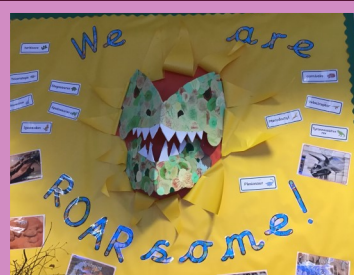


SHANKLEA PRIMARY SCHOOL



Information for Parents: 2020-2021



Nairn Road
Parkside Chase
Cramlington
Northumberland
NE23 1RQ

E- mail : admin@shanklea.northumberland.sch.uk

Telephone: (01670) 715205

School website: www.shanklea.northumberland.sch.uk

Give it Everything You've Got!

Dear Parents and Carers,

If your child is joining us for the first time, we welcome you as parents and carers 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.

Shanklea Primary School never stands still for long, it is a dynamic school and is forward looking. 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.

The curriculum provides an interesting range of often memorable experiences and promotes high moral standards. The desire to motivate a love of learning is at the heart of our success. Indeed our team strive to ensure that lessons are inspirational, challenging and creative.

Shanklea has made exceptional progress over recent years. The school has improved at a fast pace and across a wide front. Staff continually urge and support pupils to do as well as they can and the warm, nurturing school atmosphere promotes good and exemplary pupil behaviour.

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.'

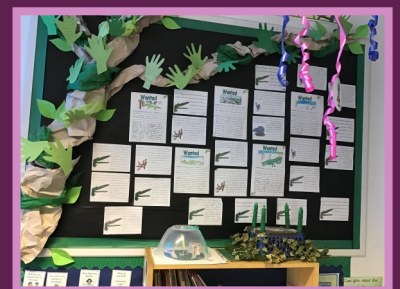
An Ofsted inspection in December 2018 recognised again that Shanklea is "a **good school** with many outstanding features." We have summarized their findings on page 9 of this prospectus and you can view our full Ofsted report if you go to www.ofsted.gov.uk.

Local Authority officers also monitor our school continually and have recognised that it is working at outstanding levels in all areas.

We are confident your child will be very happy at Shanklea and will "give it everything they've got" to "be the best they can be."



"The headteacher provides inspirational, inclusive leadership. There is a relentless pursuit of excellence across the work of the whole school team."



School Improvement Officer

"Be The Best You Can Be!"

Give it Everything You've Got!

A MESSAGE FROM OUR 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 children 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 before school starts 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 2020. The particulars that 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 at www.shanklea.northumberland.sch.uk for the latest information. You may also want to visit our Facebook page which celebrates the many wonderful things children do in school and reminds parents and carers of upcoming events.

Mrs Brown

"The pursuit of excellence by leaders is shown by an uncompromising drive to improve outcomes for all children over a sustained period."

School
Improvement
Officer



"Be The Best You Can Be!"

Admissions

Shanklea is a primary school, taking children from 2 to 11 years of age. All children leave Shanklea at the age of 11 to enter Year 7 at their next school, e.g. the JLV (Junior Learning Village) part of Cramlington Learning Village.

The Local Authority manages admissions for all mainstream schools in Northumberland. Admissions policies and other information can be found on the Northumberland website at www.northumberland.gov.uk or you can phone on 01670 624889 or e-mail the team at schooladmissions@northumberland.gov.uk.

Children can be admitted to pre-school (Nursery or Shanklea Squirrels) on a part-time basis from the beginning of the term following their third or second

birthday respectively. Please contact our Office team to put your child's name on our waiting list.

Please be aware that admissions to Shanklea Nursery and other nurseries in Cramlington do not automatically guarantee a place in the school. Places are allocated following the online submission of applications by parents during the autumn term of the year prior to entry into Reception. The portal for admissions may be found at:

<https://www.northumberland.gov.uk/Education/Schools.aspx>

Shanklea does currently admit children from out of our catchment area if spaces are available.

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 PSCE 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.

"Be The Best You Can Be!"

Give it Everything You've Got!



Out of School Club (OOSC)

Shanklea's Out of School Club provides a safe, friendly and relaxing environment for children at the beginning or end of their school day.

Our Breakfast Club welcomes children to school from 7.30am and offers a childcare service after school until 5.30pm through our Out of School Club. Parents are asked to complete a booking form monthly, indicating the sessions they wish their child to attend. Payment should be made at the time of booking.

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.

