



Emmaville Primary School

Crawcrook, Ryton

Tyne & Wear

NE40 4ND

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Head: Avril E. Armstrong

Welcome to Emmaville Primary School

Dear Parents/Carers,

I would like to welcome you to Emmaville Primary School. I am incredibly proud to be the Headteacher of this school. All of the staff and governors endorse the school mission statement as it is our belief that every individual deserves the chance to fulfil their potential and to become an independent learner. Together we learn, acknowledge and celebrate one another's achievements and individuality. At our school, the learning journey will offer the opportunity to acquire knowledge, develop skills, think creatively, have fun and enjoy life. No door will be closed; all will be inspired to face challenges with confidence and to embrace whatever the future may hold.

Our school motto '**Together we grow**' conveys the belief that pupils, staff and governors are all on a continuous learning journey.

We believe that the education of our pupils is a shared partnership between governors, teachers, parents, pupils and members of the wider community. Through this shared approach we can develop a happy, trusting and informed relationship that will enable us to provide every pupil with the most successful and rewarding educational experience. I hope that the time you spend involved with the school will be a happy one, and that your child will enjoy all of the experiences on offer to them during their years at primary school. A detail about the school's admission procedure for Nursery is included in the prospectus, as is Gateshead Council's admission procedure for entry into the Reception Class. I always encourage prospective parents to come and visit us, so please feel free to contact the school in order to make an appointment.

Very best wishes,
Avril E. Armstrong



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Welcome to Emmaville Primary School

Our motto '**Together we grow**' embraces the belief that pupils, staff, parents and governors are all on a continuous learning journey.

This prospectus is intended to be an introduction to the school. It contains essential information about the school and we hope it will also give you an idea about what Emmaville is really like.

We would like to welcome your child to our school and hope that they will enjoy their time with us. We now have the facility to offer places for children entitled to the 'Two Year Old Provision' we also offer the '30 Hour Extended Entitlement' for 3 & 4 year old children. If you would like to discuss how this provision works please get in touch with the school office. Within Emmaville, we have pupils aged 2 - 11, our school community continues to grow.

We believe that the education of our pupils is a shared partnership between governors, teachers, parents, pupils and members of the wider community. Through this shared approach we can develop a happy, trusting and informed relationship, which will enable us to provide every pupil with the most successful and rewarding educational experience.

Address and Telephone Numbers

The Director of Education
Education Office
Civic Centre
Regent Street
Gateshead Council NE8 1HH
Telephone Number: 0191 4333000

Emmaville Primary School
Main Street
Crawcrook
Ryton
Tyne & Wear
NE40 4ND
Telephone & Fax Number: 0191 4132460
Email: emmavilleprimaryschool@gateshead.gov.uk

Headteacher: Avril Armstrong

Deputy Headteacher: Hayley Brewster

Chairman of Governors: Mr Bill Purvis

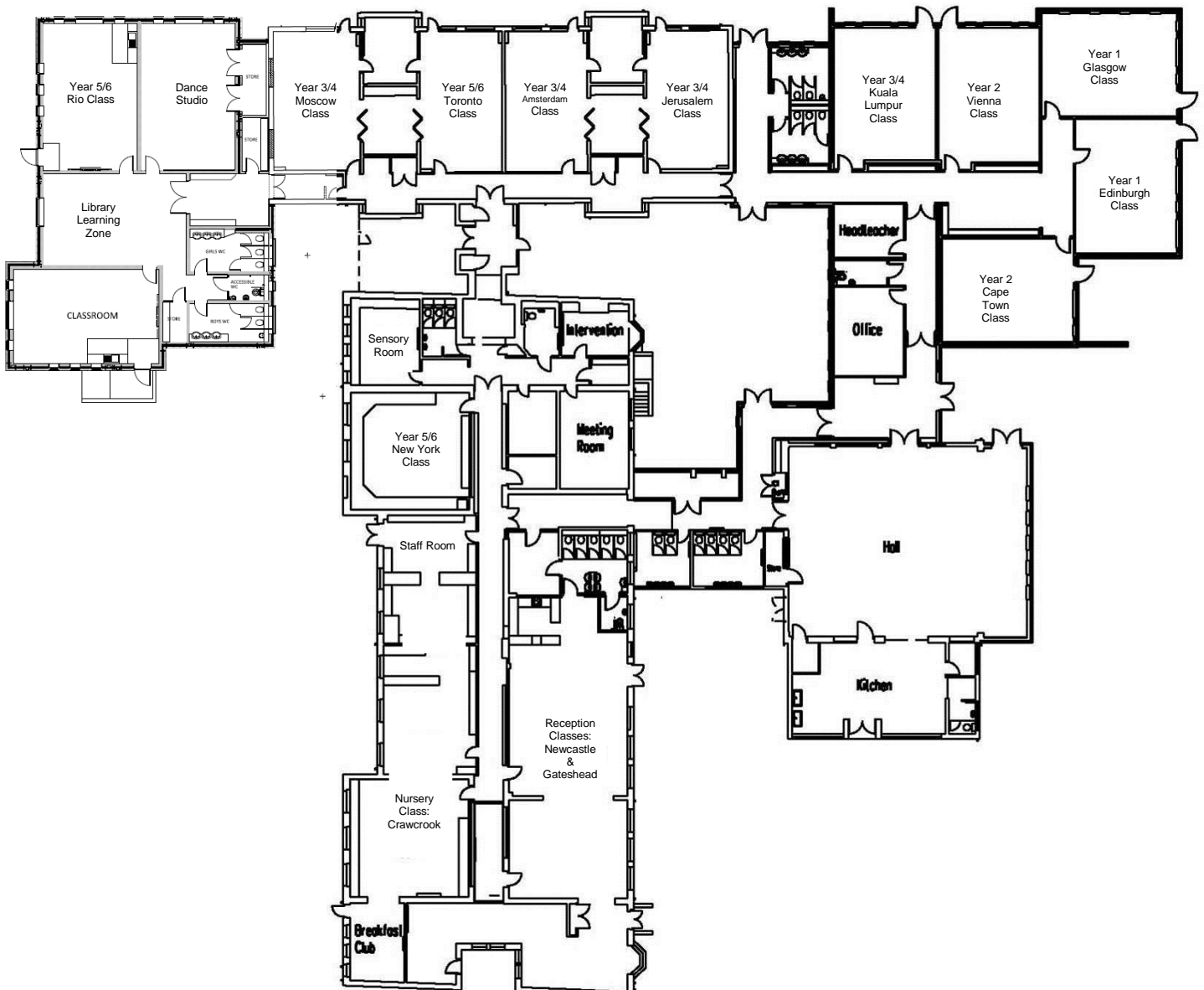
Senior Management Team:

Avril Armstrong, Hayley Brewster,
Kit Saddington, Beth McPherson and
Maggie McKenna

Security and Access to School

We are very aware of the need to protect everyone in the school building so we have a security lock on the main entrance and on doors leading from the school foyer.

All visitors to school are welcome and should enter school by the main entrance (see plan) they must report to the office and sign in. On leaving the premises visitors should sign out. This is vital to ensure the safety of all children and adults in school. All other doors to school can only be opened from the inside.



