

Our vision is clear: LEARNING IS THE GOAL



Eslington Primary School

We aim high and learn together

Prospectus

2021-22

Eslington Hazel Road
Hazel Road
Gateshead
Tyne & Wear
NE8 2EP

Eslington Rose Street
Rose Street
Gateshead
Tyne & Wear
NE8 2LS

Contents

Contents	Page	1
Welcome to Eslington Primary School	Page	2
About Our School	Page	4
Our Vision and Values	Page	6
Special Educational Needs	Page	7
School Organisation	Page	8
Our School Day	Page	10
The Curriculum at Eslington Primary School	Page	11
Assessment, Recording and Reporting Arrangements	Page	16
School Results	Page	17
Pupil Premium	Page	20
Attendance	Page	22
School Term Dates 2021/2022	Page	23
School Rules and Positive Behaviour Management	Page	24
Safeguarding and Security at Eslington Primary School	Page	26
School Uniform	Page	27
Charges and Remissions	Page	28
School Meals	Page	29
Medical Care and First Aid	Page	30
Contacts and Complaints	Page	31

Welcome to Eslington Primary School

A Message from Our Executive Headteacher

I am delighted to welcome you to our prospectus, which will provide you with the latest news from Eslington Primary School. Within this document you will find essential information about our school and we hope that you will begin to understand the experiences and education that we can offer your child.

In September 2015, we opened the refurbished building that is now Eslington Primary School Rose Street. This has enabled us to give an education for more of the children in Gateshead who need our specialist provision.

Eslington is a very safe, supportive and exciting place to be. We provide an environment that is stimulating and nurturing, balanced with structure and boundaries. This is to ensure that your child can learn and develop academically, socially and emotionally. We encourage children to have a clear understanding of school expectations and to set their own personal targets and goals. We offer a caring atmosphere where all children are valued and encouraged to respect themselves and each other.

We always strive to provide the very best educational environment in which the children can all achieve and experience success. We are fortunate to have a very caring and committed staff, and children who are friendly and eager to learn.

In September 2017, we became part of a Hard Federation with Furrowfield School. Our vision for this Federation is to:

- Establish and embed a shared culture of high expectations within a nurturing environment. A culture that enables staff and children to feel valued, respected and that they are making a difference. A culture that supports the long-term improvements for children emotionally, socially and academically.
- Increase the range of personal opportunities offered to all our pupils as a result of the high levels of skilled and knowledgeable staff across both our primary and secondary SEMH schools.
- Improve learning outcomes for pupils by providing an educational provision that will meet pupil needs aged from 3 to 16, with shared practice and seamless transition between the Key Phases.
- To share practice and expertise within all key stage phases beyond our school community, to ensure better outcomes for all pupils within our Gateshead Schools' Community.



Michelle Richards
Executive Headteacher

We view parents as partners within both the educational process and our school community and appreciate your support in all aspects of school life. The school has an open-door policy for new and existing parents, so please do not hesitate to contact our school if you require any additional information or have any queries.

About Our School

Eslington Primary School is a special school for children with Social, Emotional and Mental Health Difficulties. We have capacity for 68 pupils between 5-11 years of age and most of them have an Education, Health and Care Plan. These places are for children from across the Local Authority area that would benefit from a period of intensive support with their social, emotional and behavioural development. Eslington welcomes all new children and their parents/carers. We are committed to working in partnership to ensure that each child's experience is both happy and fulfilling. We value each child as an individual, and work hard to enable our pupils to develop their aptitudes, skills and talents.

We always strive to provide the very best educational environment in which every child can achieve and experience success. We are fortunate to have a very experienced, caring and committed staff, and children who are friendly and eager to learn. We value the 'whole child' and place a strong emphasis on developing self-esteem, respect and tolerance in our pupils, so that they can become responsible and valued members of society.

Parents and carers are welcomed into our school. We are part of the Kingsmeadow Cluster which is a group of schools within the local area, linked to Kingsmeadow Comprehensive School. Our aim is to work together, by sharing good practice and expertise. We are continually exploring ways in which we can further develop our links with parents, other local schools, and the local community.

Our school received Outstanding Ofsted inspection reports in November 2013, and again in March 2017, which highlighted the many strengths of the school. Our school was judged to be outstanding in all areas, Effectiveness of leadership and management, Quality of teaching, learning and assessment, Personal development, behaviour and welfare, and Outcomes for pupils.

The staff and children are located equally across the two sites, and will work flexibly between the two, sharing resources and skills. Both sites follow the same culture, values and policies, and have many opportunities to meet at one site to share experiences and events.



Our Vision and Values

Inclusive

We aim to be an inclusive school, where every child and their family will feel valued, respected and accepted, and where every child will have their needs met by the whole school community.

Enabling

We aim to be an enabling school, where each child will learn to be self-motivated, have the desire to achieve, develop resilience when they fail, and be able to communicate their feelings.

Aspirational

We aim to be an inspirational school, where every child will receive high quality teaching, a tailored and stimulating creative curriculum in an excellent learning environment and in the way we aim to transform both the expectations and outcomes for all our pupils.

Our school motto is:

We Aim High and Learn Together.

The four R's

Respect-for ourselves, each other, cultures, religions, the environment and the world in which we live.

Responsibility-being responsible citizens for the future

Resilience-knowing that it is ok to fail. To have the ability to bounce back and try and try again.

Relationships-to understand what a healthy relationship is and be able to form productive, healthy relationships to support us through school and our future.

Special Educational Needs

Pupils attending Eslington Primary School have special educational needs (SEN). Our school supports children in Gateshead who have Social, Emotional and Mental Health Difficulties, which in turn can lead to behavioural issues, and the majority of our pupils have an Education, Health and Care Plan (Single Plan).

Many of our pupils have other additional needs that can affect their learning such as Speech and Language difficulties, Autistic Spectrum Condition, Attention Hyperactivity Deficit Disorder, Dyslexia or Dyspraxia etc.

The staff at Eslington Primary School are experienced at meeting the needs of children who have a range of difficulties. We use and adapt specific personalised learning programmes to ensure all children progress academically, as well as emotionally and socially. We have a range of resources and expertise to support and motivate the pupils in our care.

Our Special Educational Needs and Disabilities Co-ordinators (SENDCos) work with staff and parents to review progress on a regular basis, and to make sure that targets are meaningful and appropriate and reflect the needs of the children. Mrs Emery and Miss Freeman are the SENDCos for Year 1 – Year 5 pupils. Miss Griffiths from Furrowfield, co-ordinates the SEND requirements of our Year 6 and provides a link for the pupils if they then transfer to Furrowfield.

