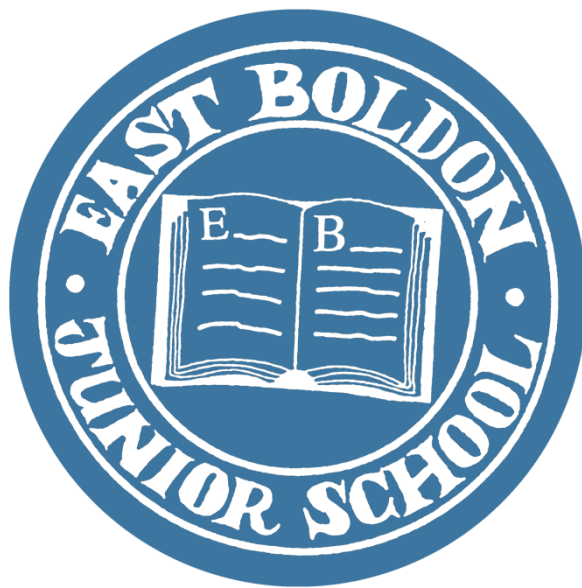


EAST BOLDON JUNIOR SCHOOL PROSPECTUS





East Boldon Junior School



'Be the best that we can be'



North Lane, East Boldon, Tyne and Wear, NE36 0DL

Telephone: 0191 5362030

e-mail: office@eastboldonjuniors.co.uk



Dear Parents, Carers and Visitors

I would like to take this opportunity to welcome you and your child to East Boldon Junior School. Our school provides a stimulating, happy and secure environment where children can thrive, learn and achieve.

East Boldon Junior School is a popular, successful and inclusive school at the heart of a well-established community. It is the only school for children seven to eleven years old in East Boldon and becomes a community focal point for many events.

We strongly encourage positive and respectful attitudes and relationships between all members of our school community and our most recent OFSTED (July 2018) found that, 'Pupils are happy in school and, as a result, their attendance is well above the national average, year on year. They are polite, respectful, well read and eager to learn.'

Our commitment to ensuring high standards of learning through the provision of creative and wide ranging experiences for all children is a strength of the school; a view which was supported by OFSTED (Sep 2012): 'Over time, pupils' attainment at the end of Year 6 in reading, writing and mathematics is significantly above national averages'

The School has the ICT Mark, Artsmark, MFL Gold Quality Mark, British Council International School Award and Games Mark Gold Award.

At our school we believe it is important to form partnerships with parents. Parent workshops, curriculum events and arts performances give lots of opportunities for parents to become involved in the life of the school. We have an active PTA which serves both the Junior and Infant schools. Visit our PTA page on our website for details of forthcoming events.

I hope you enjoy exploring this year's prospectus. If you are unable to find the information you need, please don't hesitate to contact us.

Kind regards

Mr T Shenton

Head Teacher

Meet the staff

HEAD TEACHER: Mr T Shenton

DEPUTY HEAD TEACHER: Mrs K Seebacher

TEACHERS:
Mrs L Burns
Mr S Chilton
Mrs L Gartland
Mrs J Hunt
Mrs J Martin
Mrs R Plews
Mrs S Stidolph
Mrs M Taylor
Mr S Wilson

OFFICER MANAGER: Mrs K Frank

COMMUNICATION ASSISTANT: Mrs H Parry

CARETAKER: Mr S Langley

MID DAY SUPERVISORS:
Mrs K Brechin
Mrs M Pederson
Mrs T Scott
Mrs K Wemyss

TEACHING ASSISTANTS:
Miss N Case (HLTA)
Mrs D Mackin
Mrs L Mulholland
Mrs G Thomas (HLTA)
Mrs S Thompson

EDUCATION AUTHORITY: South Tyneside

**HEAD OF LEARNING
AND EARLY HELP:**
Beverley Scanlon
Town Hall
South Shields
Tel: 0191 4247015

The Governing Body

CHAIR OF GOVERNORS:

Mrs M Skevington

GOVERNORS:

Mrs P Imrie (Vice Chair)

Mrs V Boddy

Cllr J Carter

Ms E G Clarke

Mr L J Duncan

Mrs D Golightly

Mr T Shenton (Staff)

CLERK TO THE GOVERNING BODY:

Mrs Janet Daglish

Town Hall & Civic Offices

South Shields

Admissions

The criteria for entry to the junior school (as laid down by the Local Authority) are as follows:

1. Children with Statements of Special Educational Needs.
2. 'Looked after children', meaning children accommodated by the local authority.
3. Parental residence within the defined neighbourhood area of school.
4. Concurrent sibling link (brother or sister only, to include adopted, long-term fostered and step children).
5. Children cared for by a Registered Childminder.
6. Medical considerations (to be supported by written evidence from a relevant professional practitioner).