Plan of Emmaville Primary School

A few historical facts about Emmaville School

A large section of the present school building was opened in August 1907, although there was an Emmaville Colliery School in the village for many years before this date. Since this date the school has faced many changes. At the time of opening it was an Infant and Junior School, then it became a one form entry Primary School, where there were 30 pupils in each cohort. The school has a long tradition of serving the community and we aim to continue this tradition long into the future.

A new wing was added to the school in 1988, giving a variety of styles of classrooms and facilities. Further work was carried out to the school building during the summer of 2007. This building work was a result of the enlargement of the school in 2007.



In September 2007 Emmaville became a one and a half form entry school (45 pupils in each cohort) with the capacity for 315 pupils. As a result of this increase children were then taught in mixed - age classes, although class organisation could vary from year to year depending upon pupil numbers.

In April 2010 major construction work commenced at Emmaville, funding for this work came from the Primary Capital Programme. The building work was completed for the beginning of the autumn term 2011. The refurbishments to the school has greatly enhanced the indoor and outdoor learning environments for the pupils.



In September 2011 we opened our newly refurbished Early Years Foundation Stage Unit, this provision was for nursery and reception aged pupils providing an excellent resource for children's first steps in education. Not only was the indoor space refurbished for the pupils but the outdoor space was also greatly enhanced, offering the younger children greater opportunities to engage with nature, as the natural world is a rich resource for social and cognitive growth.



In response to the growth of increasing pupil numbers, we opened a separate Nursery Unit in September 2017. We have been absolutely delighted with the unit and the next step is to further develop the outside area for our younger children.

Although we still refer to the 2 - 5 year old children as the Early Years Foundation Unit, the 2 - 4 year old children are taught in the Nursery Class and the 2 Reception Classes are taught in the area that had been previously used to educate both the nursery and reception class pupils.

From September 2018, Emmaville will become a two-form entry school, allowing us to take up to 60 pupils in each year group. In order to accommodate the increase in pupil numbers, an extension has been added to the school. Within the extension, there are two new classrooms, two new toilet blocks, a disabled toilet, a dance studio and a library/learning resource area. We are thrilled with the wonderful new extension and are grateful to Gateshead Council for providing us with a superb environment for children to learn.

In addition to the Foundation Stage Unit we currently have 12 classrooms; each classroom has cosy corners for reading, assigned areas for role play and practical activities. Excellent transition arrangements are in place for children transferring from the Foundation Stage Unit into Year 1 and from Year 2 into Year 3.



In addition to the classrooms the school has many other learning zones. There is a large and well-stocked library, a main hall that is used for P.E and as a dining area, a dance studio, a sensory room, intervention rooms and a Family room that is used for the school's Breakfast Club and After School Club.

The school has excellent grounds, which consist of an extensive playing field, trim trails, a conservation area, a playground at the rear of school with two bicycle shelters and a playground at the front of the school building.



Meetings with parents are arranged on a regular basis to discuss and explain the work that the pupils will be engaged in.

The majority of pupils transfer to Thorp Academy at the age of eleven, along with pupils from other local schools.

School Achievements

Sports Mark - Gold Award 2018

Friendship Award 2017

Inspiration Award 2015

Citizenship Award

Awarded for the second time in July 2014

Healthy School Award

For the twelfth year running the school has received this award demonstrating our school's commitment to providing healthy lifestyles.

Arts Mark Gold Award

Awarded in June 2012 for a third time in recognition of the schools commitment to the Arts

International School Award

Quality Mark

Awarded by the Basic Skills Agency.

School Travel Plan

Health Education

The school follows the Gateshead No Smoking Policy. We are a No Smoking School.

Teaching Staff

| | |
|-----------------------------|---|
| Headteacher: | Miss Avril Armstrong |
| Deputy Headteacher: | Miss Hayley Brewster - Year 4 (Asia) |
| Foundation Stage: | Miss Katherine Barton (EYFS Coordinator) |
| Nursery Class (Crawcrook) | Miss Katherine Barton (Monday & Tuesday) |
| Nursery Class (Crawcrook) | Miss Charlene Foster (Wednesday, Thursday & Friday) |
| Reception Class (Newcastle) | Mrs Kate Jarvis (Monday, Tuesday & Wednesday) |
| Reception Class (Newcastle) | Miss Katherine Barton (Thursday & Friday) |
| Reception Class (Gateshead) | Mrs Nicola Johnson |
| Year 1 (England) | Mrs Deborah Mackay and Mrs Louise Priestley |
| Year 1 (Scotland) | Mrs Sue Lawrence |
| Year 2 (N. Ireland) | Miss Ella Kenyon |
| Year 2 (Wales) | Miss Beth McPherson (TLR) |
| Year 3 (Southern Europe) | Mrs Debbie Hamilton |
| Year 3 (Northern Europe) | Miss Emily Rochester |
| Year 4 (Asia) | Miss Hayley Brewster (Deputy Head) |
| Year 4 (Africa) | Miss Katherine Lamb |
| Year 5 (Antarctica) | Mr Barry Elliott (am only) |
| Year 5/6 (Oceania) | Miss Jessica Woolard |
| Year 5/6 (South America) | Mr Kit Saddington (TLR) |
| Year 5/6 (North America) | Mrs Maggie McKenna (TLR) |

Senior Leadership Team

Avril Armstrong
Hayley Brewster
Kit Saddington
Maggie McKenna
Beth McPherson

PPA provided by Teaching Staff

Deborah Mackay (EYFS), Louise Priestley (KS1), Barry Elliott (Y3)

Non-Teaching Staff

PPA (KS1 & KS2) provided by: Ms Veronika Richter (HLTA)
Mrs Sharon Lowe (HTLA)
Mrs Dawn Sanderson (HLTA)

Teaching Assistants in the Foundation Stage

Miss Nichola James, Ms Veronika Richter, Mrs Hazel Stoddart,
Miss Amie Thompson, Miss Melanie Crydiac, Mrs Vicki Rushton, Miss Molly
Holmes, Mrs Carol Hunter

Teaching Assistants in Key Stage 1 & 2

Mrs Kirsty Taylor, Mrs Marion Burke, Mrs Andrea Teasdale,
Mrs Dawn Sanderson, Mrs Joanne Dutta, Miss Molly Holmes,
Mrs Lyndsay Henderson, Mrs Sarah Berry, Miss Terri Scanlon,
Mr Mike Harrison, Mrs Donna Jude

Administration Staff:

Mrs Julie McKie, Mrs Joanne Liddle,
Mrs Carol Hunter

Site Manager:

Mr Donald Lake

Cleaners:

Mrs Kathleen Thompson, Mrs Liz Clerkson,
Mrs Rosalind Bainbridge, Mrs Anne Wallace

Lunchtime Staff:

Mrs Carol Hunter, Mrs Anna Smith,
Mrs Patricia Campbell, Mrs Angela Hall,
Mrs Jeanette Edgar, Mrs Joanna Lynch,
Mrs Donna Jude, Mrs Andrea Teasdale,
Mrs Dawn Sanderson, Mrs Joanne Dutta,
Mr Mike Harrison, Mrs Sarah Berry,
Mrs Lyndsay Henderson, Miss Terri Scanlon

Cook:

Ms Lisa Kirton.