The children are at the heart of everything that we do, so the activities and learning opportunities are influenced by the children's individual interests and enthusiasm in a range of skills and topics.

Community Partnerships

Our facilities are used extensively by local community groups:

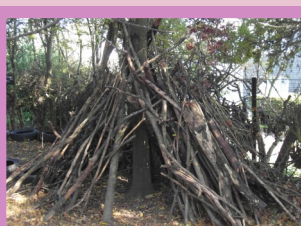
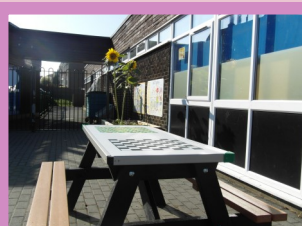
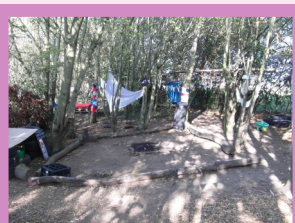
- The PTFA, Friends of Shanklea, are very active and organise frequent fundraising community events.
- Very strong links exist with St. Nicholas Church, Cramlington
- Scout Groups meet regularly at Shanklea
- Cramlington Football, Cricket, Golf and Rugby Clubs



Inspiring Surroundings

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

Our external environment incorporates many inspirational features including adventure play equipment and our recently developed Forest School.



"Be The Best You Can Be!"

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SHANKLEA PRIMARY SCHOOL STAFF

Head Teacher	Mrs H Brown		
Deputy Head Teachers	Mrs S Baxter	Mrs L Greenwood	
Business Manager	Miss S Brown		
Office Administrators	Mrs L McConnell	Mrs J Harris	
Teaching Staff:	Mrs L Barron Mrs C Crowther Mrs F Gaultier Miss A Henaghan Ms E Rigg Mrs M Short	Mrs S Baxter Mrs B Downes Mrs L Greenwood Mrs K Laughton Mr J Rutherford Miss K Spence	Mr R Brown Ms E Dunning Mrs S Hagan Mrs L Morris Mrs S Shires
EYFS Leader	Mrs K Laughton		
Nursery Lead Teachers	Mrs K Laughton	Mrs L Morris	
Teaching Assistants:	Mrs J Ainsley Mrs L Connelly Mrs G Earle Mrs H Jackson Mrs D Middleton Mrs C Swarbrick	Mrs E Blackett Mrs K Dean Mrs D Fenwick Mrs S McBride Mrs G Ridley Mrs G Trood	Mrs J Butler Miss T Donnelly Mrs J Graham Mrs H McClurry Miss F Robson Mrs J Ward
Peripatetic Music Teacher	Ms K Yarrow		
Caretaker	Mr P Allan		
Cook/Assistant Cook	Mrs M Hume	Mrs P Bayliss	
Catering Assistants	Mrs J Thompson	Mr C Thompson	
Lunchtime Senior Supervisor:	Mrs C Ricalton		
Supervisory Assistants:	Mrs M. Allan Mrs G Earle	Mrs Y Armstrong Mrs B Hepple	Mrs K Dean Mrs J Wealleans
Cleaning Team	Mrs M Allan	Mrs Y Armstrong	Mrs F Burns

Give it Everything You've Got!

SHANKLEA PRIMARY SCHOOL GOVERNING BODY

Mr G Pearson	Chair of Governors
Mrs D Nicholson	Vice Chair of Governors/Parent Governor
Mrs H Brown	Head Teacher
Mr J Rutherford	Staff Governor
Miss S Brown	Co-opted Governor
Ms T Swithenbank	Co-opted Governor
Mrs V Russell	Parent Governor
Mr G Mather	Parent Governor
Mrs G Earle	Co-opted Governor
Mr S Horn	Co-opted Governor
Mrs R Palmer	Parent Governor
Mrs W Lumsden	Parent Governor
Ms L Dixon	Local Authority Governor
Mrs J Harris	Clerk to the Governing Body

ORGANISATION OF SCHOOL 2020-2021

Pre-School/Nursery 2 and 3 year old provision	Mrs K Laughton Mrs D Fenwick	Mrs L Morris Mrs L Connelly
Early Years Unit	Mrs K Laughton	Mrs L Morris Mrs M Short
Year 1 and Year 2	Mrs L Barron	Mrs B Downes
Year 3	Miss A Henaghan	Mr J Rutherford
Year 4	Mrs S Hagan	Ms E Rigg
Year 5	Mrs S Baxter	Mr R Brown
Year 6	Mrs C Crowther	Mrs L Greenwood

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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 with 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

Due to the Covid-19 pandemic we are operating staggered start and finish times. More detailed information, including social distancing protocols, is included in our Parent/Carer Handbook.