All children have specific learning programmes which are reviewed as part of the on-going assessment process with parents in November and March each year. New targets are then set. Annual Reviews are also held for each pupil with a Statement or Single Plan where other professionals such as medical staff and Liaison Teachers will be invited to review the child's progress. It is an opportunity to celebrate your child's success and progress and to set new goals for your child at school and at home.

It is vital that parents/carers attend these reviews so that staff can share the child's progress, discuss issues or targets, and so that the right choices can be made regarding the child's educational provision.

"Teachers and their assistants are well qualified and expert in supporting pupils with social, emotional, and behavioural difficulties. They are very effective in helping pupils learn and make progress, particularly in literacy and numeracy."

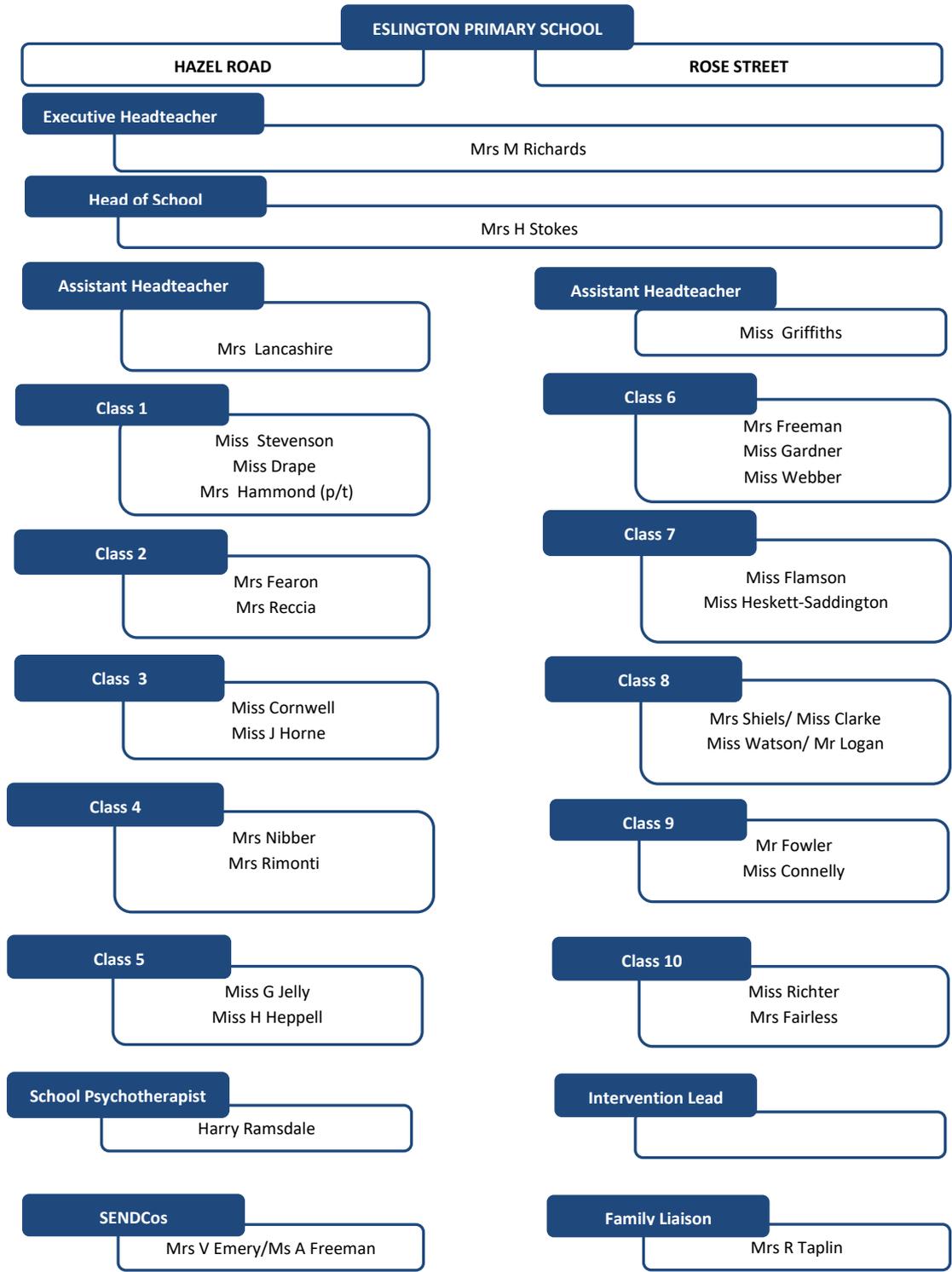
Ofsted 2013

"Pupils thrive and make great progress in their learning, behaviour and in their social and emotional development."

Ofsted 2017

School Organisation

Our school currently caters for pupils from Reception to Year 6. We organise our classes by age, ability and the social or emotional developmental needs of our pupils.



Administration Hazel Road

Mrs R Forster – Business Manager
Miss L Peel – Administration
Officer

Administration Rose Street

Mrs S Harland – Administration
Officer

Site Manager

Mr S Fenton

Other School Staff

Cleaning Staff: Mrs G Thirlaway , Mrs J Hannon and Mrs K Cattanach
Kitchen Staff: Mrs G Thirlaway, Mrs J Thirlaway and Mrs D McPherson
Visiting Music Staff: Mr J Parkin

Governing Body

Mr D Kennedy	Chair
Mr K Childs	Vice Chair
Mrs M Richards	Executive Head Teacher
Mrs H Stokes	Associate (Head of School at Eslington Primary School)
Miss R Jukes	Associate (Head of School at Furrowfield Secondary School)
Mr A Evans	Co-opted
Mrs R Forster	Associate
Mrs L Turner	Associate
Mrs P Hindson	Co-opted
Cllr A Douglas	Local Authority
Mr W Liddy	Co-opted
Mr T Luckhurst-Matthews	Co-opted
Dr M Sherratt	Co-opted
Mrs H Attridge	Co-opted
Mrs L Palmer	Staff
Vacancy	Parent
Vacancy	Staff

Our School Day

Times shown are for Rose Street / Hazel Road:

8.40am / 8.45am	Children arrive at school and will take part in activities in class until registration.
8.55am / 9.00am	Registration followed by a morning exercise routine and breakfast together in the hall.
9.15am / 9.20am	Lessons start with mathematics and English.
10.15am / 10.20am	Assembly/Collective Worship (except on Fridays when it takes place at 10.30am).
10.30am / 10.35am	Morning break is 15 minutes. There are opportunities to play co-operatively on the main yard, or to access class based activities with members of staff.
10.45am / 10.50am	Mathematics followed by a core subject e.g. science, PE or ICT.
12.10pm / 12.15pm	Children go for lunch in the hall supervised by school staff.
12.40pm / 12.45pm	Lunch break is 15 minutes and is structured in the same way as morning break.
12.55pm / 1.00pm	Afternoon session begins and includes Creative Curriculum, PE, Science and Music activities, PSHE etc.
2.45pm / 2.50pm	The school day ends with reflections and snack.
3.00pm / 3.05pm	School day finishes and most children are collected by taxi.

