

East Boldon Junior School

Prospectus



Be the best that we can be



Welcome from the Head Teacher

I would like to take this opportunity to welcome you and your child to East Boldon Junior School. We provide a stimulating, happy and safe environment where children can thrive, learn and achieve. Our school ethos is 'Be the best that we can be'. Our school values stand proud in our school hall and the children refer to them regularly when describing behaviour and attitudes to learning. East Boldon Junior School is a popular, successful and inclusive school at the heart of a wonderful community. We are very proud to be the focal point for many community events. At our school, we believe it is important to form partnerships with parents. Parent workshops, curriculum weeks and arts performances give lots of opportunities for parents to become involved in the life of our school. I hope you enjoy exploring our website. If you are unable to find the information you need, please don't hesitate to contact us.

Mr T Shenton

Head Teacher

East Boldon Junior School



Be the best that we can be



Our School Ethos and Values

At East Boldon Junior School we strive to



'Be the best that we can be.'



This can be seen through four simple values:

- Be ready to learn
- Be prepared to be challenged
- Be responsible for our actions
- Be kind to our school family

The bees around our school are a regular reminder of our ethos and the pupils are proud of the values that we hold.



Be the best that we can be





Our Curriculum

At East Boldon Juniors we want to create memorable experiences for the pupils. We have developed a rich, exciting curriculum for pupils to intrigue, explore, test their thoughts and learn. Each unit contains strategically planned enrichment opportunities including special events, visits and visitors. We believe in a broad and balanced curriculum with hands-on learning at the core.

In the course of their four years in our school, all pupils will have the opportunity for educational visits, including residential visits to Peat Rigg in North Yorkshire and Derwent Hill in Keswick.



Derwent Hill



Northumberland Zoo



Sports Leagues



Hands-on learning



Visiting Gurdwara



Peat Rigg



Be the best that we can be



Our Curriculum

Our Intent Plans map out Prior Learning, Key Skills, Key Knowledge and Vocabulary. Each unit comes with a Key Question that the pupils are challenged to answer in their studies. These documents can all be found on our website under the heading 'Curriculum'.



Curriculum intent plan: Computing Overview



Year	Autumn	Spring	Summer
3	Emailing With attachments and cyberbullying Programming: Scratch Using repetition or 'loops' and building upon skills Online Safety	Journey Inside a Computer Inputs/Outputs and Purpose Networks and the internet Concept of networks and how devices communicate Online Safety	Digital Literacy Creating book trailers Top Trumps Databases Understanding and using databases Online Safety
	Further Coding with Scratch Using variable in coding Investigating Weather Researching and storing data and green screen video Online Safety	Website Design Website creation and Google Sites HTML Editing the HTML and CSS of a web page to change the layout of a website and the text and images Online Safety	Collaborative Learning Google Docs, Slides, Form and Sheet Computational Thinking Plugged and unplugged activities to develop the four areas of computational thinking. Online Safety
5	Search Engines Research skills and finding accurate information Micro-bit The meaning and purpose of programming Online Safety	Mars Rover 1 Data transfer and binary code Mars Rover 2 3D design skills Online Safety	Programming Music. Sonic Pi or iPads/Chromebooks Stop Motion Animations Storyboarding ideas, taking photographs and editing to create a video animation Online Safety
	Bletchley Park 1 Code breaking and password hacking Bletchley Park 2 WWII and the first computers Online Safety	Intro to Python Using the programming language of Python Big Data 1 Barcodes, QR code and RFID Online Safety	Big Data 2 Data Usage and Smart Schools Skills Showcase Designing and promoting a new product Online Safety