If children 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 promptly. Children should enter the cloakrooms independently and come into school on their own. This encourages independence and ensures cloakrooms do not become congested. The staff in school will assist with coats and shoes if necessary. Messages can be passed to members of staff on each door or via the office to allow teachers to welcome children into the classrooms.

Any child coming in late should report to the front of school. Doors and the safety gate next to Reception are locked at 9.30am prompt. If you arrive after your child's start time your child must go through the front of school.

Communications

The school office is open between 8am till 4pm every school day.

You can contact school by telephone on (01670) 715205, via email at admin@shanklea.northumberland.sch.uk or you can text message us on the School Comms system.

We also run a school Facebook page which can be found by searching for "Shanklea Primary School". This provides up-to-date information about events taking place in school.

If you need to collect your child early, bring them in later (e.g. for a medical appointment) or if they are going to be absent (e.g. because they are ill) then please let the school office know as soon as you can.

Copies of general correspondence, booking forms, lists of term dates and lots of other useful information may be found on our website.

Shanklea Walking Bus and Parking Around School

Parking restrictions are in force on the roads around our school. To promote healthy living and to reduce traffic (and thereby increase safety) around school we encourage children to walk wherever possible. We operate a Walking Bus where parents can safely "drop-off" their children in the morning and collect them after school. The collection and drop-off point is at the Masonic Lodge Car Park in Cramlington Village. This facility may be of particular interest for those parents and carers with limited mobility. Please note that the Walking Bus is suspended during the Covid-19 pandemic.

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OFSTED

Previous Ofsted inspections and the most recent in December 2018 recognised that Shanklea is “a good school and a good provider ”

Following our most recent inspection, Ofsted stated that :

- The leadership team has maintained the good quality of education in the school since the last inspection.
- As a result of the Head Teacher's strong leadership, pupils continue to make good progress throughout the school.
- The Head Teacher's vision for excellence and achievement for all is shared across the school and this is promoted through her day to day work with staff and pupils.
- Shanklea Primary School is a welcoming, inclusive and happy place.
- Pupils behave well in lessons and when moving around school. Pupils know that all pupils get help if they need it. They speak positively about their “Castle points” and the “Shanklea Stars of the Week”. Children were keen to tell the inspector about “Fudge” the school mascot– Fair, Understanding, Determined, Generous and Eager—reflecting the qualities we want every pupil to have. The inspector noted that pupils clearly modelled these characteristics during the inspection.
- The culture of safeguarding is strong. Leaders have ensured that all safeguarding arrangements are in place and are fit for purpose. Staff are vigilant and have an excellent understanding of their role in keeping children safe from harm.
- The leadership of Early Years is impressive and the Nursery works effectively to help prepare children for school and aid their learning development.
- Teaching and learning across key stages and subjects are good. Teachers effectively plan activities that challenge and interest the children. As a result, the proportion of children achieving a good level of development in 2018 was above the provisional national average.
- Pupils with SEND are effectively supported to help them to make good progress in their learning. Consequently, pupils are making good progress towards their individual targets.
- Parents are very supportive of the school. Most are delighted about the progress their children made and are proud of the school's reputation in the local community.
- You can view our full Ofsted report if you go to www.ofsted.gov.uk.



Local Authority officers monitor our school continually and have recognised that it is working at outstanding levels in all areas.

“Be The Best You Can Be!”

Give it Everything You've Got!



Shanklea Nursery

At Shanklea we run a 45 place Nursery. The current free entitlement is for all 3 and 4 years olds to receive 15 hours per week for 38 weeks of the year. From September 2017 the government doubled this for eligible working parents. We offer 30 hour places and work in partnerships with

other Nurseries to allow parents to have choice and flexibility for their children. If 30 hours childcare is something you are interested in please contact Mrs Laughton.

Our setting aims to:

- provide high quality care and education for children below statutory school age;
- work in partnership with parents to help children to learn and develop;
- add to the life and well-being of the local community
- offer children and their parents a service that promotes equality and values diversity.