Contact details

All new starters to our school receive a pack of information. Please complete and return contact detail and notify us of any change of address or emergency contact details in the future.

Parental involvement

Parents are welcome at any time but are asked to make an appointment first – except in an emergency – to ensure that teachers are available. Each term there is a formal contact arranged for parents to talk to the teachers and see the children's work.

1. After half term in the Autumn term we have a Parent meeting.
2. Halfway through the year (March) we have a Parents' Evening.
3. At the end of the school year a formal report is sent out to parents. Parents may wish to see the class teacher if there is anything they would like to discuss.

Parents are invited into school to take part in lessons in our 'curriculum weeks'.

There are numerous opportunities for casual contact socially at special school functions:

PTA meetings and social events, school concerts and presentations, sports events and fund raising.

We welcome parents into school to help in any capacity, eg school visits, practical lessons, library and displays. Contact the school if you would like to become involved.

Newsletters are regularly sent home via ParentMail or with children and are available on our website. These will be dated and numbered so parents can keep a record. They contain diary of events and important information to keep parents up to date with issues in school. **We would urge parents to read them and keep them safe.**

The school website address is: www.eastboldonjuniors.co.uk and this is updated regularly.

Uniform

The Governors of the school actively encourage the wearing of school uniform

School uniform comprises a school sweatshirt in navy or red; a white polo shirt; navy trousers or navy skirt; pinafore or shorts. There is a school PE shirt to be worn with plain navy shorts for PE and games.

Uniform is ordered several times a year from school. PE shirts are held in stock at school and can be bought at any time. PE shoes or trainers are required for PE and games. A change of trainers must be made for PE. We also offer a reversible fleece jacket in navy.

Swimming – costume, hat and towel are required (Hats are available in school).

Pierced ear-rings are not allowed when swimming under any circumstances

Sensible black outdoor shoes and coats are the parents' choice, although parents may purchase a navy coat with the school logo if they wish (A spare pair of shoes not PE trainers are needed when the field is damp). Winter boots should be changed for black school shoes when indoors.

Please name all clothing, especially sweatshirts, polo shirts and jackets

Items of jewellery should not be worn to school. Small, single/pair, stud earrings may be worn but must be removed for swimming and PE.

No responsibility can be accepted for personal property which is lost or damaged as a result of the acts of third parties.

No electronic games, personal CD/MP3/radios, skateboards, scooters, toys or mobile phones to be brought to school.

A Lost Property box is kept at the back of the hall.

Medicines

It is the responsibility of parents to administer medicines to their children. Where a lunch time dose is necessary the child should return home or a parent should come to the school to oversee said administration.

Where this is not feasible teachers may supervise self-administration by the pupils, but on no account should administer the medicine itself. The school will do its best to safeguard all medicines consistent with the need for children to have ready access to them, particularly inhalers and epipens.

All medicines should show clearly the child's name and necessary instructions. For more information please refer to the Policy for supporting Pupils with Medical Conditions.

Medical Arrangements

Inspections for eyes, hearing, and teeth are conducted throughout the four years in school. Some vaccinations may be offered. The school and Medical Service review these arrangements each year and they may be subject to change.

Road crossing patrol

Road crossing patrols are situated at the Infant School, Bridle Path and Station Road.

Sponsorship

We are happy to acknowledge financial assistance from our P.T.A. In 2016 we had a generous donation from the P.T.A which in recent years has enabled us to buy disco equipment, C Touch screens and develop a new library. The team work incredibly hard and the schools are all very grateful. We will continue to use the money raised to benefit the children of East Boldon.

Absences

Reasons for absence should be in writing or by a personal telephone call on the morning of the absence. If your child will be absent that day, please ring school before 9:15am. A written note should be brought in when the child returns to school. Successful application of this approach will ensure that we always know the reasons for absence. This has enabled us to ensure children are safe. Requests to be excused from swimming/PE should also be in writing.