The Curriculum at Eslington Primary School

At Eslington Primary School, we recognise that children do not all learn in the same way and that it is important to engage pupils in a range of learning opportunities, styles and activities. Our children can be visual, auditory and kinaesthetic learners and the curriculum we offer reflects this so that children are able to access the education they need, and to learn in the way that suits them as individuals.

We believe that all children have the capacity to achieve if given the right learning environment, with suitable levels of intervention to meet their learning needs and with access to relevant educational opportunities. Our exciting and stimulating curriculum is fundamental in ensuring that each child makes optimum levels of progress.

The curriculum at Eslington Primary School is broad and balanced to ensure coverage of all the subject areas and to enable children to make the best possible progress. Children are taught as a whole class, in small groups and individually when applicable. Our programmes of study are based upon the National Curriculum and upon the recommended Religious Education curriculum.

The National Curriculum is made up of core subjects, English, mathematics, science and ICT plus foundation subjects which include geography, history, music, PE, technology and art. In both Key Stage One and Key Stage Two, we teach maths and English each morning. For the remaining teaching time, our children follow a Creative Curriculum which combines the foundation subjects, science and ICT and teaches them through an integrated approach. Where appropriate, subjects such as RE are taught in discrete or separate modules.

At Eslington Primary, we will ensure that all programmes of study are adjusted in line with government recommendations. However, we always ensure that our pupils' needs come first and where the National Curriculum is not relevant to our children, we will modify programmes of study accordingly.

English

The English curriculum contains three major elements – Speaking and Listening, Reading, and Writing. At Eslington Primary, we encourage children to develop their vocabulary through speaking and listening activities, to develop their reading skills through access to a range of texts and to develop their ability to write in a variety of genres.

We use the *Read Write Inc* scheme to teach phonics and key word recognition in Key Stage One and Key Stage Two. It also encourages the recognition and use of punctuation, basic spelling patterns and decoding skills. *Oxford Reading Tree* is our main reading scheme and supports the acquisition of sight vocabulary and the development of reading strategies. Children take home readers from this scheme every day and parents are encouraged to listen to their children read on a regular basis. We have a

well-stocked, recently refurbished library from which the children are encouraged to borrow books to develop and foster a love of reading.

Children are taught to write in a variety of genres and for a range of purposes. Stories, newspaper accounts, and children's own interests are all used as stimuli to promote creative and independent writing on a daily basis. Opportunities are also given on a daily basis to develop writing skills in all subject areas.



A cursive handwriting programme, the Kingston Scheme, is used throughout the school and children are encouraged to use the cursive script in all their writing. When pupils reach an appropriate standard of presentation in their work, they may use a special handwriting pen at school. A personalised spelling scheme has been devised by the English Manager, to meet the individual needs of our pupils. It enables children to build upon their recognition of phonics and spelling patterns to spell unfamiliar words.

Mathematics



At Eslington Primary, we believe that mathematics is an exciting and stimulating subject that should engage all pupils. We use a variety of teaching methods to cater for the different learning styles of pupils in mathematics lessons based around the White Rose Maths Scheme. We develop children's knowledge, skills and understanding in lessons where they are encouraged to ask as well as answer mathematical questions.

We encourage and promote talking about maths wherever possible, in order to develop children's ability to express themselves fluently, use mathematical language correctly and to deepen their own understanding. Opportunities are provided for children to use and apply the skills they have learned in a variety of situations and contexts. We believe that mathematics helps children to make sense of the world around them. It enables children to understand and appreciate relationships and patterns in their everyday lives.

Science

In science lessons, we aim to develop scientific knowledge, vocabulary and skills through practical investigations, individually and in groups. Pupils are encouraged to make links between what they observe in the world around them and scientific processes. We aim to develop through enquiry and exploration understanding of the key scientific areas:

- Life processes and living things
- Materials and their properties
- Physical processes.



The science curriculum encourages children to devise their own experiments and fair tests, to predict outcomes of investigations, and to evaluate and compare their findings. There are also opportunities for critical thinking, questioning and reasoning. Skills acquired in other key areas of the curriculum – English, maths and ICT are regularly applied and practised in science lessons.

Computing



The world of Information Communication Technology is constantly changing and evolving. Software, applications and equipment is becoming increasingly complex but is also accessed more readily by all ages. At Eslington Primary School, we recognise the importance of developing both skills and knowledge and of giving extensive opportunities to use these across all curriculum subjects.

Pupils have many opportunities to use a variety of ICT equipment and software, and to carry out different functions in a range of contexts. They are taught to generate and communicate their ideas, and to retrieve, process and display information as well as to understand and to write simple computer code themselves. Pupils are also encouraged to interpret, analyse and check information held on ICT systems. Children are given opportunities to explore the internet in a safe and secure environment, to use search engines appropriately, and to present data using a range of electronic formats.

These core subjects are the building blocks of knowledge to which children relate and attach knowledge from other areas of learning. We develop skills and knowledge in our efforts to promote independent learning, objectivity and self-assessment of attainment.

Physical Education

We believe that children should be encouraged to develop a healthy body, mind and lifestyle. Physical Education is a key aspect of this. Children have opportunities to improve their skills through activities such as trampolining, football, basketball, tennis, swimming, gymnastics, games and dance. Additionally the children complete a Daily Mile and practise daily skills.

Children are taught the necessary skills to improve their co-ordination, balance, and spatial awareness. They are also taught the rules of games and to understand the importance of fair play within a team setting. Children are competing in weekly intra and inter-school competitions.

We encourage children to take part in extra-curricular sporting activities and have links with Gateshead Storm Rugby Club. Children are working as a cohort towards achieving the Sainsbury's School Games Mark.



