at DfES, Caxton House, Tothill Street, LONDON, SW1H 9NA.

In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right you should write to the school.

### **Complaints Procedures**

Under Section 23 of the Education Reform Act 1988, a complaints procedure has been established by the Local Education Authority to consider parental complaints in connection with the implementation and delivery of the provisions of the National Curriculum etc. and a copy of the adopted procedure can be inspected either at the School or at the Education Office on request.

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## Appendix 1: Teacher Assessment Data July 2015

### Key Stage 2 Teacher Assessment Data

	No. of Pupils in Cohort	English			Reading			Writing			Maths			Science		
		L3+	L4+	L5+	L3+	L4+	L5+	L3+	L4+	L5+	L3+	L4+	L5+	L3+	L4+	L5+
School 2013	%	41	88	39	100	90	46	100	83	37	100	88	34	100	90	22
School 2014	%	54	93	46	98	94	59	98	91	41	96	91	44	100	91	37
School 2015	%	54	93	48	100	93	54	100	91	33	100	94	37	100	94	43
National 2014	%		88	41		89	49		85	33		88	44		88	39
Difference School 2015-2014		2	0	2	2	-2	-6	2	0	-7	4	4	-7	0	4	6
School 2015-National 2014 difference			5	7		4	5		6	0		6	-7		6	4

### Key Stage 1 Teacher Assessment Data

	No. of Pupils in Cohort	Reading			Writing			Speaking & Listening		Maths			Science	
		L2+	L2B+	L3+	L2+	L2B+	L3+	L2+	L3+	L2+	L2B+	L3+	L2+	L3+
School 2013	%	52	85	27	88	71	8	98	6	98	77	13	92	12
School 2014	%	45	82	29	91	73	18	93	29	93	82	20	89	0
School 2015	%	48	94	42	98	94	38	96	40	96	94	31	96	27
National 2014	%		81	31	86	70	16	89	24	92	80	24	91	22
Difference School 2015-2014		5	12	13	7	20	20	3	11	3	12	11	7	27
School 2015-National 2014 difference		8	13	11	12	24	22	7	16	4	14	7	5	5

July 2015

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