Parental involvement in children's education from an early age has a significant effect on educational achievement. Parents are so important to us at Shanklea and we value their contributions. We use an online Learning Journal called Tapestry. This is an app which allows parents to view their child's time in our EYFS and allows them the opportunity to contribute to their journals adding photos and videos from home.



Shanklea Squirrels

Shanklea Squirrels has dedicated staff who promote a nurturing environment, making it the very best place for your child to experience being away from home possibly for the first time. Children can join our Squirrels from the term after their second birthday. They will stay with us until they join our Nursery the term after they are three. Squirrels runs on a daily basis between 8.45–11.45am and we take up to a maximum of 12 children a day. We take funded and non funded children.

The children follow the Early Years Foundation Stage curriculum where they are assessed against the age bands. At around 27 months the children will have a Two Year progress check which staff will complete with parents/carers.



Shanklea Squirrels

Little Monkeys Toddler Group.

At Shanklea we believe Early Education starts from birth. Every Wednesday between 9-10am we offer a drop-in toddler session for children up to 3 years old. We are open to all members of the community. This is a wonderful opportunity for your child to socialise and interact with other young children, meet the EYFS staff and enjoy some quality play. Play opportunities involve messy, creative and imaginative play and offer the chance to develop their physical development. It is also an opportunity for parents to meet others in our community. Please note that Little Monkeys is suspended during the Covid-19 pandemic.





arts and crafts
snacks
music

building blocks sensory play

Wednesdays
9am–10am
In the main school hall.

Come and join us for our Toddler Group for children under 3 years.

£1.50 entry, includes a drink and a biscuit

stories songs

01670 715205
Available to everyone, please share with family & friends of children 0-3 years

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Give it Everything You've Got!

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.

"Early years is an area of strength and achieved outstanding pupil outcomes in 2016, 2017, 2018 and 2019."

"The quality of teaching in early years is outstanding."

School Improvement Officer



"Be The Best You Can Be!"

Give it Everything You've Got!

Admission to School

Our intake for each year group is 45 children but 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 the 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 become familiar with our school and its routines.

Applications for September Reception places at Shanklea should be made during the published dates via the Northumberland County Council Admissions portal at:

<https://www.northumberland.gov.uk/Education/Schools/Admissions.aspx>

We have introduced a themed role play area which has been developed to foster a language rich environment for enhancing our curriculum. The role play area and our forest areas provide environments where children can work towards National Curriculum objectives in a practical and kinaesthetic way.



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. Teaching assistants 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.

Key Stage 1

The Key Stage 1 curriculum specifies the following time allocations:

Read Write Inc	5 sets of 40 minutes
Maths	5 sets of 1 hour
Mental Maths	5 sets of 30 minutes
English	3 sets of 1 hour
Science	1½ hours
Computing	1 hour
Music	1½ hours including hymn practice
Geography/History	2 hours
Art and Design	2 hours
P.E.	2 hours
PSHE	1 hour
R.E.	1½ hours including 1 hour added for worship time

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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 including 45 minutes homework
English	2½ hours
Science	2 hours
Computing	1 hour
Music	1½ hours including hymn practice
Languages	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 Through Enquiry

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. Our school endeavours to provide real life scenarios to exemplify and teach the curriculum.

"Arts, technologies, sport and MFL are strengths of the curriculum."

"Most subjects are taught by subject specialists and enriched through trips, external visits and clubs."

"Be The Best You Can Be!"

English

English in school follows 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.
 - There are two mobile libraries in school to be used within classrooms and shared by Year 6 Reading Buddies with younger pupils.
 - 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.

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.

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 teach children 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.

"The teaching of phonics is highly effective."

Reading

All pupils undertake shared and guided reading activities using a wide range of high quality texts. Individual reading takes place less often as the children progress through school which means home reading is still very important. A home reading scheme has been developed to complement the reading done in English and is used up to Year 4. In Years 5 and 6 the pupils participate in the Accelerated Reader programme where regular assessments enable pupils to access reading books at the most effective level for them to make progress. The children are encouraged to become independent readers through the enjoyment of these and other 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. Children meet published authors periodically to inspire and encourage a love of reading and writing.

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 at and taken seriously. We are committed to the principles outlined in 'Keeping Children Safe in Education, 2020 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 letters and sounds using Read Write Inc.