English

Study The Egyptian Coffin and Demon Dendos.
Discussion Task
To begin to recognise which persuasive text present a single viewpoint.
To continue to explore the expression of different views through discussion, role play and drama.
Explanation Task
To read and analyse explanatory texts to identify key features.
To Emily summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.
To write explanatory texts independently, using the conventions modelled in shared writing.
Instructional Task
To give clear oral instructions to achieve the completion of a common task.
To follow oral instructions of increased complexity.
To evaluate sets of instructions.
Narrative
To develop understanding of story structure.
To look for evidence of small details that authors use to evoke time, place and mood.
To look for evidence of the way that characters behave in different settings.
To plan complete stories by identifying stages in the telling.
Non-Chronological Report
To collect information to write a report in which two or more subjects are compared.
To draw attention to the precision in the use of technical terminology.
To plan, compose, edit, and refine short non-chronological comparative report.
Examination
To read and analyse a range of persuasive texts to identify key features.
To analyse how a particular view can most convincingly be presented.
To evaluate advertisements for their impact, appeal, and honesty, focusing in particular on how information about the product is presented.
To both orally and in writing, assemble and sequence points to plan the presentation of a point of view.
To use writing frames, if necessary, to back up points of view with illustrations and examples.
To design an advertisement, such as a poster or radio jingle, on paper or screen.
Essay
To describe the poem's impact and explain own interpretation by referring to the poem.
To vary where, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning.
To use language playfully to assignate or protest.
To watch or listen to third person recounts such as news or sports reports on television, radio or podcast.
To identify the sequence of main events.
To read examples of third person recounts and record the same event in a variety of ways.

Mathematics

Place Value
To identify, represent and estimate numbers using different representations.
To read Roman numerals to 100 and know that over time, the numeral systems changed to include the concept of zero and place value.
To count in multiples of 25.
To count backwards through zero to include negative numbers.
To find 100 more or less than a given number.
To recognise the place value of each digit in a four-digit number.
To order and compare numbers beyond 1000.
To round any number to the nearest 10, 100 or 1000.
To solve number and practical problems that involve place value and with increasingly large positive numbers.
Addition and subtraction
To add and subtract numbers with up to 4 digits using a formal written method.
To estimate and use inverse operation to check answers to a calculation.
To solve addition and subtraction two-step problems in contexts, deciding which operation and methods to use and why.
Length and Estimation
To convert between different units of measure.
To estimate, compare and calculate different measures.
To measure and calculate the perimeter of a rectangle figure in centimetres and metres.
Multiplication and Division
To recall multiplication facts of 2, 5 and 1000.
To recall multiplication and division facts for multiplication tables up to 12x12.
To use place value, known and derived facts for multiplying and dividing mentally.
To estimate and use factor pairs and commutativity in mental calculations.
Shape
To identify how sounds are made, associating some of them with something vibrating.
To recognise that vibrations from sounds travel through a medium to the ear.
To find patterns between the pitch of a sound and features of the object that produced it.
To find patterns between the volume of a sound and the strength of the vibrations that produced it.
To recognise that sounds get fainter as the distance from the sound source increases.
Time and Duration
To describe the simple functions of the basic parts of the digestive system in humans.
To identify the different types of teeth in humans and their simple functions.
To construct and interpret a variety of food chains, identifying producers, predators and prey.
Seasonal Change
To observe the trees and plants throughout the year.

Autumn Term Year 4 Ancient Egypt!

Music
Massive Mix
To identify the character in a piece of music.
To identify and describe the different purposes of music.
To sing songs from memory with accurate pitch.
To improvise using repeated patterns.
To use notation to record compositions in a small group or on my own.
To use notation to record and interpret sequences of pitch.
Classical and World
To sing from memory with accurate pitch.
To sing in tune.
To maintain a simple part within a group.
To pronounce words within a song clearly.
To show control of use.
Geography
Ancient Egypt
To locate Egypt in the world using geographical language such as Equator.
To locate areas of importance within Egypt such as major cities and landmarks.
To understand the many reasons why the Nile was important and why people chose to live there.
To understand that there were clear difficulties in living near the River Nile.
To explain whether Egyptians still live near the River Nile today and why this may have changed through comparing and contrasting Ancient and Modern Egypt.
History
Ancient Egypt
To plot events on a timeline using centuries.
To use my mathematical skills to round up time differences into centuries and decades.
To explain how the lives of wealthy people were different from the lives of poorer people.
To explain how historic items and artefacts can be used to help build up a picture of life in the past.
To research what it was like for children in a given period of history and present my findings to an audience.