2019/2020 Attendance 97.6%

HOLIDAY REQUESTS DURING TERM TIME

Term-time Holiday

The legislation which became effective from 2013, makes it clear that Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances.

A family holiday will not be considered as an exceptional circumstance.

In this school the following circumstances will be classed as exceptional:

- Bereavement
- An emergency situation
- Children of service personnel
- Other circumstances at the discretion of the Head Teacher

All schools have a duty to refer pupil absence (both authorised and unauthorised) to the Local Authority, this is via the Young Person's Lead linked to each school. It is then the decision of the Local Authority whether or not further action is taken i.e. fixed penalty notice / court action. Schools and the Local Authority need to be seen to apply and enforce the regulations fairly and consistently.

Dinner money

Dinner money is due each Monday. The cost per meal is £2.10 per day or £10.50 per week. No child who stays for either a school lunch or a packed lunch is allowed off the premises without a written request from the parents. Please contact the school to find out more about our ParentPay system.

Please could we request that children stay for school meals or packed lunch all week. This will prevent confusion among the children and the kitchen staff. Thank you.

Application forms for free meals are available from the school or South Shields Town Hall. **Proof of receipt of benefits must be provided with complete application form.**

If a child forgets their packed lunch, a school meal will be provided and this can be paid for the next day. Please note that children are not allowed to telephone home for forgotten packed lunches.

Please note for packed lunches:

- We have no cold storage for packed lunches so parents need to bear this in mind.
- We encourage healthy packed lunches.

MILK MONEY is collected termly - £9.10 per term.

Complaints

We aim to investigate complaints speedily, efficiently, fully and fairly with findings and action communicated at each stage. Initial contact will be with the class teacher but if it is a more serious matter it will be dealt with by the Head Teacher or Deputy Head Teacher.

Appointments should be made whenever possible.

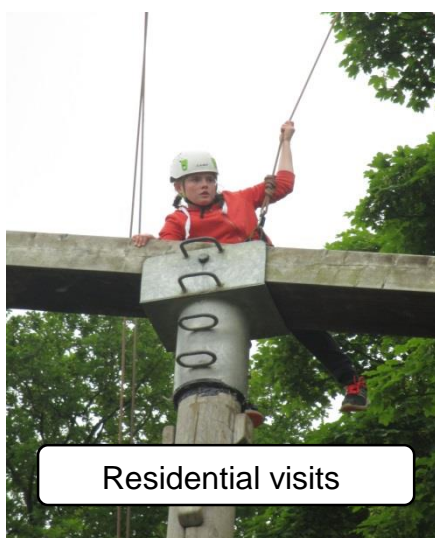
(See School Website, policies section for the Complaints Procedure)

Outside Visits

In the course of their four years in the school, all pupils will have the opportunity for outside educational visits, some with residential places. For visits to take place we rely upon contributions from parents with some subsidy from school funds. Anyone with financial problems and especially parents on income Support or Family Credit should approach the head teacher in strict confidence for further information and assistance. Parents will be advised in writing of all outdoor visits and asked to complete a consent form. Without the consent form we cannot take children out of school. All supervision complies with LA guidelines.

At the beginning of the year you will be asked to sign a consent form to allow us to go into the immediate neighbourhood, eg church, local library, Grange Park, local shops etc. This will cover us for the year. You will be informed of the dates of any local visits.

Also parents will be asked to sign a form allowing photographs to be taken for displays and/or publicity through the year.



Residential visits



Sports tournaments



Performances



Sporting events

After school clubs

CLUBS reflect very much the interests of teachers and the pupils alike and make a vital contribution to the ethos of the school. They may vary year to year but normally include opportunities to participate in football, basketball, Kwik cricket, High 5 netball, running, karate, gymnastics, dance and music tuition. A house system promotes friendly and healthy rivalry in sports and games.



ICT Suite

Each class is allocated time in the ICT suite which is equipped with 14 PCs and new 16 laptops. There is a new interactive C-Touch in each class and all the computers are networked to enhance teaching across the curriculum.

The school works closely with the Openzone CLC at The Word to develop the skills of the staff and children using ICT Advisors and a wide range of IT resources to improve our curriculum.