Personal, Social, Health and Citizenship Education

At Eslington Primary School, we believe it is important that all children develop their confidence, self-esteem and social skills. We enable children to recognise the importance of becoming responsible citizens in society. In our PSHE and C curriculum, pupils learn how to interact with each other effectively, to respect the ideas and views of others and to establish relationships based on trust with adults and peers.

We teach them the importance of resilience, self-respect, self-esteem and self-confidence. The children are encouraged to work with others, to share and take turns, to take care of living things and to understand the part humans play in environmental changes. They learn how to resolve disagreements appropriately, and how to resist and report bullying. Children are also taught about the changes that will occur in puberty, the dangers of addictive substances and the importance of keeping themselves safe in their home and in the community.

We use the SEAL (Social and Emotional Aspects of Learning) material to develop all areas of the children's social, emotional and behavioural skills.

Sex and Relationships Education

As mentioned above, children are taught about human reproduction and puberty as part of the Science and PSHE&C curriculum. It is important that a sensitive approach is used and that children understand the physical and emotional changes that will occur as they develop through puberty. The school nurse talks to the children when they are in Year 6 and letters are sent out to parents so that they are aware when this will take place. We follow the guidelines set down in Gateshead's Curriculum Policy Statement and the D.E.S Circular 11/87 "Sex Education at School".

Parents can withdraw their child from all or part of the Sex Education offered except those elements taught as National Curriculum science.

Music



Music is a rich and inspirational art which brings lifelong engagement, enjoyment and education. It can offer personal development, friendship and employment opportunities and is inclusive to all. Eslington School aims to give all children the opportunity to engage with music. Research has shown that children that engage in an expressive art form find it beneficial to development academically, emotionally and socially.

Religious Education

We live, work and exist in a multi-faith society and it is important that children are taught to recognise and respect the views and beliefs of other faiths. At Eslington Primary School, RE is mainly Christian in nature, but the beliefs and practices of other religions are also taught. Pupils will take part in festival days and visit places of worship in the local community as well as study and experience religious rituals or stories for themselves. Children are encouraged to make comparisons between the major religions and to develop their own belief systems.



Modern Foreign Languages

As part of the curriculum, children are taught Spanish through interactive and fun activities. Spanish days are held in school, where children explore the culture, food and history of Spain. This enables the children to set the Spanish language within the appropriate context. Spanish words and phrases are used for familiar objects and activities and children are encouraged to develop the use of Spanish words in the classroom.

Creative Curriculum

In order to meet the needs of the 21st Century learner, we have devised a curriculum that aspires to teach the skills, knowledge and understanding of the world that will enable our pupils to live and work in a modern society.

Children are taught about *Life Skills, Mindset, Physical Development and Health, Cultural Studies, Environmental Respect and Understanding, History, The Arts*, and *Global Dimensions*. The National Curriculum subject areas are woven in and through these topics. The creative aspect of the curriculum is very important at Eslington Primary School. Children are encouraged to be imaginative and to explore their creative talents through a range of hands on activities. Where appropriate, peripatetic teachers are employed to develop these skills: for example by giving drum or guitar lessons. Children have the use of musical instruments, tools and materials to help them to express their own ideas and to consolidate their skills.



Homework

At Eslington we understand that each child has different talents and abilities and we would like to give them the chance to shine in their own time and develop and use key skills. Children are set 'Home-Learning' tasks that are allocated a number of points. Teachers provide homework to consolidate skills taught within the classroom and to encourage children to develop their own independent learning skills.

The children still receive weekly spellings and focus times tables; they should also read every night. Sometimes children may also receive additional home-learning specific to their individual targets in maths and English throughout the term. Older pupils in Key Stage Two may be expected to complete more homework or to engage in independent research.

“Pupils benefit from a rich curriculum that also focuses on improving their basic skills rapidly. Pupils are well prepared for their next steps in their education and to be responsible citizens in modern Britain today.”

Ofsted 2017

Assessment, Recording and Reporting Arrangements

At Eslington Primary School we pride ourselves on enabling every child to make the maximum progress they are capable of, through intensive interventions, access to outstanding teaching and rigorous tracking systems. Our assessment and tracking systems were judged as outstanding by Ofsted in November 2013, and March 2017.

As of September 2014, National Curriculum Levels and children's progress are now being monitored and tracked through year group objectives. Schools and Local Authorities have been encouraged to devise a system of tracking that is individual to them and that meets the needs of their own pupils. On entry to our school, a baseline assessment of each child's maths and English understanding is carried out and challenging but achievable targets are set. Progress is monitored throughout the year and tracked by the Headteacher and Assessment Manager. We hold Parent/Carer Consultation meetings each term that provide parents and carers with the opportunity to discuss their child's progress and ways to support this at home. A detailed report, which includes the child's progress for the year, is provided to parents and carers in the summer term.

The Parent/Carer consultation meetings are a very important element of our drive to raise standards and attainment for each and every pupil and we urge parents or carers to attend. We offer a range of possible appointments and are always willing to accommodate parents and carers who find it difficult to attend at the designated time.

If you have something you would like to discuss with a member of staff or the Head of School, please contact the school and we will do everything we can to support you.

"Almost all students make excellent progress in reading, writing and mathematics, and many make good or outstanding progress."

Ofsted 2013

"Progress in reading is very strong because of the various strategies used to improve pupils' confidence and skills"

Ofsted 2017

School Results

Until September 2014, children's progress was assessed using National Curriculum levels. The government has now removed 'level descriptors' from the National Curriculum and schools have established their own assessment systems. At Eslington Primary School, we are now assessing pupils according to the year group objectives they are working on so it is clear what stage of the curriculum they are working within and what they need to do next to improve and extend their learning. Many of our children have not accessed full time education due to their difficulties, and may be working on year group objectives below their chronological age. There are 3 sub categories for each set of year group expectations: *emerging*, *expected* or *exceeding*. So, a pupil who is assessed at *Y1 Expected* is working within the expected range for a Year 1 pupil. This assessment system enables us to track the progress pupils are making, from term to term and year to year. Baseline data is gathered when pupils join Eslington so that we can accurately track the progress they make **when they are here**. As all our pupils come to us at different stages of their schooling, the actual attainment at the end of Key Stages does not generally reflect the excellent progress they make whilst at Eslington Primary School.

From May 2016, more challenging SATs tests have been introduced in line with the new National Curriculum. Children now receive a scaled score instead of a level. Their raw score – the actual number of marks they gain – will be changed into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately.