French

As-is or not? Do you have any animals?
To understand and use animal vocabulary.
To ask and answer the question 'As-tu un animal?'
To say what my pet is called.
To ask others what their pet is called.
To ask how old my pet is.
To ask others how old their pet is.
To use adjectives to describe my pet.
To say how many of my classmates have a particular pet.
To say which animals I like and ask others which animals they like.

PE

Team Games
To pass, receive and shoot the ball with increasing control.
To work as part of a team to keep possession and score goals when attacking.
To defend one on one and know when and how to win the ball.
To use simple tactics to help a team score or gain possession.
Endurance through music skills
To show in different ways changing direction and speed easily.
To show an awareness of space and know how to use it in games.
To describe what happens to breathing and heart rate during different activity.
To develop reaction, control and consistency in their ball control skills.
To recognise and explain that speed, strength and stamina are important in performance.
To know how to position their bodies, hands, feet and equipment to pass and receive a ball.
To use a range of techniques when passing e.g. high, low, bounced, fast, slow.

Art

Formal elements of art
To experiment with the different marks that charcoal can make and represent words and phrases in an abstract way.
To imprint texture and pattern into a piece of clay/plasticine.
To create prints by applying ink to the surface and placing a piece of paper on top.
To draw several geometric shapes onto polyethylene foam and securing to a cork or lager brick to create a stamp for a repeated pattern.
To draw on an image and then select a small section to trace into one square of a quadrant, then continuously flip and trace into the next square of the quadrant.
To use a compass to make an image of overlapping and inter-connected circles to recreate the sacred geometric symbol, the 'flower of life'.
DT
Slingshot Cars
To use kinetic energy to power slingshot cars.
To design and make a slingshot car.
To test the effectiveness in time trials.
Architecture
To introduce pavilion architecture.
To experiment with frame structures.
To design a landscape and pavilion.
To use a wider range of materials and construction techniques.
Computing
To read the key features of Scratch.
To understand how a Scratch game works by using decomposition to identify key features.
To understand what a variable is and how to make a game.
To understand how to make a variable in Scratch.
To demonstrate knowledge of how variables work to create a game.
To find data taken from online sources within a game.
To design a weather station.
To use an automated machine to respond to sensor data.
To understand how weather forecasts are made.
To use green screen technology in a video to present a weather forecast.

PSHE

Physical Health and Wellbeing
To learn why people may eat or avoid certain foods.
To learn about other factors that contribute to people's food choices.
To learn about the importance of getting enough sleep.
Keeping safe and managing risk
To learn how to be safe in their computer gaming habits.
To learn about keeping safe near roads, rail, water, building sites and around fireworks.
To learn what to do in an emergency and basic emergency first aid procedure.

RE

How religious people show their faith.
To understand how a local church cares for people.
To identify religious organisations or charities that help others and what they do.
To understand why Christians help others by identifying what the Bible teaches them about caring for others.
To understand how and why Jews help others.
To understand what happens on Yom Kippur Day and why it is important.
Jesus - Light of the world
To recognise how Jesus is depicted as the light of the world.
To understand the messages of light in the world today.



Be the best that we can be



Careers Benchmark

We are absolutely delighted to be one of a few Careers Benchmark Primary Pilot Schools. We have worked hard to develop a curriculum that inspires children and offers opportunities for pupils to learn about the world of work.

School has completed audits, action plans and case studies. In 2019 and has achieved the following improvements:

Progress Data (% Achievement of Benchmarks)

	Audit 1 July 2019	Audit 2 July 2020	Audit 3 July 2021	Progress 2019 → 2021
Benchmark 1	0	11	100	100
Benchmark 2	0	17	50	50
Benchmark 3	0	17	67	67
Benchmark 4	30	70	100	70
Benchmark 5	14	71	86	72
Benchmark 6	20	60	100	80
Benchmark 7	33	33	50	17
Benchmark 8	0	17	33	33



Nissan



Centre for Life



Be the best that we can be



Wellbeing

As a school, we know how much Wellbeing matters. Looking after your own and your child's mental health will have a positive impact on their wellbeing. At school, we are using '5 Ways to Wellbeing' to improve the mental health of our children, staff and our families. These five ways help us to do the things that keeps us healthy in body and mind.