Homework

From parent questionnaires and from discussion with pupils and staff, we developed our homework system. We now operate a system of homework charts stuck into books where children and parents can keep track of homework tasks. The books are issued in September with a grid of activities for the pupils and families to choose from. Each Friday the Homework books will be sent home.

Assessment

Teacher assessment takes place throughout the year. Standard Assessment Tests (SATs) in the core subject areas (Maths and English) take place in May for Year 6 children. Results will be reported to parents. Non-statutory tests for Years 3, 4 and 5 are used for internal assessment purposes.

Learning support

THE LOCAL EDUCATION AUTHORITY POSITION.

At East Boldon Junior School we accept that Parents and Carers need to feel confident that the school has systems in place which make it possible for us to offer appropriate provision to meet the needs of every child within our care. Parents will be listened to, involved in decisions and respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved and need to trust the school to respond to any need as quickly as possible.

By law, the Local Authority has to publish the arrangements for SEN, and further details are available in the Local Authority Local Offer (www.southtyneside.info/sendlocaloffer). All schools receive funding in their budget to allow them to provide for pupils with SEN, and have the freedom to make the necessary arrangements using existing staff; or look for advice and support from outside the school.

The name and contact details for the SEN co-ordinator: Mrs Gartland
0191 5362030

The Curriculum

The school aims to provide a broad and balanced curriculum with all subjects taught each year. The curriculum is enhanced by the use of specialist sports coaches, specialist music tuition, visiting teachers, art and theatre groups and after school clubs.

From September 1989 maintained schools cover subjects from the National Curriculum. The N.C. consists of 'core' (English, Mathematics, ICT) and 'foundation' (Science, Design and Technology, History, Geography, Music, Art, P.E., French) subjects plus R.E.

Following government legislation, a new curriculum was implemented from September 2014.



1. ENGLISH

Speaking, listening, reading and writing should constantly and naturally interrelate.

In **English**, during Key Stage 2 pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literacy and non-literacy texts and learn how language works.

Speaking and listening: during Key Stage 2 pupils learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose of the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

Reading: during Key Stage 2 pupils read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and

respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

Writing: during Key Stage 2 pupils develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

Children improve their writing through individual “writing targets” which aim to focus upon specific areas of the child’s work. These targets are reviewed and updated regularly.

CAN PARENTS HELP?

The influence of the home as a learning resource is enormous.

Involvement and interest in your child’s school work is a factor in success but should not mean pushing hard to get ahead. It is not a pressure but shared interest and pleasure from finding a solution to a problem together that produces the benefit.

Talking to children, playing with them, reading with them, are all valuable activities as long as they are natural, enjoyable and without strain. Encourage them to join the library and help them to choose books there as well as in the shops.

Your child will be doing an increasing amount of written work. Relaxed practice at home, especially with a purpose, like writing real letters to real people, making notes or lists, is a great help.

Hobbies and interests, too, offer great scope for home involvement in language activities. Your child should be encouraged to work out shopping bills and change, helping with simple cookery, playing games involving mathematical activities, learning about time and timetables (eg TV), looking at numbers, shapes, distances etc., when out walking or driving. Card games and number games can be used to enhance learning. Homework is intended to support the learning in the class

2. MATHEMATICS

At East Boldon Junior School, we have developed a consistent approach to the teaching of calculation methods in order to establish continuity and progression throughout the school.

The ability to calculate mentally forms the basis of all methods of calculation and has to be maintained and refined. It requires an understanding of number patterns and relationships developed through directed enquiry and play, use of models and images and the application of acquired number knowledge and skills.

As children's mental methods are strengthened and refined, so too are their informal written methods. These methods become more efficient and succinct and lead to efficient written methods that can be used more generally.

General Progression:

- To develop mental methods, based on a good understanding of place value.
- Ensure that children have access to and are encouraged to use practical apparatus to aid understanding and consolidation of all concepts.
- Develop use of empty number line to help mental imagery and aid recording.
- Use of informal jottings to aid mental calculations. Use partitioning and recombining to aid informal methods. Introduce expanded written methods.
- Develop expanded methods into compact standard written form.

3. COMPUTING

Computing education equips pupils to use their thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology. In computing lessons the children will be taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

The national curriculum for Computing aims to ensure that all pupils: can understand and apply the fundamental principles and concepts of computer 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.