For KS1 SATs, a score of 100 means the child is working at the expected standard. A score below 100 indicates that the child needs more support and a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible in KS1 is 115, and the minimum is 85.

In KS2, the papers will be marked externally. Each child will receive a raw score, a scaled score, and confirmation of whether they achieved the national standard. NS means the expected standard was not achieved; AS means the expected standard was achieved. The range of scaled scores available for each KS2 test ranges from 80 to 120.

A scaled score of 100 or more means that the child has met the expected standard in each KS2 SATs test; a scaled score of 99 or less means they haven't reached the **government-expected** standard. Children will also be matched against 'performance descriptors' (in other words what pupils are expected to know and be able to do at the time of testing) when being assessed by their teachers at the end of Key Stage 1 and 2 to see if they've achieved the expected standard.**at**

The teacher-assessment result codes from the Department for Education you can expect to see are:

- **GDS:** Working at greater depth within the expected standard (for writing assessment only)
- **EXS:** Working at the expected standard
- **WTS:** Working towards the expected standard (for writing assessment only)
- **HNM:** Has not met the expected standard (reading and maths assessment only)
- **PKG:** Pre-key stage, growing development of the expected standard (the child is working at a lower level than expected)
- **PKF:** Pre-key stage, foundations for the expected standard (the child is working at a significantly lower level than expected)
- **BLW:** The child is working below the pre-key stage standards (the lowest level of attainment)
- **A:** Awarded if the child was absent
- **D:** Awarded if the child is dis-applied ie. has not been tested at end of KS2.

Our pupils transfer to us at different times of the year and at different stages of their primary education. Each child is thoroughly assessed on entry so that we have a good understanding of the level they are working at and the targets that need to be set in order for them to make good progress. Although the number of pupils achieving National expectations in KS1 and in KS2, are below average, the progress our pupils make from entry to our school is at least good and in a significant percentage of pupils, outstanding as noted by Ofsted.

We consider the progress of pupils in our school in relation to all pupils nationally with similar starting points. However, a significant number of our pupils have cognitive ability levels or deficits in some areas which mean that their attainment is unlikely to ever rise above low in relation to National Expectations. Therefore, we base our evaluation on pupils' learning and progress relative to their starting points at particular ages and the assessment measures we use in school.

KS1 Results:

SATS results not available for 2020/21 due to Covid Pandemic

We had 4 pupils in KS1 for the year 2018/2019. Only 1 of these children had been at Eslington since the beginning of Year 1 and the other three arrived either at the beginning of the Autumn or Spring Term in Year 2. The progress that children in Key Stage 1 made was as follows

Reading

- 1 pupil (25%) was working within age related objectives by the end of KS1.
- 100% had made expected or outstanding progress from baselines

Writing

- 0 were working within age related objectives by the end of KS1.
- 100% had made expected or outstanding progress from baselines.

Mathematics

- 1 pupil (25%) was working within age related objectives by the end of KS1
- 100% had made expected or outstanding progress.

KS2 Results:

We had 15 pupils in Key Stage 2 in the year 2018-19. None of the pupils were with us in Key Stage 1. All the pupils joined us at different stages across the Key Stage, including 2 in the first term of Year 6 and a further two pupils just before SATs. We only have KS1 results for the progress that they made as follows:

Reading

- 2 pupils achieved expected standard in Reading.
- From their KS1 results, **50%** of our pupils made at least expected to outstanding progress in reading by the end of KS2.
- From baselines on entry to Eslington, 100% made expected or outstanding progress

Writing

- 1 pupil achieved expected standard in Writing.
- From their KS1 results **77%** of our pupils made expected or outstanding progress in writing by the end of KS2.
- From baselines on entry to Eslington, 86% made good to outstanding progress.

Mathematics

- 1 pupil achieved expected standard in Maths.
- From their KS1 results, **62%** of our pupils made at least expected to exceptional progress in mathematics by the end of KS2.
- From baselines on entry to Eslington, 67% made good to outstanding progress.

When compared to their Cognitive Ability levels:

Of the pupils who took the tests –

- 2 pupils were in line with expectations
- 2 pupils made outstanding progress against expectations
- 4 made exceptional progress

Whole School Tracking and assessment:

Whole school tracking measures progress across the year from June to June. It takes account of both summative assessment i.e.. Standardised Tests and teacher assessments.

In Maths:

- 69% made progress in line with or exceeding National Expectations over the year.
- 33% made outstanding levels of progress.
- 31% progressed at a rate below National Expectations
- In Reading:
- 67% made progress in line with or exceeding National Expectations over the year.

- 22% made outstanding levels of progress.
- 32% progressed at a rate below National Expectations (one was just below)

In Writing:

- 70% made progress in line with or exceeding National Expectations over the year.
- 43% made outstanding levels of progress.
- 30% progressed at a rate below National Expectations

Assessment, Recording and Reporting Arrangements

At Eslington Primary School we pride ourselves on enabling every child to make the maximum progress they are capable of, through intensive interventions, access to outstanding teaching and rigorous tracking systems. Our assessment and tracking systems were judged as outstanding by Ofsted in November 2013, and March 2017.

As of September 2014, National Curriculum Levels and children's progress are now being monitored and tracked through year group objectives. Schools and Local Authorities have been encouraged to devise a system of tracking that is individual to them and that meets the needs of their own pupils. On entry to our school, a baseline assessment of each child's maths and English understanding is carried out and challenging but achievable targets are set. Progress is monitored throughout the year and tracked by the Headteacher and Assessment Manager. We hold Parent/Carer Consultation meetings each term that provide parents and carers with the opportunity to discuss their child's progress and ways to support this at home. A detailed report, which includes the child's progress for the year, is provided to parents and carers in the summer term.

The Parent/Carer consultation meetings are a very important element of our drive to raise standards and attainment for each pupil and we urge parents or carers to attend. We offer a range of possible appointments and are always willing to accommodate parents and carers who find it difficult to attend at the designated time.

If you have something you would like to discuss with a member of staff or the Head of School, please contact the school and we will do everything we can to support you.

Pupil Premium

What is Pupil Premium?

Pupil Premium or Disadvantaged Funding is an amount of money that is given to schools by the government to support children who are in receipt of free school meals (or have been in in the last six years), children who are in care, and children of Armed Forces families.

“It is for schools to decide how the Pupil Premium allocated to schools per Free School Meal pupil, is spent, since they are best placed to access what additional provision should be made for individual pupils.”