Parents and governors joined us on this journey by attending our 'tea and talk' sessions in school. The ideas shared helped us to shape the project to meet the needs of our school community.

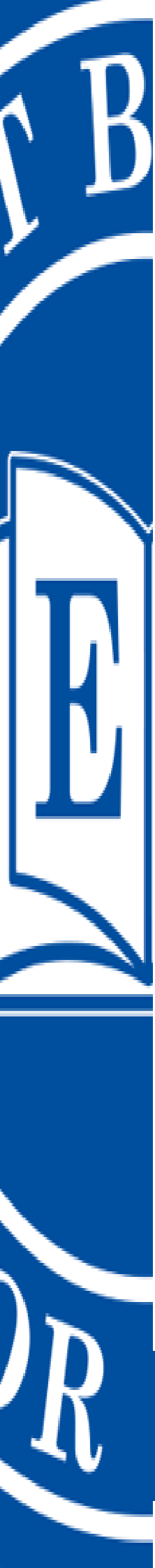
The school engages with Healthy Minds to support children and families in our school. They have had an amazing impact in our school.

Wellbeing Team – Victoria Boddy (Parent Governor), Gemma Thomas (Mental Health Champion) and Tim Shenton (Head Teacher)



Be the best that we can be





Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Our school approach follows our ethos 'Be the best we can be!' We strive to follow this ethos in everything we do.

We have weekly Cultural Capital assemblies that raise aspiration, build resilience and widen experiences. The assemblies promote worldwide music with our weekly artist from 'Model Music Curriculum' including special events like Black History Month and Pride Week.



Example of one of our Cultural Capital assemblies



Be the best that we can be



Enrichment

We want children to love school! It is so important that we offer a wide range of exciting opportunities for children to hone their skills and provide platforms for learning at greater depth.

Every Friday afternoon, each member of staff runs an Enrichment Activity for the pupils to choose an area of learning that excites them. We believe that this helps our pupils motivation, build stronger relationships with staff, improves behaviour and supports pupils and staff wellbeing. The School Council worked with staff to choose the activities.

Here is a sample of Enrichment Activities that we deliver:

- Arts and crafts
- Basketball
- Chess
- Coding
- Cooking
- Drama
- Enterprise
- Football
- Gardening
- Just Dance
- Lego Technic
- Litter picking in the community
- Music
- STEM
- Tennis
- Yoga



Be the best that we can be



Equality and diversity

At East Boldon Junior School, we value the individuality of all our pupils. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. We have a legal responsibility to ensure the elimination of discrimination and a statutory duty to ensure that all pupils receive their entitlement to a National Curriculum. We have a responsibility to make provision for children with special educational needs. This policy is intended to help ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.



Be the best that we can be



Safeguarding and Child Protection

At East Boldon Junior School, we know that safeguarding is everyone's responsibility. In order to fulfil this responsibility effectively, all staff should make sure their approach has the best interests of the child at the heart of everything we do.

As a school, we feel that it is every child's right to be respected and protected by the adults who care for them. This means being protected from harm and neglect. Children and young people are safe from injury, bullying and discrimination, crime and anti-social behaviour and have security, stability and are well cared for in school. We aim to ensure that they are valued, supported and nurtured in a comfortable, safe and secure environment.

The Designated Safeguarding Leads are:



Tim Shenton



Kaye Seebacher



Be the best that we can be



Pupil Premium

The Pupil Premium Grant is payable to schools and local authorities to provide funding to support the education of specific groups of students:

- Raising the attainment of disadvantaged students of all abilities to reach their potential.
- Supporting children and young people with parents in the regular armed forces.

The PPG is allocated to schools for disadvantaged children who are known to be eligible for Free School Meals (FSM) at any time during the previous six years, and to children who have been adopted from care or who have left care. There is also 'ever 6 service child premium' for children with parents in the armed forces.



Be the best that we can be



School Council

We have a very active School Council. Democratically elected pupils from every class meet every week to discuss the improvements that we want to make in school, in our community and for our planet.

We are the voice of the pupils. We have:

Campaigned for the school to use Renewable Energy and we now do.

Created our own East Boldon Energy Elephants that remind staff and pupils to turn off lights and devices when they are not being used.