Kitchen Staff:

Mrs Sarah Maitland, Mrs Hazel Leck,
Mrs Liz Clerkson, Mrs Susan Jarvis

Educational Psychologist:

Mrs Christina Grace

School Inspector:

Ms Jane Sutton

Governing Body

The Governing Body meets at least once every term and the minutes of these meetings are available to parents in the school office. Governors also attend sub-committee meetings; these meetings take place the first Tuesday of every month.

School Governors have legal duties, powers and responsibilities. They can only act together; they cannot act individually.

The parents of the school elect parent governors. They will have a child at the school and serve for a term of four years.

Together the Governors act as a kind of Board of Directors and meet to make decisions about the running of the school.

Governors are appointed to help:

- Decide what is taught;
- Set standards of behaviour;
- Interview and select staff;
- Decide how the budget is spent.

School Governors 2019

| | | |
|------------------------|-------------------|-------------------|
| Miss Avril Armstrong | Headteacher | |
| Miss Beth McPherson | Teacher Governor | |
| Mr Bill Purvis | Chairperson | Co-opted Governor |
| Mrs Fiona McGee | Vice Chairperson | Co-opted Governor |
| Melanie Cornish | Co-opted Governor | |
| Kate Henderson | Co-opted Governor | |
| Gemma Brown | Co-opted Governor | |
| Rosemary Hendry | Co-opted Governor | |
| Mrs Julie Gavin | Co-opted Governor | |
| Miss Helen Haran | LA Governor | |
| Mr Jonathan Lancashire | Parent Governor | |
| Mr Dan Clarke | Parent Governor | |

Clerk to the Governors: John Finch, Gateshead Council,
Dryden PDC, Gateshead.

Pupil Premium

The school is estimated to receive £88,620 for the financial year 2019/20. The money allocated is based on deprivation. The 2019/20 pupil premium is based on 56 Free School Meals (FSM) pupils at £1,320 per pupil. The pupil premium figure will vary from year to year. This year's estimated allocation includes funding for Looked after Children, Adopted Children and Armed Forces children.

The money received through the Pupil Premium grant is used in many ways to support those children entitled to this funding. This support can take a variety of forms, group support, partner support or possibly one to one support. A variety of interventions will be used to support the pupils' academic, emotional, social, communication skills, as well as their physical development. For further

information on how the pupil premium money is used to support the children please refer to the Pupil Premium Strategy that is on the school website.

At Emmaville School we are keen to ensure that all of the children make progress, we have high expectations of all of the children but realise that some will require more support than others.

Aims of the School

It is our aim to offer a high quality learning environment, an environment where every member of our school community is valued and respected. To this end we will endeavour to create a happy, safe, responsible, well ordered and stimulating community in which children can flourish.

The school will seek to provide learning experiences that are appropriate to the age, aptitude and ability of the child, yet encouraging the highest possible standards of work and behaviour. We enable children to develop a positive self-image and to recognise a sense of their own worth.

We want to develop children to their potential. To achieve this school will help pupils to:

- Develop lively enquiring minds, to question and argue rationally and to apply themselves to tasks and physical skills;
- Equip them to develop appropriate relationships with other children and adults and be sympathetic to the needs of others;
- Acquire the skills of self-discipline and self-management; to understand the need for rules in the school, the community and beyond;
- Appreciate human achievement and aspirations;
- Instil respect and tolerance for religious and moral values of their own and other cultures in society;
- Attain knowledge and skills that will enable them to contribute to our local and global communities;
- Understand the world in which they live, including the interdependence of individual groups and nations;

- Acquire the knowledge and skills relevant to subsequent stages in their education, adult life and employment;
- Use language and numbers effectively.

In this way we seek to work with parents to fulfil each child's intellectual, spiritual, moral, cultural and social development.

The School Day

Session times for the 2 year old and nursery aged children:

| | | | |
|------------|---|------------|-----------------------------|
| 9.00 a.m. | - | 12.00 p.m. | Nursery & 2 year olds |
| 12.00 p.m. | - | 3.00 p.m. | Nursery |
| 12.30 p.m. | - | 3.30 p.m. | 2 year olds |

School starts and finishes at the following times for Reception to Year 6 pupils:

| | | | |
|------------|---|------------|------------------|
| 8.50 a.m. | - | 12.00 p.m. | Rec, Y1, & Y2 |
| 8.50 a.m. | - | 11.45 p.m. | Y3 - Y4 |
| 8.50 a.m. | - | 12.00 p.m. | Y5 - Y6 |
| 1.00 p.m. | - | 3.10 p.m. | Rec, Y1 & Y2 |
| 12.45 p.m. | - | 3.15 p.m. | Y3 - Y4 |
| 1.00 p.m. | - | 3.15 p.m. | Y5 - Y6 |

School gates open at 8.40 a.m. and a teacher will be on duty in each of the school yards from 8.45am. Children should be in the school yard by 8.45 a.m. The whistle is blown at 8.50 a.m. to ensure a prompt and efficient start to the school day. The beginning of any lesson is very important, so children must come to school on time.

The mid-morning break is 10.10 a.m. - 10.25 a.m.

Although there is no official break for pupils in KS1 in an afternoon, it is anticipated that they will have a comfort break at some point mid afternoon and that they will have regular opportunities to use the outdoor classroom space for learning beyond the classroom.

Teaching Hours

The total number of hours spent on teaching during the normal school week, excluding breaks and daily collective worship are:

22hrs 55 mins K.S. 1

24hrs 35 mins K.S. 2

Admissions Policy

The school complies with the LA Policy. Admissions information is available on the Gateshead Council website. www.gateshead.gov.uk/schooladmissions

Admissions

We have a Foundation Stage Unit that offers provision for pupils from 2 to 5 years old.

The **Two Year Old** provision opened in the spring term 2017, this provision is known as Purple Poppies. If you would like more information about what we can offer please do not hesitate to get in touch with the school office.

The admission number for Nursery aged pupils is 78 part-time places. The nursery session is either from 9am - 12 noon or from 12 noon until 3pm.

The school also offers the **30 hour extended entitlement for nursery** aged pupils, the hours for those children who stay with us all day at Nursery are 9am - 3pm.

For those families that require an extended day before the hours of 9am or after 3pm, wraparound can be provided with the use of the school's breakfast and after school club but this is paid provision.

Our two year old children and nursery pupils share a delightful new facility that was opened in September 2017.

The admission figure for reception aged pupils at Emmaville is 60.

Parents considering sending their children to Emmaville are warmly invited to contact school to arrange a visit. The visit will give prospective parents the opportunity to meet members of staff and discuss their child's individual needs. They will also be able to view all the facilities we can offer and collect a school prospectus.

Admission into Nursery

Parents can put their child's name down on the Nursery waiting list whenever they wish. In order to do this, please see, Mrs Julie McKie, in the school office. Children will normally be offered a place in the Nursery Class the term after their third birthday. Parents will receive a placement offer from the Early Years Foundation Stage Coordinator, Katherine Barton.