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 40 minutes. This will comprise 20 minutes sounds work and 20 minutes reading work.
- To differentiate the groups to ensure children are reaching their full potential.

Year Two

- To teach Read Write Inc daily for 40 minutes. This will comprise 20 minutes sounds work and 20 minutes reading work.
- 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 Year 1 phonics screening test will be taught in a focussed group by an experienced member of staff to ensure narrowing of the gap.



Key Stage Two

Further interventions to run for children who have not completed the Read Write Inc document. Spelling in Key Stage 2 will be based upon the Read Write Inc Spelling Programme with pupils undertaking regular spelling tests in Years 3-6.

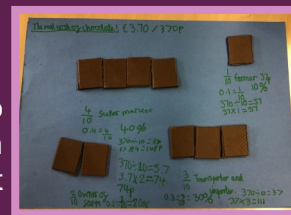
"Be The Best You Can Be!"

Maths

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.

Mental maths and arithmetic skills are developed throughout school and ensure that the children are confidently able to use efficient written methods by the end of key stage two. At all levels children are also given the opportunity to widen their experience with meaningful practical activities where they are able to apply their arithmetic skills. 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.

The children at Shanklea also enjoy many opportunities to use online programmes to reinforce and support their learning both at home and in school and regularly take part in national and regional competitions on Sumdog.



Mastery of the Curriculum

Opportunities are given throughout the curriculum for children to show mastery of their learning. This could be through extended tasks and application of skills or where pupils are encouraged to demonstrate their learning through teaching others. These activities are embedded into the curriculum.

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.

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. 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.

STEM



STEM is the embedded study of Science, Technology, Engineering and Mathematics within other curriculum areas. Our vision is for all children to identify STEM opportunities throughout their daily routines within school and to develop naturally enquiring minds, always wanting to find out the what, where and why?

We have successfully promoted STEM in recent years with dedicated themed weeks and we plan to continue and expand upon this in the future. We have recently started an extra-curricular STEM club leading to a series of nationally recognised qualifications, the CREST awards.

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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 modern history. 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.

Modern Foreign Languages

All pupils in Key Stage Two have an entitlement to study a foreign language. Children from Year 3 onwards are taught French on a weekly basis, supported by software developed by native speakers. This is also in line with the starting expectations of the Cramlington Learning Village at Key Stage Three.

At Shanklea, the children experience a range of teaching opportunities and methods. The children learn to follow instructions in French and they are encouraged to speak French in all lessons in line with useful conversations that they may have in a French speaking environment. They learn that phonics in French differ from English phonics so that they can read and pronounce words correctly by sight. Gradually, they are encouraged to write words, phrases and then sentences in line with useful conversational questions and responses.

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, though some activities are restricted during the Covid-19 pandemic. 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 yearly in advance.

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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 e.g. Football, Hockey Golf, Athletics, 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. There may be times when competitions may dictate the gender makeup of a team.

Healthy competition is encouraged, as is good sportsmanship. The school fields teams in Hockey, Football, Golf, Cricket, 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.



Sports Leaders

Our Sports Leader programme develops physical activity and leadership skills which are vital aspects of the development of our children. We have a structured, fun and engaging programme where the children in upper key stage two provide sports opportunities for the younger children. This enables them to develop their leadership skills and work towards a recognised Sports Leader award.



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. There are strong specialised sports links with School Games, local festivals, 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, HipHop, and tennis throughout the academic year.

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

We support participation in community sports events including the Mini Great North Run and the Children's Cancer runs. Older children have recently taken part in speedway cycling.

Shanklea Primary School is an active member of the Cramlington Sport Partnership Programme. This provides a broad range of activities for Cramlington Primary school children enabling them to gain confidence, knowledge and develop skills. The programme ensures improvements will continue to benefit children in the future.



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National Awards

We are proud to have achieved the National 'Healthy Schools' **Enhanced Award**. 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. We have achieved the highly prized Gold Artsmark Award. We became an International School in September 2017 and were awarded the Basic Skills Quality Mark, Early Years Quality Mark and Sports Mark Gold Award in 2019. We hold the Sainsburys School Games Platinum Award and in November 2018 received the Woodland Trust's Green Tree Schools Award.



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. Our older children have had the opportunity to experience skiing in Norway and cycling in Amsterdam. These trips support many areas of the curriculum (from P.E. to M.F.L.). The school works to support parents financially where it is appropriate.