Department for Education

Barriers to Educational Achievement:

Many of our pupils arrive at our school with negative perceptions of education. They have difficulty in accessing the learning in a mainstream classroom due to their Social Emotional or Mental Health needs that then impact on their behaviour in school. Some of our pupils have related conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Foetal Alcohol Associated Disorder (FASD), Autism Spectrum Disorder (ASD), Attachment Difficulties, Speech, Language or Communication Difficulties. They may also have difficulties with co-ordination and fine motor skills such as Dyspraxia, or conditions such as Dyslexia or Dyscalculia, which affect their ability to read or develop mathematical skills.

Our children may have also experienced Adverse Childhood Experiences (known as ACEs) which may include bereavement or loss, family breakdown, mental health issues within the extended family etc. All of these **can** impact on a child’s ability to focus, to learn and to develop the skills they need in order to achieve their academic potential. In addition, a significant number of children are involved with social care agencies or are categorised as being from areas of high social deprivation. The interventions we employ at Eslington are designed to diminish the difference and ensure that all of our pupils make the progress that they are capable of making.

How Eslington Primary School used the money 2018-19

The amount of Pupil Premium funding received by Eslington Primary School last year was £64,260. This was based on the January Census figures in 2018 and includes children on Free School Meals and those who are Looked After. At Eslington Primary School, the Pupil Premium has funded several activities and interventions to support pupil progress and attainment. These have included:

- One-to-one interventions in English using Read Write Inc strategies and individual programmes.

- Release of the SENDCo to oversee and carry out analysis of vulnerable groups of children and support teachers and teaching assistants to plan interventions.
- Therapeutic interventions for individual vulnerable pupils e.g. Theraplay and Lego Therapy.
- The employment of Family Support Workers to support families through home visits and individual interventions at school.
- Supporting pupils financially who attended school residential visits and other extra-curricular activities.
- Cognitive Behaviour Therapy for 8 children.
- Resources for *Plan, Do, Review* and *negotiated curriculum* approaches to engage children in learning.
- Cyber coach software for morning dance activities.
- Fine Motor Skills boxes in each classroom to improve fluency in writing.

The impact of Pupil Premium Funding in 2018-19

The impact of the pupil premium resources across the whole school:

	Outstanding Progress	Good to Outstanding progress	One- two-part progress	Limited or no progress	Total number of pupils eligible for PP
Reading	13 (23%)	37 (66%)	16 (29%)	3 (5%)	56
Maths	19 (34%)	40 (72%)	12 (21%)	4 (7%)	56
Writing	23 (41%)	38 (68%)	13 (23%)	5 (9%)	56

In maths: 93% made progress with 71% of pupils making good to outstanding progress in line with national expectations in maths and 34% making exceptional progress.

In reading: 95% of pupils made progress with 66% of pupils making good to outstanding progress in line with national expectations in reading and 23% making exceptional progress.

In writing: 91% of pupils made progress with % of pupils making good to outstanding progress in line with national expectations in maths and 34% making exceptional progress.

Proposed Pupil Premium Targeted Interventions 2019-20:

This year:

- We will be employing a Learning Support Teacher (Mrs Parkin) to support our pupil premium pupils with targeted interventions, based on rigorous assessments.
- A Nurture Teacher – initially for 2 sessions per week but increasing to 3 sessions after February Half Term - will be working with children who have significant Adverse Childhood Experiences (ACEs) to develop their social skills, resilience and overcome their emotional barriers to learning.
- We will be creating a specialist *Nurture Environment* by refurbishing the Bungalow at Rose Street so that pupils can engage with learning at the right level in a purpose-built unit.
- Mr Harry Ramsdale will continue to support identified pupils, offering weekly therapeutic sessions on an individual basis. He will also work alongside Mrs Rachel Taplin, to provide a

weekly group intervention. This intervention aims to promote positive relationships and develop the children's self-esteem; which in turn, will impact on learning.

- Resources such as sensory items, including body socks, peanut balls and bear hugs have been purchased. The intent is to improve focus in class through meeting the sensory needs of *all* our pupils.
- *Mathletics*, *RockStars* and *Nessy* computer-based intervention programs continue to be used daily to diminish the difference in academic attainment for Pupil Premium pupils.

Staff have also completed a training course to increase their knowledge and understanding in Children and Young People's Mental Health which is enabling us to recognise and manage some of the additional barriers to learning.

All the above interventions, outcomes and progress will be reviewed in June 2020 and included in our next prospectus.

Attendance

At Eslington Primary School, we are proud of our excellent attendance figures and recognise that this reflects the fantastic effort of parents/carers and staff, and the importance that we all place on regular attendance at school. The Government and the Local Authority have made it very clear that there is no automatic right to any holiday during term time. It is a common misconception that pupils are allowed to take up to ten days holiday in term time during any academic year. In fact, the Local Authority can now fine parents for taking their children out of school for holidays during term time. **Headteachers** may not grant any leave of absence during term time unless there are exceptional circumstances. **Low cost travel or arrangements made by other family members or friends are not deemed exceptional circumstances.**

School attendance is a high priority for all schools, and Eslington Primary School is no exception. As parents and carers, you will be aware of the importance of your child attending school and the impact it has on your child's learning and development. These changes in legislation are there for the benefit of all children and give little room for flexibility. However if you feel there are exceptional circumstances to be considered, please contact the school to discuss this further. It is important not to make any financial commitment for a holiday (during term time) until the absence has been discussed with the Headteacher first.

It is vital that children attend school punctually and regularly. Please support us by bringing your child to school on time for the start of the school day or by ensuring that they are punctual for their taxi journey into school. Registration of your child's attendance closes at 9.00am. Arrival at school after this time is recorded as a 'late' mark in the register.

We operate a 'first day absence' policy and will contact you as soon as possible if we have not been informed as to why your child is not in school. Any pupil not in school at this time will be marked as an 'unauthorised absence' unless, or until, we know why they are absent. Any child who is absent on a regular basis will be referred to the Local Authority and parents/carers will receive a letter or a visit from the Education Welfare Officer. All necessary steps will be taken by school and Gateshead LA to ensure punctual and regular attendance by every pupil. Research does indicate that regular or lengthy periods of absence have a significantly negative impact on a child's progress. Absences during the school term should be kept to a minimum.

Please make sure you inform the school of any health problems which may affect your child's education, or regular attendance. A copy of our attendance policy can be obtained from the school office. This policy describes how the school deals with punctuality and attendance concerns.