E-safety is of great importance and throughout their time in school the children will be taught how to use technology responsibly and how to be safe.

FOUNDATION SUBJECTS

1. SCIENCE

During Key Stage 2 pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts and begin to understand the need for fair testing. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

Scientific enquiry is taught through:

- i. Life processes and living things
- ii. Materials and their properties
- iii. Physical processes



BREADTH OF STUDY

1. During the key stage, pupils should be taught the **knowledge, skills and understanding** through:

- a) A range of domestic and environmental contexts that are familiar and of interest to them.
- b) Looking at the part science has played in the development of many useful things.
- c) Using a range of sources of information and data, including ICT-based sources.
- d) Using first-hand and secondary data to carry out a range of scientific investigations, including complete investigations.

2. During the key stage, pupils should be taught:

a) Communication

Use appropriate scientific language and terms, including standard units of measurement (eg, metre, newton), to communicate ideas and explain the behaviour of living things, materials, phenomena and processes.

b) Health and Safety

Recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risk to themselves and others.



2. GEOGRAPHY

During Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.



3. HISTORY

Y3 dressed as Romans

In History our aim is for pupils to have a grasp of the principles of chronology and to understand change and development relating life of today with the past.

Throughout Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

A most important aspect will be our own local environment where a shared parent-child interest and concern can be the source of much learning and pleasure. There is so much to be shared – a walk, a visit to town, the museum, the theatre, the library, the castle, the river, the seaside, the car drive and holidays.

4. MUSIC

During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

We benefit from visiting peripatetic music teachers in brass and strings for an increasing number of children. We also enjoy the educational visits of the music teachers' orchestra.



5. ART/DESIGN TECHNOLOGY

During Key Stage 2, pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

6. P.E. and GAMES

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skill, development and knowledge of the body in action. Physical education provides opportunities for pupils to be creative, competitive and to be challenged as individuals, groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

Opportunities are given throughout the school in a range of curriculum activities including ball skills, tennis, High Five netball, football, tag rugby, swimming, gymnastics and dance. Some activities are also supported through extra-curricular clubs.

Community links include promotion of local tennis courses, play-schemes, library events, SAFC Football in the Community, youth clubs and organisations.



Year 5/6 Football team –
League and Cup Winners



Basketball champions
performing at Eagles match

Health and Safety studies are linked with science and cover the human body – conditions for healthy growth, health hazards and services to combat them, safety on the roads, in water, at home and at school. Environmental conditions and the interdependence of man and his environment are features of Health and Safety as well as being part of our Humanities curriculum.

Our Sex Education Policy is aimed towards ‘growing up’ and is linked to changes in animals, birds, insects and all living creatures cutting across other curriculum boundaries. Respect for others, particularly the opposite sex is one of the fundamentals of our school ethos.

The school nurse visits us each year to talk with our Year 6 pupils on the aspects of growing up with particular reference to menstruation. The school nurse is present to discuss any concerns.

The school is renewing its “Healthy School Award”.

7. PERSONAL, SOCIAL, CITIZENSHIP AND HEALTH EDUCATION

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident.

The children will learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect issues.

Children learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They begin to learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

This subject is cross-curricular and will appear at times, in eg Science, English, Geography, History and ICT as well as RE and assemblies. Children have “house” assemblies where many issues are discussed.

Visiting theatre groups often visit school to reiterate issues, eg bullying.



Promoting British Values at East Boldon Junior School

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At East Boldon Junior School these values are reinforced regularly and in the following ways:

- **Democracy:**

The principles of democracy are taught in House Assemblies and are put into practice through several pupil groups. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of House Captains, School Council representatives and Eco Council members, are based solely on pupil votes. Our school house points system reinforces our expectations of good behaviour.

- **The Rule of Law:**

The importance of Laws, whether they be those that govern the class, the school, the wider community or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar and help reinforce this message.

- **Individual Liberty:**

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and stimulating education. Pupils understand their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Through participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

- **Mutual Respect:**

Respect for others in school and in the wider community is promoted across the curriculum. Pupils have been part of discussions in assemblies and lessons, e.g., RE, related to what this means and how it is shown. Respect for others is reiterated through our classroom and learning rules, as well as our behaviour policy. Older children are mentors and buddies for children starting the school, and Year 6 organise and run lunchtime activities for year 3 children.