Educational Trips

Frequent, high quality outside visits enrich curricular provision. Throughout their time in school, pupils will visit, amongst others, Whitehouse Farm, Alnwick Castle, St Marys Lighthouse, Hancock Museum, Arbeia Roman Fort and Museum, Holy Island, Woodhorn Colliery, Cragside House and the local area.

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.

We are accredited with 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.



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Arts

Arts education has high profile in our school. We consistently look for ways to incorporate different art forms within the curriculum. Drama groups and artists are used to provide workshops to deepen children's understanding or skills.

At times the wider school community are invited to work alongside artists to create textile designs, murals and outdoor sculptures.



Personal, Social, Health and Citizenship Education

A Policy on Health Education, in line with new Personal, Social, Health and Citizenship Education guidelines provided by the new national curriculum (PSHCE), 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 and Relationships Education will be taught as part of the above programme from Reception classes to year 6 at a level relevant to children's understanding. Emphasis will be placed on social relationships and physical changes such as growth.

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 promotes pupil decision making. Each academic year, the pupils elect representatives to the School Council. The School Council meets regularly to discuss ways to improve our school and its environment. 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. Through literature they learn about issues facing the modern world and how to apply British values to the challenges that society faces.

The school holds special festivals and follows national themes.

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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 Children's 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 spelling, reading and mathematical tasks. Parents' views are sought on a regular basis. Children will develop the confidence and the self-discipline to study alone, thus preparing them well for the transfer to their next school.

"Disadvantaged pupils ... receive high quality teaching and achieve percentages above the non-disadvantaged national averages.."

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. We have strong links with local churches.

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. Parent workshops are held periodically to update parents on methods used within school and encourage parental involvement in learning.

Please note that the staff 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 individual plans drawn up through consultation with parents and the pupil, in line with Northumberland County Council's guidelines.

Especially gifted children can also be targeted and a further programme of study or interventions arranged by the class teacher. We hold Able Maths and Able Writers Days and related challenges and competitions to encourage individual learning.

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 and Disabilities

Pupils with special educational needs and/or disabilities will receive individual or small group tuition within the classroom setting from support staff and within our newly built Intervention Room..

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 and/or disabilities 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), Mrs Morris 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.D. 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 years old.

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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. 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 multi-media activities intended to inspire a common approach to challenge.

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 and inclusion and as such will keep the governors informed of recent developments in school and nationally.

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 available on our website.

Children take home a Home-School Agreement which clearly specifies behaviour systems and expectations and individual classroom rules.

"Children are well behaved in lessons and unstructured times. They are very well prepared."

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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.

Due to lockdown, 2019-2020 figures are not published. The percentage of absence for the year 2018-19 was as follows:

Number of pupils on roll	344
Possible attendance	100%
Actual attendance	96.2%
Overall absence	3.8%

Medicine/Tablets

Medicine is given during 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 lunchtime 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 early 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. It is essential that school has at least two up to date contacts. 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 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

Outdoor kit for the Winter

As above plus:

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

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.

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.

School Bags

Large holdalls and rucksacks should not be brought into school. School bags are available from 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.

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. Children must remove their own earrings as staff cannot help with this.

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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. Wherever possible, payments should be made online on the School Gateway. 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. 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.

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. Chocolate biscuits and products containing nuts are not allowed in school.

Dinner Money

Parents may pre-order and pay for their choice of school meals for their children on-line via the **School Grid** System. The current cost for a meal is £2.40 per day or £12.00 per week. If parents wish to pay cash then it should be placed in a named envelope or handed in at the school office. Please send the correct money whenever possible. If your child misses a meal due to absence your child will have a credit carried forward to the following week. It is preferred if all dinner money could be paid through Live Kitchen

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 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.

Parental Involvement

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

3) Giving Machine



Parents can sign up to the giving machine at www.thegivingmachine.co.uk and raise cash for school at no cost to themselves. Shanklea's sign up code is **62018**.

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 Head teacher 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

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

www.shanklea.northumberland.sch.uk



Complaints Procedures

If you have any concerns or wish to discuss anything, please contact us as soon as possible. We may be contacted by phone, email, or via text message on the School Gateway System. Alternatively, staff are present on the yard at the start and end of each day.

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.

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 Head Teacher.