Admission into Reception Class

To apply for a Reception Class place at Emmaville School for September 2020, parents are encouraged to apply online via the Gateshead Council website. Online applications can be submitted from Monday 9th September 2019. The application closing date is Tuesday 15th January 2020. Parents will receive notification about Reception Class places on Tuesday 16th April 2020. Where places are oversubscribed the LA admissions procedure applies, with places being allocated according to established criteria.

School has its own induction booklet available for parents of children who are about to enter the Foundation Stage Unit.

Pupils in the Foundation Stage Unit follow the Foundation Stage Curriculum, which is based around seven areas of learning. These are Personal and Social, Communication and Language, Physical, Literacy, Mathematics, Understanding of the World and Expressive Art and Design. This prepares the children for the formal National Curriculum that begins in year 1.

Admissions Arrangements for Pupils with Disabilities

At Emmaville we are committed to providing a fully accessible environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, social and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Local Authority has made a commitment that wherever possible; children with physical disabilities will be educated in their local primary school. In order

that children with disabilities are not disadvantaged, the school liaises with the Local Authority when necessary to ensure that adequate provision is made.

If you need any information or advice on accessibility plans please feel free to contact the Headteacher who will provide further information.

Attendance and Absence

It is essential that children attend school during term time. We ask for your support in making sure your child attends school regularly.

Should your child be absent for any reason it is your responsibility to contact the school stating the reason for absence. This can be done by a telephone call; messages are recorded and passed to staff. Please note school operates a 'first day response' procedure. If you do not contact us then we will contact you; this measure ensures we know where children are at all times.

Appointments for the doctor, dentist etc. must be notified to school and children should be collected from school by an adult. Please inform a member of staff that the child has been collected.

In order to improve and maintain good attendance the following incentives have been put in place:

- Class attendance figures are included on the weekly news bulletin and sent out to all families. The class with the highest attendance receives the trophy for their class.
- Termly certificates:



The following certificates will be presented at the end of each term:

- Gold Certificate for 100% attendance
- Silver Certificate for 99 - 98%
- Bronze Certificate for 97 - 96%

- Each term those children with 100% attendance will have their name placed into a prize draw. The winner will receive Metro Centre vouchers to the value of £25.
- At the end of the academic year the children who have 100% attendance for the year will have a tea party with the headteacher.

Medical Care and Accident Procedure

Should your child need to take prescribed medication then please contact the school office. Parents will need to complete a Med 1 form, the form must be completed and the medication handed in at the office. Inhalers for asthma must be clearly labelled with the child's name, dosage and times to be given.

Minor injuries will be attended to in school. We have 15 members of staff with First Aid qualifications. In the event of a more serious accident we would try to contact parents; medical assistance would be sought immediately. It is, therefore, vital that we have up to date information relating to emergency contacts, doctor's details and medical details for inclusion in our records.

Parental Involvement

We value good relationships between home and school. Parent partnership is vital to children's education and development. All parents are welcome to visit school to discuss their children, their work, or any problems that may develop throughout the school year. Please do not hesitate to make an appointment.

Parents will always be consulted whenever there is concern about a child's work or behaviour. Together we will find a common approach to support the child.

Formal parent's evenings are held during the autumn and spring term. This allows parents to see their children's work, discuss progress and receive children's personal targets for the term.

Occasional meetings enable parents to learn about and understand educational change and development. We encourage parents to play an active role in school life. You can help in a number of ways, assisting in classrooms, supporting after school groups, accompanying children on educational visits, sharing your own skills with the children, making and repairing equipment and developing the school environment. Many parents are currently volunteers in school and their support is greatly appreciated.

If you have a free morning or afternoon and you would like to become involved in school life then please contact the Headteacher.

All volunteers at school will be required to complete a Criminal Records Disclosure; this is a legal requirement to ensure the safety of all pupils. These forms can be obtained from the School Administrator, Mrs Julie McKie.

A weekly news bulletin is sent out each Friday via Parentmail and includes information of forthcoming events. Please also take time to view the school's website. In addition to this, class letters will be sent out informing parents of class outings or special events.

Friends of Emmaville

This is a very active organisation to which anyone can join. The Friends of Emmaville meet regularly and organise a full programme of social and educational events throughout the year. Many of these events raise funds for school. These additional funds support the purchase of equipment and facilities for the pupils.

Home/School Agreement

In accordance with government guidelines September 1999 all parents are asked to sign a home/school agreement. This agreement emphasises the importance of the partnership between home and school i.e. 'parents are the child's first and enduring teachers'.

Complaints

Please come and see the Headteacher initially. We hope to be able to resolve all complaints, in most cases we find that common complaints can be dealt with successfully at an informal level. Should a parent wish to make a formal complaint, it should be addressed to the clerk of the governing body. The matter will then be referred to the governors of the school. Please note the school's complaints policy is available on the school website.

Charging and Remissions Policy

The Education act 1988 prohibits charging for activities during school time, however, we aim to provide a range of activities to enhance the children's learning. Parents will therefore be asked to make a voluntary contribution towards the cost of these activities. No child will be excluded from these activities through inability to contribute. However, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled. Please note the school's Charging and Remissions policy is on the school website.

School Visits

At various times throughout the School year your child's class may be taken on an educational visit. A detailed letter with a consent form will inform you of the visit and you will be asked for a contribution towards the cost of the visit.



Pupils in Year 4 will have the opportunity to spend one night on a residential visit to Broomley Grange. This visit will take place on Wednesday 13th May until Thursday 14th May 2020.

Pupils in Year 5 will be going on a residential visit to London for two nights. During this residential visit, the children will be taken on a guided tour of the London sights; dinner at the Hard Rock Café, dinner at the Fire and Stone Restaurant in Covent Garden, a visit to the Houses of Parliament, a trip on a London river boat cruise, they will also see a West End Musical. This visit will take place from Wednesday 18th March - Friday 20th March 2020.

Pupils in Year 6 will be going on a residential visit to France and Belgium from Monday 1st June - Friday 5th June 2020. This visit will include a day trip to Bruges, an opportunity to visit Ypres, the Menin Gate Bridge, Flanders Museum, an opportunity to explore a French market, to visit the wonderful Nausicaä Sea Life Centre, as well as spending a day at a Theme Park.

Rules and Discipline

A high standard of behaviour is expected from pupils at all times, the rights of the individual child to pursue work and leisure in an orderly fashion without upsetting others is always stressed; parents are asked to support the school in maintaining these standards.

School rules are kept to the minimum and are made for the smooth running of the school and for the comfort of others. Rules are brought to the pupil's attention during assemblies, and in the general day-to-day work taking place within the classrooms. At the beginning of each academic year the children create and agree a class charter that sets out standards of behaviour for the year.

We believe that children will respond well to a caring yet challenging environment in which all feel valued and are aware of what is expected of them. It is

important that pupils develop positive attitudes towards themselves and others. The qualities of caring, courtesy and respect are our main aims. It is felt that praise, together with positive reinforcement, are the most supportive ways of achieving these aims.

When unacceptable behaviour does occur, immediate and appropriate action is taken. Usually this involves guidance in the right direction and perhaps some curtailment of privileges.

When severe or persistent antisocial behaviour does occur parents will be immediately notified and will be involved in finding solutions. Unruly antisocial behaviour will not be tolerated.