Attendance figures not available for comparison for 2020-21 due to Covid Pandemic

**Eslington Primary School Attendance
Figures for the Academic Year
2018/2019**

Attendance rate:	96.66%
Percentage of unauthorised absences:	0.49%
Percentage of authorised absences:	2.85%

School Term Dates 2021 / 2022

Autumn Term

School opens
School closes

Wednesday 8th September 2021
Friday 22nd October 2021

School opens
School closes

Monday 1st November 2021
Friday 17th December 2021

HALF TERM

CHRISTMAS HOLIDAYS

Spring Term

School opens
School closes

Tuesday 4th January 2022
Friday 18th February 2022

School opens
School closes

Monday 28th February 2022
Friday 8th April 2022

HALF TERM

EASTER HOLIDAYS

Summer Term

School opens
School closes

Monday 25th April 2022
Friday 27th May 2022

School opens
School closes

Monday 6th June 2022
Friday 22nd July 2022

HALF TERM

SUMMER HOLIDAYS

Other Reminders

Monday 6th and Tuesday 7th September 2021 – Staff Training Days – School Closed to pupils

Friday 1st July 2022 – Queens Jubilee additional Bank Holiday for schools– **School Closed**

Monday 5th September 2022 – The proposed start date for Autumn 2022

* 1 occasional day to be allocated within the Summer Term

School Rules and Positive Behaviour Management

At Eslington Primary School, we have a policy for promoting positive behaviour has been developed within a framework of simple rules.

Children should be able to come to school happy and free from fear, knowing that their rights will be respected. They must also be prepared to respect the rights of others. The rules that we have in school are to ensure this mutual respect, and to prevent injury to people, damage to the school premises and to personal property.

It is important to maintain a balance between rewards and consequences, which can be applied in a fair and consistent manner throughout the school. The emphasis is on positive behaviour and mutual respect.

Consequently, discipline at Eslington Primary is approached in a positive but assertive manner and involves the children following these three simple rules, or the four Rs, in classrooms and around school in general.

The four R's

Respect - for ourselves, each other, cultures, religions, the environment and the world in which we live.

Responsibility - being responsible citizens for the future

Resilience - knowing that it is ok to fail. To have the ability to bounce back and try and try again.

Relationships - to understand what a healthy relationship is and be able to form productive, healthy relationships to support us through school and our future.



In order to help the children make sensible choices about the way they behave, they are praised for making the right choices on a daily basis and consequences are given on the occasions that children choose not to follow the school rules.

Children earn points for each lesson which reflect their ability to accept and follow the school rules. The points are then turned into an individual percentage for each child at the end of the week. This enables our pupils to access a range of 'social activities' on a Friday afternoon according to the total number of points achieved. Children also have the opportunity to earn school currency or Froggets that they can then spend in the school shop.

Each child also has individual targets which support their social, emotional and behavioural development. These targets are negotiated and agreed between parent/carer, child and the school.

Some of our pupils can become upset and occasionally demonstrate challenging behaviour. Staff manage all such incidents in a positive manner. A gradual and graded response to all such situations is used which always seeks initially to de-escalate the situation using a range of strategies. Positive physical restraint however, may be necessary, in order to ensure the safety of everyone involved. All staff are trained in Team Teach techniques so that if a child needs to be physically restrained, appropriate holds are deployed. In some cases, a child may need to be removed from the classroom away from other pupils. At all times, pupils are treated with respect and dignity. They are given adult support and reflection time so that they can regain their self-control, enabling them to return to the classroom as soon as they are ready to do so.

We encourage parents and carers to become involved in their child's emotional and social wellbeing by keeping them informed of both good and unacceptable behaviour on a regular basis.

"Pupils rapidly develop exemplary attitudes to learning and these are firmly consolidated the longer they are pupils in the school."

Ofsted 2013

"Pupils rise to the high expectations which teachers have for their behaviour because of the trusting relationships developed and the consistent approach to managing pupil's behaviour"

Ofsted 2017

Safeguarding

Eslington Primary School is committed to safeguarding and promoting the welfare of children, and expects all staff and volunteers to share in this commitment.

Staff at Eslington Primary School have a legal responsibility to ensure the safety of all children. We take the physical and emotional wellbeing of our pupils very seriously. If we have concerns regarding your child, a member of staff will contact you to invite you into school to discuss any issues and to offer support if appropriate. Eslington Primary School has a Safeguarding Policy and the nominated person for safeguarding issues is the Headteacher.

Parents need to note that if there is a concern for the well-being of any of our children, the Head of school or Assistant Head as the nominated person for Child Protection and will determine if it is appropriate to approach the parent/carer or directly contact the Local Authority's Child Protection team based in the Social Services Department.

All members of staff and any adults volunteering to help in school have to apply to the Disclosure and Barring System before they are allowed contact with our children.

Children are not permitted to bring **mobile phones** or **other electronic devices** into school as this could be a potential safeguarding issue and we ask that parents/carers support the school policy in this.

In terms of E-safety, pupils are supervised whilst on the computers in school at all times by a member of staff. Any concerns raised by staff or pupils regarding websites are reported immediately to the council's ICT Services and firewalls are activated to prevent access to inappropriate sites.

We are Operation Encompass School, which means that if there is a disturbance at one of our family's homes and police are called to the property, we will receive a notification so that we can make sure that we support the family in safeguarding our children and young people. This project is run in conjunction with Northumbria Police.

As part of our safeguarding procedures, all staff are also trained in PREVENT which is the Government's terrorism prevention strategy.

Security at Eslington Primary School

We view the security of pupils and staff whilst in our school as extremely important. All our doors are controlled by a magi-lock system that enables staff and pupils to be protected whilst on the school premises. Entrance to the school is via the main entrance where a buzzer system enables staff in the school office to meet and greet all visitors. All visitors are asked to sign the visitors' book and obtain a badge to wear before they enter the main part of the school. Each classroom has internal telephone connections so that our Business Manager can let staff know when visitors may need to speak to them.

If you are challenged about your identity whilst in school it is not because our staff and pupils are unfriendly – we simply need to know why you are in the building to ensure our children remain safe.

Our School Uniform

We believe strongly in a school identity which increases our pupils' sense of belonging. To enhance this, all children are always expected to wear a school uniform.