GDPR

Under the General Data Protection Regulations (GDPR) individuals have a right to be informed about how the school uses any personal data that we hold about them. We use a variety of personal data as part of our work and take great care to ensure that this information is kept safe and secure. Personal data includes things like names, addresses, age and is information that we need in order to comply with our statutory role in educating pupils.

Most of this data is essential and does not require your consent to use it. Other information is not essential and, depending on age will require us to obtain the consent of either the pupil or the parent. GDPR information forms and image consent forms are sent to the parents/carers of every child in school so this consent is recorded.

Further information about our data protection policies and the privacy notices for governors, parents, pupils and staff may be found in the GDPR section of our website.

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Due to the Covid-19 pandemic, exams and teacher assessments were deferred. Results from the previous year have been included here for reference.

Early Years 2019

From their starting points (54% below typical, 46% at typical age-related standards) all of the 50 pupils made high rates of progress.

85% achieved a good level of development (GLD) which is well above the national average.

The most able pupils, including disadvantaged students, made excellent progress.

All SEND children made high rates of progress.

The gap between school's SEND children and non-SEND children is reducing.

The proportions exceeding the Early Learning Goals were:

- Reading 27.5%
- Writing 25%
- Number 30%
- Shape, space and measure 27.5%

27.5% exceeded in GLD.

The average point score was a fantastic 36.

Early Years is an area of strength and achieved outstanding outcomes in 2016, 2017, 2018 and 2019.

For the past 3 years children have made consistently high rates of progress in relation to their starting points.

Teachers meticulously plan activities that challenge and interest children. As a result, children quickly develop their skills, particularly in language and communication. The forest learning area is particularly impressive and inspires children to develop new skills.

Children are well behaved in lessons and unstructured times. They are very well prepared academically, socially and emotionally for the next stage of their education.



The quality of teaching in Early Years is outstanding.

“Be The Best You Can Be!”

Due to the Covid-19 pandemic, exams and teacher assessments were deferred. Results from the previous year have been included here for reference.

At the end of Key Stage 1

Year 2 pupils achieved amazing results in the end of KS1 tests.

- There are no significant gender differences in progress.
- Gender gaps have closed significantly in the three core subjects and there is no gender gap in Science.
- There is a significant increase in the percentage of boys working at greater depth
- The percentage of SEND children achieving the expected standards was well above the merging national average

Our tracking information shows that the progress made by almost all pupils, including the most able, SEND and disadvantaged from their starting points to the end of KS1 was sustained, substantial and high compared to national figures, in reading writing and maths.



Percentage of Pupils achieving the expected standard

%	Shanklea	National Average
Reading	91	75
Writing	89	70
Maths	94	76
Combined RWM	83	65

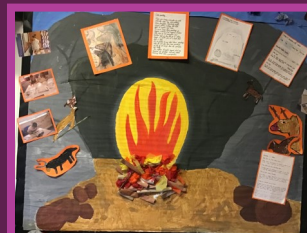
Percentage of Pupils achieving the higher threshold and working at greater depth

%	Shanklea	National Average
Reading	36	26
Writing	32	16
Maths	34	22
Combined RWM	26	12



The 2019 Year 1 phonics pass rate was **92%**

Our Year 2 retest pass rate was **100%**



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Due to the Covid-19 pandemic, exams and teacher assessments were deferred. Results from the previous year have been included here for reference.

At the end of Key Stage 2

Due to very effective teaching, high expectations for all groups of pupils and outstanding behaviour, the percentages of Year 6 pupils working at both the expected standard and at the higher threshold were significantly above the emerging 2019 national averages in all subjects.

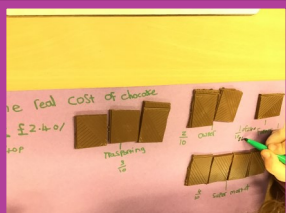


The attainment of disadvantaged children was particularly impressive.

Percentage of Pupils achieving the expected standard		
%	Shanklea	National Average
Reading	83	73
Writing	90	78
Maths	90	79
RWM	79	65
GPS	88	78
Science	100	83

Percentage of Pupils achieving the higher threshold and working at greater depth		
%	Shanklea	National Average
Reading	25	27
Writing	30	20
Maths	42	27
GPS	50	36

In every Key Stage, Shanklea has significantly exceeded National expectations.



Average Scaled Scores		
	Shanklea	National Average
Reading	106	104
Maths	107	105
GPS	108	106

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