We operate a reward system through the distribution of tokens. These tokens are an individual reward system. Pupils receive tokens for a variety of reasons; they are delighted to receive their tokens.

Whole class rewards are received through a 'marble jar' system.

Good behaviour is also rewarded through weekly 'golden time'.

At Emmaville we PRAISE LOUDLY and REPRIMAND QUIETLY.

Pastoral Care

The general welfare of the pupils is the concern of all; a caring atmosphere is fostered in which children can feel confident in the support of all members of staff. We are intent on providing a safe, caring and secure environment where pupils and staff can work in harmony. The children are carefully supervised, both in and out of the classroom and all teaching and non-teaching staff show great concern for the welfare of all the children.

In keeping with our policy of close liaison between home and school, parents would be informed of any problems that do arise regarding a child's well-being or happiness, as co-operation between home and school is our approach to resolving problems.

Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a pupil may be subject to ill treatment, neglect or other forms of abuse, staff will follow Child Protection Procedures and refer their concerns to Social Services.

School Meals

All pupils in Reception, Year 1 and Year 2 are entitled to a free school meal through the Government's initiative.

In the school kitchen meals are prepared to a high standard, and a varied menu is available daily, with a choice of main course and sweet.

For pupils in Year 3 - 6 who have a school lunch, parents are required to use the online payment system. Any adult wishing to join us for lunch is most welcome; please inform the office in advance.



In order to avoid waste and additional administration, 1 week's notice in writing must be given to change from school meals to packed lunch.

Packed lunches should be brought in an appropriate box or bag, and marked with the child's name. Healthy eating is encouraged at all times. Please ensure that no sweets or chocolate are included in packed lunches and a maximum of one cake or biscuit to be included in the lunch box. Fizzy drinks or Sports drinks (this includes isotonic drinks) are not allowed.

Free School Meals

Families receiving state benefits will be eligible for free school meals. Applications for these should be made to the Welfare Benefits Section, Gateshead Civic Centre. Please be reassured that matters regarding free school meals will be sensitively dealt with.

School Uniform

The uniform policy can be found on the school website.

The uniform consists of a purple sweatshirt or sweatshirt cardigan with the school logo, light grey polo shirt



with the school logo, grey trousers, grey shorts, grey skirts or a grey pinafore. Please note skirts should be regular school skirts and not fashion skirts. In the summer purple and white gingham checked dresses may be worn.

Items of clothing are available from a range of shops at varying prices; however we would like to encourage parents to buy sweatshirts, cardigans and polo shirts displaying the school logo.

Sweatshirts, cardigans and polo shirts displaying the school logo are available to order and purchase from Salto which is situated in Prudhoe. Information and order forms for uniform are available on the school website. However the School Administrator, Mrs Julie McKie, will also assist with queries about uniform.

In keeping with uniform and the colours of the school, plain white or grey socks (ankle or knee high only) should be worn. Please ensure that no fashion socks are worn by the children. Plain grey tights may also be worn.

Black shoes are worn in school; sandshoes are worn for indoor P.E. and trainers may be worn for outdoor P.E. but not for school.

The wearing of nail varnish is not allowed. Nor is the wearing of earrings or other items of jewellery. For health and safety reasons no earrings should be worn for school, nor should children wear earrings with plasters covering them. No responsibility can be accepted by the school for jewellery or watches lost on the premises.

Hairstyles colour and accessories should be suitable for primary school children. Please note that no extreme or fashion hairstyles (shaved or tram lines) or braids are permitted.

Pupils are asked to supply a suitable change of clothing for games and sports. These should be: black shorts, white T-shirt (summer), socks and sandshoes (indoor) or trainers (outdoor) black tracksuits or leggings, jogging bottoms and sweatshirts (winter).

Year 3 - 4 pupils go swimming; they will need swimwear and a towel at certain times during the school year. A letter will be sent home informing parents when their child will be going swimming.

All clothing must be marked with the child's name for easy identification.

We ask for your support in respect of the uniform policy and guidelines agreed by the Governing Body of this school.

Collection of Pupils

We ask that pupils in Key stage 1 are escorted and collected from school by an adult. Pupils in Key stage 2 may walk to and from school by themselves; however, we do want to remind parents that we have a very busy road to the front of the school and we would prefer that an adult accompany children.

If children need to attend the dentist or have a doctor's appointment during the school day, then they must bring a note to school advising us of this and they must be collected and returned to school by an adult.

All of these arrangements are for the safety of the children.

If parents or carers are running late collecting their children then we would appreciate a phone call. The children can either wait in the entrance area of the school or the school office where they can sit on the sofa and read a book. Please make sure you notify a member of staff when you arrive to collect the children.

Mobile Telephones

Pupils are not allowed to use mobile phones at school. If it is necessary for any child to bring a mobile phone to school, then they need to hand it in at the office on arrival at school, where it will be stored until the end of the school day.

Content and Organisation of the Curriculum

The 1988 Education Act requires that the following areas of the National Curriculum be taught in schools.

| Core Subjects | Foundation Subjects |
|--|---|
| <ul style="list-style-type: none">• English• Mathematics• Science• ICT• RE | <ul style="list-style-type: none">• Geography• History• Design & Technology• Music• Art• Physical Education• Modern Foreign Languages |

In addition, every school must provide Religious Education. We hope to promote Equal Opportunities and Multi-Cultural Education through work we do. We also aim to develop the Personal and Social Education of our children, promoting co-operation, caring and tolerance both in our school and in the community. We will seek to prepare children for life in a multicultural society and our curriculum

will reflect the cultural diversity of our country and promote an understanding of the place of the UK in a wider independent world.

From September 2020 the school will be organised in the following way:

Two Year old Provision and Nursery - aged 2 - 4

Reception - aged 4 - 5

Year 1/2 - aged 5 - 7

Year 3/4 - aged 7 - 9

Year 5/6 - aged 9 - 11

The children in Foundation Stage (2 - 5 Year old children) follow a specially planned curriculum based on the 7 areas of learning mentioned earlier. Opportunities for active learning through exploration, investigation and discovery involving all the senses are inherent in the experiences that are planned and developed in those which arise naturally.

The formal National Curriculum begins in Year 1 after a period of transition from Foundation Stage. The National curriculum has specific Attainment Targets and Programmes of Study. Attainment Targets are the knowledge and understanding which pupils of different abilities and maturities are expected to achieve by the end of each key stage.

Programmes of Study are the matters, skills and processes, which have to be taught to pupils of different abilities and maturities during the key stages in order to achieve the Attainment Targets.

Within all key stages, foundation subjects, Science, ICT and RE are often taught through a topic, which enables work from different curriculum areas to be integrated, although the core subjects are taught separately, we always endeavour to provide cross-curricular links. However, sometimes it may be necessary to teach particular units of study as discrete subjects.

Class arrangements for 2019/20

The reception children will be organised into two classes.

In Year 1 and Year 2 the children will be organised into single aged classes; 2 Year 1 classes and 2 Year 2 classes.

In Year 3 and Year 4 the children will be organised into single aged classes; 2 Year 3 classes and 2 Year 4 classes.