- **Tolerance of those of Different Faiths and Beliefs:**

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such

diversity. Through the Arts we study the music, dance, art and culture of other societies. RE, Geography and History give us the opportunity to look at the faiths and beliefs of people in our locality and around the world. Visitors to school, e.g., Barnabas, Show Racism the Red Card, Newcastle Eagles Basketball Team, teach respect and tolerance for others. Cross-curricular days (India Day) and participation in local festivals (Hindu Nari Sang) promote greater understanding of others.

Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

French and Spanish are taught and the school holds the British Council International School Award.

School Council

As part of citizenship the school runs a school council with elected representatives from each class, an executive council and regular meetings. The process includes all the elements of a democratic society. Actions have included – collecting old mobile phones, feedback to Ofsted; identifying areas in the school to improve – cycle racks, hygienic soap dispensers. The children are involved in organising the annual fun day and talent show.

The learning framework aims to enable schools to:

- Promote pupil's personal and social development, including their health and well-being, effectively;
- Develop pupils' knowledge and understanding of their role and responsibilities as active citizens in a modern democracy;
- Equip them with the values, skills and knowledge to deal with difficult moral and social questions they face.

Knowledge, Skills and Understanding in Citizenship

- Develop confidence and responsibility and making the most of their abilities;
- Prepare to play an active role as citizens;
- Develop a healthy, safer lifestyle;
- Develop good relationships and respect the differences between people.

PHSE is taught through a variety of subjects.

- Develop critical thinking and effective information processing skills;
- Opportunities for pupil interaction, group activities, co-operative working, collaboration, reasoned debate, negotiation and informed decision-making;
- Understand how the decision-making process works.
- Understand the place of the individual in society and the collective rights and responsibilities;

- Express opinions, solve problems and communicate with others on a local/national level (ICT);
- Develop confidence to explore, adapt and shape technological understanding and skills;
- Creativity – the ability to seek out alternatives;
- Cultural understanding of other societies;
- Empathy and awareness of the points of view of others;
- Understand that the quality of life is not dependent on standard of living.
- Achieved Healthy School Award through children's involvement. Working towards individual awards.

7. R.E.

A statutory requirement in state school but children may be withdrawn at the request of parents.

Religious Education aims to help pupils

- Learn about religion
- Learn from religion
- Develop a tolerant understanding of respectful attitude about other faiths.

Our emphasis is on moral attitudes with high personal standards and good personal relationships. It is a broadly Christian approach but with an awareness of other religions.

We follow largely the RE Schemes of Work suggested in the Agreed Syllabus for South Tyneside.

Concern for others leads to on-going charity work for the underprivileged and needy.

The daily Act of Worship and Assemblies include the children's full involvement. The annual Nativity/Carol Service and Easter Service for parents and pupils have become popular features of our school celebrations.

8. MODERN FOREIGN LANGUAGES

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for their future language learning. They develop linguistic confidence, extend their knowledge of how language works and explore differences and similarities between French and English. Learning another language raises awareness of the multilingual and multicultural work and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

By teaching a Modern Foreign Language we aim to:

- Enable children to understand and communicate in another language.
- Develop enthusiasm for language learning.
- Develop language skills and language learning skills.
- Increase the children's European awareness.
- Awaken an interest in foreign cultures and life-styles.
- Develop the children's understanding of themselves and their culture. □
Encourage tolerance and a willingness to work co-operatively.
- Enable children, who have the opportunity, to travel abroad with enjoyment, confidence and interest.
- Give a sound start for further development at Key Stage 3 and beyond.

The four attainment targets for Modern Foreign Languages are:

1. Listening and responding
2. Speaking
3. Reading and responding
4. Writing

Throughout their four years at East Boldon Junior School the children will be taught French on a weekly basis.

This year we have also continued with our school Spanish club for a group of pupils which is very well received.

More information on the school and curriculum can be found on the school website, www.eastboldonjuniors.co.uk

KS2 School Results 2019

TEST RESULTS		
	Expected standard or better	Above the expected standard
Reading	80% (National 75%)	30% (National 28%)
Writing	93% (National 78%)	32% (National 18%)
Grammar, punctuation and spelling	85% (National 78%)	42% (National 31%)
Mathematics	85% (National 76%)	35% (National 23%)