Engaged with local MPs, Local Authority Councillors, Ofsted Inspectors and the Director of Children's Services in school.

Been involved in the recruitment of staff including the Head Teacher.

Selected Enrichment Time activities for the children.

Decided that the pupils would benefit from a space on the playground devoted to sports. Watch this space...



Be the best that we can be



Awards

We are proud of the work that we do in school. Along our journey we have picked up a few awards that we are very proud of:



National Centre
for Excellence in the
Teaching of Mathematics

As an NCETM Maths Mastery Specialist School, we support and develop other schools in their approach to teaching mathematics.

We are one of a number of Careers Benchmark Primary Pilot schools. Our focus is to raise aspiration and awareness of the world of work and give pupils the drive to achieve.



We achieved the International School Award from the British Council by embedding International work into our school curriculum.

We absolutely love sport at East Boldon Juniors. The pupils follow the Olympics principles of Excellence, Respect and Friendship.



We are currently working towards The Rainbow Flag Award. This is a commitment to improve the lives of all the young people, as , those from LGBT+ families and LGBT+ staff members.



Be the best that we can be



School Performance

Attainment is good at East Boldon Juniors:

Year 6 test results 2019 (most recent SAT tests)

Percentage of children working at the expected standard:

	School	National
RWM combined	77%	65%
Reading	80%	75%
Writing	93%	78%
Maths	85%	76%
GPS	85%	78%

Percentage of children working at greater depth:

	School	National
RWM combined	17%	10%
Reading	30%	28%
Writing	32%	19%
Maths	35%	23%
GPS	42%	34%



Be the best that we can be



Transition

We work closely with feeder infants' schools and our local secondary schools with great success. We work together with our main feeder infants 'East Boldon Infant School' in order to help the Y2 pupils' transition to junior school be as seamless and smooth as possible. Key members of staff visit the infants to talk to the students and staff and to ultimately ensure a friendly face to children when they arrive at our school. We hold an annual Year 2 Open Evening in the summer term. Parents of children coming from other schools are invited too.

We also work closely with local secondary schools to ensure that pupils' transitions reduce anxiety and provide support for all. This includes visits to the schools, bus induction and summer school for our Year 6s.



Be the best that we can be





Communication



Class Dojo is an amazing tool for school staff and parents/carers to communicate with one another. Staff use it to share work or images of pupils with parents on a secure and safe platform. It is also used for reminders of upcoming events and for one-to-one messaging.

However, if parents/carers have an urgent message for school, please call the school office on 0191 5362030 .

We produce a fortnightly newsletter for parents/carers where we celebrate achievements, share exciting events and inform our community. They are a labour of love but our families love to see and hear about all that we do. They are all posted on our website [here](#).



Be the best that we can be



Uniform



School uniform comprises a school sweatshirt or cardigan in navy; a white polo shirt; navy trousers or navy skirt; pinafore or shorts. You can order uniform from [Initial Images](#).



For PE, the pupils wear a School PE Shirt with plain navy shorts.

The PE shirts are held in stock at school and can be bought at any time. PE shoes or trainers are required for PE.

Please name all clothing, especially jumpers, cardigans, polo shirts and PE t-shirts.

Swimming



All year groups go swimming every year—the pupils will need a costume, hat and towel.



Be the best that we can be





**University of
Sunderland**

Partner School

We work very closely with the University of Sunderland. The school is a university partnership school and the Head Teacher, Tim Shenton, Chairs the Primary Partnership Committee.

The school gains many advantages through this partnership:

- Work with tutors and university leaders to stay abreast of the latest developments in educational practices.
- Pupils are supported by additional adults in school, enabling us to support and offer additional intervention and small group learning opportunities.
- Develops leaders in school and our ability to mentor and support.
- The school has developed links with tutors and leaders at the university which has led to extensive support in our curriculum delivery (for example: Y5 met Andrew Aldrin, son of Buzz Aldrin, and learned lots from their foundation project.



Be the best that we can be



Admissions: How to apply

If you would like your child to attend our school, please see full details of our admission arrangements below:

<https://www.southtyneside.gov.uk/article/70835/School-admission-arrangements-2022-23>



Be the best that we can be