In Year 5 and Year 6 the children will be organised into mixed aged classes; 3 Year 5/6 classes for registration and for all subjects except English and Mathematics. In a morning the Year 5 pupils will be taught in mixed ability classes for English and Mathematics, the same will apply for the Year 6 pupils.

The curriculum from EYFS - Y6 will be organised in themes or topics, which will be cross-curricular. Some topics will be for a half term or may last for a whole term. However there is also the opportunity for minor topics to be introduced by the teacher that may come from the interest of the children. In addition we have an enrichment week each term, the focus of this week will be extremely varied from term to term.

During enrichment weeks the children have the opportunity to acquire knowledge and to develop a variety of skills. They will also have the opportunity to work with people from the wider community.



The topics planned for the children are not content driven, but focus upon the knowledge and skills pupils need to acquire. Throughout the year topics planned for the children are linked to their locality, national and international events.

The importance of pupils learning through first-hand direct experience is valued highly in school. Classrooms are therefore organised thoughtfully with subject resources available in different areas of the room to support the pupil's learning to the appropriate level.



The practical areas are an integral part of each classroom's working space and provide considerable opportunity to develop and challenge the imaginative and investigative skills of the pupils. Teamwork and co-operation is encouraged amongst the pupils, and the staff collaborate and consult closely about the learning needs of each child.

Entitlement Plan

Our whole school entitlement plan fulfils the requirements of the National Curriculum and ensures good and in some cases outstanding progress in all subjects through both key stages. Teaching of all subjects will be carried out through a mix of whole class teaching, group, paired and individual work. Where appropriate, classes will be taught as a unit, but the development of many skills requires children to work in smaller groups. Groupings within classes will vary, on some occasions pupils of similar abilities will work together while on other occasions the organisation of the groups will be by friendship or to enable children of differing abilities to work together.

The whole school curriculum planning will ensure continuity and progression in National Curriculum subjects. School curriculum documents are constantly monitored and reviewed by the staff through curriculum development meetings.

English

Fluency in the English language is an essential foundation for success in all subjects.

English is taught through an integrated programme of speaking and listening, phonics, reading, vocabulary development, grammar, punctuation, spelling and writing. The teaching of these skills are integral aspects of the teaching of every subject. The children's abilities in English are developed across the curriculum. They are taught to communicate and express themselves clearly and effectively in speech and writing, great emphasis is placed upon the ability to listen and understand.

A structured approach to help pupils of reception age develop their phonic skills is delivered through the use of the Read Write Inc programme, this programme is also used in Key Stage 1 and when necessary in lower Key Stage 2. Information regarding this scheme is available for parents on the school website.

When children are ready to access reading books they are encouraged to experience a wide variety of reading material at appropriate levels of complexity and interest. We want our children to become competent, enthusiastic, fluent

readers, however, reading development is seen as a partnership between home and school. Children are encouraged to choose books to take home to share with parents. The school reading record provides a link for communication between home and school.

From a very early age children in our school are encouraged to write. Correct pencil and letter formation is encouraged from day one. Mark making is developed through a variety of areas and with a variety of mediums.

Since September 2017, Emmaville School has been involved in the Primary Writing Project, Talk4Writing. This project was established by the author Pie Corbett and his colleague John Stannard. Talk4Writing is a process not a product and is a focus on whole school implementation for sustainability. Through this project the staff at Emmaville have worked in partnership with colleagues from other schools. Through this process we have further developed professional skills as well as creating an even better environment to nurture and develop the pupils' ability to write with enthusiasm and confidence.

Mathematics

The 3 areas of focus for the primary maths curriculum are Fluency, Reasoning and Problem Solving. In mathematics we hope to help children develop the ability to solve problems, to understand numbers, shape and relationships, and to predict likely results.

At every stage in mathematics the children are encouraged to apply their knowledge to real-life situations. Teachers use every relevant subject to develop pupils' mathematical fluency. We want pupils to be confident in number and other mathematical skills. We encourage the pupils to understand and appreciate the importance of maths. Pupils are offered a wide range of practical activities to stimulate and reinforce their mathematical thinking. We have adopted a whole school approach to the use of the new more detailed schemes of learning from the White Rose Maths Hub resources.

From September 2018, the school has been participating in the Great North Maths Hub.

Science

The Science Scheme of work is set out so that we meet the requirements set by the National Curriculum.

Through the teaching of science we aim to encourage our children to develop inquisitive and enquiring minds through the use of scientific investigations. We

want the children to understand how science has changed our lives and is vital to the world's future prosperity.

Children will study a number of different scientific topics, science will often take them outdoors into the local environment where they will be able to develop and practice investigational and observational skills. They will record and interpret findings and form and test hypotheses. It is hoped that through the teaching of science the children will acquire knowledge and understanding of the world around them.

Computing

Following the aims set out in the National Curriculum for computing we ensure that pupils:

- Can understand and apply the fundamental principles and concepts of computing science, including abstraction, logic, algorithms and data representation;
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;
- Are responsible, competent, confident and creative users of information and communication technology.

Computing has deep links with mathematics, science and design and technology. It provides insights into both natural and artificial systems. We aim to educate and equip the children to use computational thinking and creativity so they can understand and change the world.

The school has a number of laptops and iPads, and ICT is used across the curriculum. In the first instance the children are taught to generate and communicate their ideas, retrieve, process and display information. At a later stage they are taught how to interpret and check information held on I.T. systems.

History

Through the teaching of history we enable the pupils to develop an awareness of the past and the way in which it differs from the present. Whilst engaging in this subject, the children will gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Pupils have an opportunity to learn about the past from a range of sources, encouraging them to be curious, to ask questions, to think critically, to analyse evidence including the use of artefacts, pictures, photographs, visits, written sources, computer based materials and from visitors to school. Children are taught a sense of chronology and to learn about changes in everyday life over long periods of time. We introduce children to historical personalities and events through stories, poetry, photographs, paintings and television, at local, national and world levels. Drama activities are planned to support children to gain a better understanding of life in the past.

Geography

Through the teaching of geography, we aim to inspire a curiosity and fascination about the world and its people. The children will gain knowledge about diverse places, people, resources and natural and human environments. They will also be equipped to have a deep understanding of the earth's key physical and human processes.

In geography we help pupils make sense of their surroundings and to gain a better appreciation and understanding of the variety of physical and human conditions on the earth's surface. First hand observation and experience is gained from relevant visits within the area and is used to extend their interest and knowledge beyond the locality. A wide range of materials are used including maps, globes, photographs and written accounts. We encourage the children to appreciate and protect the environment, the starting point being our school.

Design and Technology

The children are taught to understand the significance of this subject. Through the teaching of this subject they learn to plan, make and evaluate. Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs. The pupils will develop a broad subject knowledge, and draw upon other subjects such as mathematics, science, engineering, computing and art. Pupils will be encouraged to take risks, becoming resourceful, innovative, enterprising and capable citizens,

Physical Education

Children will be encouraged to become active participants in all areas of physical activity and will be helped to develop the skills necessary to excel in a broad range of sporting activities.

Pupils will be physically active for sustained periods of time and will be engaged in competitive sports and activities. We will encourage the pupils to lead healthy, active lives.