Our uniform comprises of:

- Navy blue sweatshirt with the school logo
- Pale blue polo shirt with school logo
- Grey or black trousers or skirt
- Black shoes (outdoor footwear)
- Black plimsolls (indoor footwear)



The sweatshirt and polo shirts are available from the school. Please contact the school office to enquire about sizes and prices or to place an order.

PE Equipment

Children at Eslington Primary School take part in a variety of physical activities including The Daily Mile, trampolining, football, gymnastics, dance and games. These lessons can take place indoors or outside, at the Tyne View Sports Hall or at other primary schools. It is important that pupils have the right clothing and footwear in order to take part in all aspects of Physical Education. Children should wear black shorts and white T shirts with plimsolls or trainers. Tracksuit bottoms or jogging pants can be worn for outdoor sessions in colder weather.

Children will also take part in swimming lessons each year at one of the leisure facilities in Gateshead and the appropriate trunks or costumes should be worn. Letters will be sent out to inform you and to seek your consent when your child is taking part in swimming or trampolining sessions during the school year.

Jewellery

Jewellery is not permitted in school on the grounds of safety and security and should not be worn by pupils. Governors and staff will not be held responsible for any injury, loss or damage if jewellery is worn to school or in the event of jewellery being removed during school activities or left on school premises

Charges and Remissions

On a regular basis, children will have the opportunity to take part in visits to the wider community such as museums, parks etc. Activities that take place in school time and form part of the rich and varied curriculum for pupils are not charged for. However, parents and carers may be asked for a donation towards the cost of educational visits to places of interest. These visits are arranged to enhance the curriculum and to deepen the pupils' understanding of the world around them. Donations are necessary in order to ensure that these visits are available for each and every pupil irrespective of their ability to pay. Occasionally, a contribution will be required towards the cost of the petrol, or at other times the contribution may be necessary to cover entrance to museums or exhibitions.

The ability of parents or carers to pay should never be a barrier that prevents children from participating in wider curriculum experiences. Parents and carers should contact school to discuss any issues concerning contributions.

Charges for After School Club



Eslington Primary School offers an After-School Club during term time on Wednesday afternoons as well as two sports clubs on Tuesday and Thursdays from 3.00 until 4.15pm. There are a range of different activities on offer each term including fencing, archery, trampolining, football, animation club, cookery, sewing and crafts, as well as visits to local parks.

The club is organised, led and supervised by members of staff from Eslington Primary School. A healthy snack of fruit and juice is offered during the session. A contribution of £2.00 per week is payable in advance at the beginning of each half term.

If you wish for your child to attend the After-School Club, you must be able to collect him/her from school at 4.15pm. Unfortunately, transport arranged by the Local Authority is not available after 3.00pm.

School Meals

We have a wonderful school meals service that cooks fresh meat, vegetables and desserts and serves a balanced, nutritious meal to our pupils on a daily basis. A three week menu is available from the school office on request. There is always a hot meal, a choice of sandwiches or wraps and salads as well as several puddings such as fruit, yoghurt, cake etc.

Children are encouraged to bring in dinner money in a named envelope on a Monday morning. School meals are currently available for £2.20 per day or £11.00 per week.

We have achieved the Gateshead Healthy Schools Award and abide by their recommendations and guidelines.



If children bring in packed lunches, we ask that parents and carers abide by our healthy schools criteria. The children on the School Council have worked alongside staff to write a healthy packed lunch policy for school which will be sent out to all new parents. It is also available on request from the School Office and on our website. Packed lunches should contain sandwiches, dried or fresh fruit, yoghurts and water. Children can also have healthy snacks such as baked or low fat crisps etc. in their packed lunches, but **chocolate, sweets, biscuits, fried food or fizzy drinks are not permitted.**

Medical Care and First Aid

Parents/carers of any child who needs prescribed medicine during a school day must contact the school office and complete the required consent form. Medicines should be handed into the school office by a suitable adult, **in the original container in which it was prescribed**. It is not appropriate to give the medication to the child. All tablets, medicines etc. should be given to the taxi driver/escort that brings the child to school, or should be brought into school by the parent/carer.

If your child takes medication at school or at home, as parents or carers, you are responsible for supplying a sufficient amount of medication so that your child receives the correct dose on a daily basis. Staff will send home a request for further medication as necessary. It is vital for your child's wellbeing for them to receive the medication that has been prescribed to them by medical staff. We will expect you to bring a further supply of your child's medication into school as a matter of urgency if there is none left on school.

All medicines are stored in the locked medical cabinet or refrigerator in the staffroom and dispensed under the supervision of a trained member of staff. Our Medical Officers are Mr Donkin and Mrs Smith.

Children with asthma are encouraged to keep their inhalers within reach in their classrooms and should always take inhalers on any visits out of school.

If your child becomes ill during school hours, a member of staff will contact you, or an appropriate nominated person, to come and collect them. It is important that the school has an up to date emergency contact telephone or mobile number, allowing us to contact you immediately if necessary.

Members of staff will deal with all minor injuries or accidents that occur in school. All accidents are logged in the school's Accident Book and a letter and copy of the record is sent home with the pupils.

We have five members of staff who hold First Aid Certificates: Mr Donkin, Mr Fenton and Mrs Hindson both have a Certificate in First Aid at Work, Mrs Smith holds a Certificate in Emergency First Aid at Work, and Mrs Reccia holds a certificate in Paediatric First Aid. Whole staff training in First Aid is also undertaken on a regular basis.

Contacts and Complaints

Eslington Primary School staff work with parents, carers, Governors and professionals from outside agencies. This is to ensure that we offer the very best educational provision, support and guidance to our pupils and their families.

If you have any concerns or matters that you wish to discuss with a member of staff, the Business Manager or the Headteacher, please do not hesitate to contact us at the address below. We will endeavour to respond to your concerns or questions as fully as we can. If you are not satisfied with the response from the school, you can then write to the Chair of the Governing Body at the school's address, outlining your concerns. The Chair of Governors will then respond to you directly.

If you are still unsatisfied with the response, you should contact:

Pupil and Parent Services

Gateshead Civic Centre

Regent Street

Gateshead

Tyne and Wear

NE8 1HH.

Tel: 0191 433 3000

A copy of the Complaints Procedures can be obtained from the School Business Manager.

School Contact Details:

Eslington Primary School

Hazel Road,

Gateshead.

NE8 2EP.

Tel: 0191 433 4131 (Hazel Road)

Tel: 0191 433 5151 (Rose Street)

Email: eslingtonprimaryschool@gateshead.gov.uk

Website: eslingtonfurrowfield.org