P.E. is provided through team games such as netball, rugby, basketball, football, hockey, tennis, rounders and cricket, as well as individual sports such as fitness, movement, yoga, athletics, gymnastics and cross-country. Emphasis will be placed on enjoyment and the development of a positive sporting attitude.

Through a variety of sporting activities the children will become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

All children will receive swimming tuition at Blaydon Baths during some point in Key Stage 2. From September 2019 until the end of the summer term 2020, the Year 4 pupils will receive swimming tuition.

Emmaville School is part of the Gateshead Primary Sports Programme and the Healthy Schools Programme. Pupils regularly represent the school in local festivals. As a result of our involvement in the Sports Programme we have the opportunity to have a number of coaches visit school to work with the pupils on a variety of sporting skills.

ALL teachers in school are trained to teach primary P.E. and regularly attend courses to update skills and implement new initiatives. Louise Priestley is the school's Sports Coordinator and she works very closely with the Local Authority to provide high quality training for both staff and children. For further information on how the school uses our Sports Grant please refer to the school website.

School has links with Grass Roots, Ryton Rugby Club, Greenside and Ryton Cricket Clubs, Newcastle United Football Club, Newcastle Foundation, Newcastle Eagles.

Music

Through the teaching of music we want to engage and inspire pupils to develop a love of this subject. In music we encourage the children to explore a variety of sounds and to develop an appreciation of different types of music, which may have an influence upon their own compositions. Children participate each year in music workshops provided by the Music Service.

Pupils in reception, Year 1 and Year 2 have singing lessons from Mrs Kate Jarvis, pupils in Key Stage 2 attend a weekly hymn practice with Mrs Jarvis.

Mrs Jarvis organises the school choir and the children often participate in festivals and local events.

Pupils in Year 3 learn how to play the Penny Whistle with Miss Brewster.

Pupils in Year 4 learn how to play the trumpet with Mrs Lawrence.

The school has its own Samba Drum equipment and the children get to use this equipment at varying points in their school career.

We also have a set of Steel Pans that pupils in Year 6 are learning to play with the help of Mrs Jarvis.

In 2019, Miss Lamb is setting up a school band.



Art and Design

We aim to provide the children with many different experiences in art so that we can engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Through art appreciation, pupils will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Whenever possible we like the children to work with visiting artists so they are able to learn about their skills and work. We feel the children benefit greatly from this experience, learning about techniques from the experts themselves.

Languages

Through the teaching of language we want to provide an opening to other cultures. We aim to foster pupils' curiosity and deepen their understanding of the world.

The Year 6 pupils have the opportunity to practise the language skills taught when they go on a residential visit to France and Belgium. This enables them to express their ideas and thoughts in another language and to understand and respond to people from a different culture. They have the opportunity to communicate for practical purposes.

Religious Education and Assembly

The teaching of R.E. is in keeping with the practice in all state schools and is taught according to the Agreed Syllabus produced by the L.A. Through the teaching of R.E. we are encouraging pupils to explore the place and significance of religion in human life. The school follows the policy of a daily act of collective worship (Assemblies) that will be wholly or broadly of Christian character reflecting the broad traditions of Christian belief. The school's act of collective worship will include, at various times, hymns, songs, prayers, music, drama, reflection and stories.

Special occasions that include Easter, Christmas, Harvest and Remembrance will also be celebrated. Festivals, stories, music and prayers from other faiths are also included. Each class will have the opportunity over the year to prepare a special assembly to which parents are invited.

Visitors are also welcomed into the school to lead assemblies and the school has close links with the Holy Spirit Church, the Centenary Church and the Crawcrook Ark. The Open the Book Team from the Holy Spirit Church visit the school every two weeks to perform stories from the Bible. Each term the school provides the children with the opportunity to participate in Prayer Space Stations; this allows the pupils to reflect upon a number of social, spiritual and moral issues.

Parents have the right to withdraw their children from Religious Education lessons and/or collective worship. Those wishing to do this must contact the Headteacher.

Curriculum topic webs are sent out to parents each half term and are also posted on the school's website.

Sex Education

At all times sex education will be dealt with in a moral framework with emphasis on family life and respect for others. Sex education is part of the school's health education programme. Certain aspects may occur incidentally within other areas of the curriculum, for example in Science or in R.E. lessons. We want to create a climate in which children feel able to ask questions and to have those answered by their teachers in a frank but appropriate way.

In Year 5 and 6 a specific programme is planned based on a Healthy Body, which will cover some aspects of the human body and reproduction. This now forms part of the statutory National Curriculum for Science, in which the children learn about and describe the life processes of reproduction in some plants and mammals. They also learn about the changes experienced in puberty in humans.

Special Educational Needs

Emmaville Primary School believes in social inclusion. The needs of all of our pupils are given high priority.

The staff in our school are committed to working with children who may experience difficulties at some time in their primary school career. These difficulties may be academic, physical, emotional or behavioural; some difficulties may be a result of external factors such as a change in family circumstances or bereavement. Some of these difficulties may be short term or longer lasting.

Where we have concerns about a child we will contact the parents immediately. Parents are informed at all stages; we endeavour to support families whenever necessary. If required, the assistance and guidance of a number of outside agencies will be sought. We have forged strong links with outside agencies; we welcome their advice and incorporate this advice into programmes for individual children.

Homework Policy

Homework is encouraged and forms part of the home-school partnership. Parents can be a valuable means of support in consolidating school work; there is much that parents can do to help their children. Homework is given in each department. In the last year of Foundation Stage and in Key Stage 1 we ask

parents to help their child to learn key sounds and words for reading, to share reading books, to practice simple spelling rules and to play maths games.

In Key Stage 2 we ask parents to encourage their child to read regularly, practice spelling rules, learn multiplication tables and related facts, and ensure Maths and English homework is completed satisfactorily.

Year 6 pupils are also given additional homework to help prepare them for their Key Stage 2 SATs tests.

Parents' support in ensuring that all homework is brought to school at the right time is greatly appreciated.

Extra Curricular Activities

The opportunity to take part in sporting, musical or social events outside of school time is something we actively encourage.



We try to provide as many activities as is possible. The following activities may be offered throughout a school year:

Gymnastics Choir Dance/Zumba Steel Pans Cricket Archery

Tennis Coding Club Football Art Club Trumpet Cookery

Fencing French and German Netball Athletics Running (skills

& drills) Multi Skills Judo GeoCaching Change 4 Life

Training for Sports Leaders Family Learning Rugby Golf Drama

Relax Kids Basketball

The activities will by necessity, vary from year to year and even during the school year, according to seasons or availability of staff and external coaches.

In addition to these regular activities other events involving the children will take place during the school year.

Extended School Services

The Governing Body and Teaching Staff at Emmaville School are committed to offering a range of services that will benefit the children and the Community of Crawcrook. For community purposes we have a specially designed Family Room that is resourced to a very high standard. This room is used for school and community events as well as a daily Breakfast Club and After School Club.

Since October 2012 the school has been in a position to offer Extended School Services at the end of the school day as well as at the beginning. Further information in respect of this service is available on the school website. This provision is run through the Governing Body of the school and is supervised by existing members of staff who are familiar to the children. As well as being known to the children, the staff have all of the necessary qualifications and training to care for the children who may access this provision

Breakfast Club

This service is available from 7.30 a.m. each day. The persons in charge of Breakfast Club are Carol Hunter and Anna Smith.

There is an initial registration fee of £5.00. Children can attend every day if parents wish. After the initial registration fee the costs are £3 from 7.30 am until 8.50am, or £2 from 8am until 8.50am and this includes a healthy breakfast. There is always a choice of cereal and fresh fruit, hot and cold drinks are served as is toast, crumpets or muffins. A continental or a hot breakfast is provided each week; this can consist of a selection of cheese, egg, bread, bacon, bap, sausage sandwich or scrambled egg on toast. After breakfast children can play a variety of games or participate in an art activity. Children are occupied and supervised until the school whistle is blown.



Extended School's Services

An After School Club is also available. This facility is organised by Joanne Liddle. Joanne, and other Teaching Assistants employed by the school, are in charge of the daily organisation of this service. After School Club is open until 5.55pm on an evening, and the same applies as the Breakfast Club; there is an initial registration fee of £5. The hourly rate is £3 and this includes a light snack within the first hour and a more substantial meal if children stay beyond 4.15pm.

Assessment and Reporting to Parents

Continual assessment of pupils takes place throughout the year. In 2016 we introduced Assertive Mentoring as a way of assessing and supporting the progress of the pupils. Assertive Mentoring helps teachers monitor individual pupil progress; this information is used by teachers to inform future planning.

In the autumn and spring term, teachers will meet with children and their parents to discuss pupil progress and to set targets for future learning. A written report is provided for parents towards the end of the summer term, as are results from recent assessments and curriculum levels for English, Mathematics and Science. These interviews with children and parents are an important aspect of home/school partnership; they provide teachers, children and parents with the opportunity to discuss progress.

Towards the end of the summer term the Government now require us to carry out a Phonics Test with the Year 1 pupils. The parents of Year 1 pupils are provided with information once this test has been completed.

Pupils are formally assessed at the end of Key Stage 1 and 2 (year 2 and year 6). Individual results will be available to parents and the results for the school will be provided in the school prospectus. However, no individual pupil names will be given.

During the year, pupils in year 3, 4, 5 & 6 will complete short tests/assessments in Mathematics and English. These are purely to aid teachers to monitor individual progress.

We want the best for all of our pupils and that is all we ask, that they try their very best at all times. We will be there to support them at every step of the way.

School Results for the academic year 2018 - 2019

Early Years Foundation Stage (60 children in the reception cohort)

At the end of the Early Years Foundation Stage:
 78.3% of the pupils at Emmaville achieved a good level of development.
 National - 73.4%
 Local Authority - 70.1%

Year 1 Phonics Test Results (60 children in the Y1 cohort)

At the end of Year 1 pupils are expected to sit a phonics test, this test is taken in June.

In 2019 87.9% of the pupils in Year 1 passed this test. Those children who did not manage to pass the test in 2019 will retake the test in June 2020 when they are in Year 2.

National - 81.9%
 Local Authority - 83.1%

In 2016, the more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels

Early Provisional KS1 data (60 children in the Y2 cohort)

| | Reading | Writing | Maths | Reading, Writing & Maths | Science |
|-----------------------------|---------|---------|-------|--------------------------------|---------|
| EXS - Emmaville | 73.3% | 73.3% | 76.7% | 65% | 85% |
| EXS - National | 75.4% | 69.2% | 75.6% | 64.9% | 82.3% |
| EXS - Local Authority | 74.9% | 69.6% | 75.1% | 65% | 81.7% |
| HS - Emmaville | 33.3% | 21.7% | 33.3% | 20% | |
| HS - National | 25% | 15% | 21.7% | 11.2% | |
| HS - Local Authority | 24.8% | 14.8% | 22.1% | 11% | |

EXS - Working at expected standard

HS - Working at higher standard

**Early Provisional Key Stage 2 data
(38 children in the Y6 cohort)**

At the end of Key Stage 2, each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. For reading, mathematics and GPS (grammar, punctuation and spelling) test results are reported as scaled scores between 80 and 120, with 100 as the national standard. Writing is assessed using teacher assessment.

Attainment by subject (reaching the expected standard)

| % of pupils achieving expected standard by subject | | | | | | |
|--|---------|---------|--------------------------------------|-------------|--------------------------------------|---------|
| | Reading | Writing | Grammar punctuation & spelling | Mathematics | Reading, writing & mathematics | Science |
| Emmaville | 78.9% | 84.2% | 86.8% | 78.9% | 61% | 94.7% |
| National | 73% | 78% | 78% | 79% | 65% | 82.9% |
| Local Authority | 76.1% | 80.5% | 81.1% | 81.1% | 67.4% | 83% |

| % of pupils achieving higher standard by subject | | | | | |
|--|---------|---------|--------------------------------------|-------------|--------------------------------|
| | Reading | Writing | Grammar punctuation & spelling | Mathematics | Reading, writing & maths |
| Emmaville | 36.8% | 18.4% | 28.9% | 13.2% | 7.9% |
| National | 26.9% | 20.1% | 35.7% | 26.6% | 10.5% |
| Local Authority | 28% | 18.7% | 38.1% | 28.8% | 9.7% |

School Term Dates 2019/2020

| | From | To | Half Term |
|-------------|---------|----------|---------------------|
| Autumn Term | 2.9.19 | 20.12.19 | 21.10.19 - 25.10.19 |
| Spring Term | 6.1.20 | 3.4.20 | 17.2.20 - 21.2.20 |
| Summer Term | 20.4.20 | 17.7.20 | 25.5.20 - 29.5.20 |

All dates are inclusive.

In addition to the above dates, schools will be closed to pupils on Friday 8th May 2020 (Bank Holiday.)

Three days within the above terms are to be used for professional development for staff. These dates are determined and agreed by individual school governing bodies.

Please note that the school is closed to pupils for 3 professional development days and one occasional day on:

- Monday 28th October 2019
- Monday 20th April 2020
- Friday 22nd May 2020
- Friday 26th June 2020

The start of the Autumn Term 2020 is proposed as Monday 7th September 2020.

Complaints Procedure

The complaints procedure can be found in Gateshead L.A's Information for Parents Booklet. The school's Complaints Policy can be found on the school website.

Access to Documents and Information

Documents and Information are either available in school or can be found on the school website on:

- Any published Ofsted Reports
- Pupil Premium
- Sports Premium Grant
- Charging and Remissions Policy
- Complaints Policy
- Choices Policy (Behaviour)
- Anti Bullying Policy

- E Safety Policy
- Missing Child Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Teaching and Learning Policy
- Marking Policy
- Curriculum related policies
- L.A.'s agreed Syllabus for R.E.
- Governors' reports.

SPECIAL ADVICE

This information relates to the academic year 2019/2020 which begins in September 2019. The particulars it contains are correct at the time of publication, but it must not be assumed that there will be no changes affecting relevant arrangements or certain matters before the start of or during the year 2019/2020 or in subsequent years.

Such changes could arise from variation in Government Legislation of L.A. policy, in so far as these would affect school.

