

'May we give them the roots to grow and the wings to fly.'

Easington Church of England Primary School

SCHOOL BROCHURE

2025-2026



Trust, Thankfulness, Hope, Forgiveness, Friendship

Why send your child to our school?

CHILDREN'S COMMENTS

"What I like most about my school is that it's unique."

"What I like most about my school is that teachers care about my happiness."

"What I like most about my school is that the teachers treat us fairly."

PARENTS COMMENTS - Parent questionnaire Oct 2020

"I am over the moon with how my child has settled into school."

"I am extremely impressed with all aspects of school life."

"My children felt safe and content in school during the pandemic- this is a great school."

"All staff do a fantastic job. Well done and thank you."

"School has a warm and welcoming atmosphere."

"Very friendly and professional staff who go the extra mile."



OFSTED JUNE 2019 – Outcome GOOD

"The school has a calm, orderly environment where pupils feel safe, develop positive attitudes to learning, and flourish. I found pupils to be polite, friendly and welcoming. They follow well-defined routines. They get along well together, and can be trusted to behave, often impeccably, with little direct supervision. Pupils are conscientious, get down to work quickly, and complete their tasks without interruption."

"The Reception classroom is a well-cared-for, inviting, engaging space, creatively organised and well resourced. Children are often absorbed and enthused in their play and exploration. Many activities children engage in independently challenge them because of the quality of the resources and the way these are arranged."

"The curriculum is broad and balanced. Pupils acquire considerable knowledge in a wide range of subjects. Leaders ensure that pupils engage in a variety of enrichment and extra-curricular activities, such as visits to places of educational value and receiving visitors to school."

SIAMS (Church of England School Inspection) 2017 – Outcome - OUTSTANDING

"Distinctive Christian values are at the very heart of the school community and impact significantly on every aspect of learners' lives. This enables all members of the community to flourish and experience life in all its fullness." "Relationships at every level are of the highest standard and embody respect, affirmation and love. This is a direct result of the outworking of the school's Christian values and the school's awareness of its role at the heart of the parish and community."

Easington CofE Primary School is SIAMS 'OUTSTANDING'

Distinctiveness and effectiveness ✓ Meeting the needs of all learners ✓ Impact of collective worship ✓ Leadership and management ✓

"The school's distinctive Christian values of trust, thankfulness, hope, friendship and forgiveness are the very heartbeat of this vibrant and inclusive community."

Tel: 0191 527 0259
www.easington-pri.durham.sch.uk

"Parents and carers are immensely, and rightly, proud of their school."

THE CHURCH OF ENGLAND

A Message of Welcome from the Head Teacher, Mr Appleby

Hall Walk
PETERLEE
SR8 3BP
0191 5270259

admin@easingtonprimary.org.uk

Dear Parents,

On behalf of the children, staff and Governors, I'd like to welcome you to Easington Church of England Primary School.

We are a school which believes in the value of every child and adult who enters our school. Our school vision of '*May we give them the roots to grow and the wings to fly*' underpins everything we do in school. As such we want all those who become part of our school community, whether a child or an adult, to feel valued, happy, respected and to recognise their role in continuing to make our school the best we can make it.

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed in every area of school life – academic, social, personal, physical and spiritual.

Within our school we work very hard to create a team of teachers, non-teaching and support staff that will support each child in reaching their potential. Many who visit us comment on the strength of our 'staff team' and their shared commitment to help every child in the school achieve their best.

We value the broad and balanced curriculum which our school offers and all children are able to access not only academic, but creative and physical areas of the National Curriculum fully, so that they receive the highest standard of education.

We hope as you read our school brochure you will gain a sense of the value that we place in each child and our desire to ensure standards, in all areas, remain as high as possible within the caring and happy community which is Easington Church of England Primary School.

If you have any questions about the content of this brochure, please do not hesitate to contact me.

Yours sincerely,

Mr John Appleby
Headteacher

A Message of Welcome from Miss Mitchell – Chair of Governors

Pupils, parents and staff should rightly have high expectations of the governing body. We are the strategic leaders of the school and we have a vital role to play in making sure every child gets the best possible education and enjoyment from their school life.

Governing bodies should have a strong focus on three core strategic functions:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the head teacher to account for the educational performance of the school and its pupils;
and
3. Overseeing the financial performance of the school and making sure its money is well spent.

Effective governing bodies must also think carefully about how they are organised. This includes thinking about whether and how to use our powers to delegate functions and decisions to committees or to individual governors and members of staff. There are many different models and governing bodies are best placed to decide for themselves what will work best in their own circumstances in their school.

As a body we take our role very seriously and we understand that to be truly effective in our endeavour, it is vital that we build strong relationships with the Head Teacher and his team and gain the understanding and trust of the children and parents who are the heart of our close knit community.

We truly believe that much good work has been done in school in recent times and that strong foundations have been laid to bring about the improvements that we hope to make in the future. We are a good school with high standards to maintain and we will work together to make sure that we create an effective and stimulating learning and working environment that will benefit us all.

That said, we recognise that there is still a great deal of work to do and there are things that must change. We will support and work with the Head Teacher Mr Appleby, to ensure that we strike the right balance between leadership which is largely our role, and management, the role we delegate to him. We are confident that we can achieve our objective to form an effective and supportive working relationship based on mutual respect and understanding.

It has been my privilege over many years to visit schools in many different places. This has been across England but also in some of the very poorest countries in the world, like Rwanda, Burundi and Uganda. It does not matter where I see schools at work, I am always impressed by the dedication of teachers and the longing of parents to want the very best for their children. As a parent I know you want the very best for your child. The Church of England is engaged in schools because it too wants the very best for every child.

Every child matters because every child is special. Naturally they are special to you, their parent or carer, and to grandparents. They are also very special to the school. This is particularly true for us in church schools because of what we believe about the value God places on every child.

Jesus' friends were arguing one day about who was the greatest in God's kingdom. Jesus took a small child, stood him or her amongst the group and told all the adults that unless they became like this child they could never enter God's kingdom. I often wonder just how very special that child felt that day. We want that sense of being loved, accepted and valued to be at the very heart of our schools, and of your child's education.

Education matters because it provides building blocks for life now and into the future. We seek to offer the very best education we can in every school. This is not simply about the important matters of reading, writing, numbers and the like. It is also about the values by which we behave, and the kind of people we want to be. We believe our church schools offer great all round education for every child.

I love being able to visit schools and meet children. They are always enthusiastic, welcoming and brilliant at asking tough questions. Their zeal for learning is inspiring.

So welcome to one of our wonderful church schools. I trust your child will find they grow and develop well throughout their time here.

+Paul

Easington Church of England Primary School is a Christian school. We strive to strengthen our relationships with others as part of God's family. We are a place of distinctive excellence where all are valued as individuals. We achieve this by involving our children in a lively and relevant curriculum.

Our aims are:

- To provide an awareness and experience in the Christian faith, cultivating spirituality, mutual respect and responsibility.
- To encourage our children to explore and experience the Christian faith, develop a true sense of awe and wonder and celebrate the significant Christian festivals.
- To promote the highest academic standards in all aspects of the curriculum by ensuring that all of our children learn and make progress.
- To ensure that everyone within our school feels safe and valued and is encouraged to develop lively enquiring minds, to question and reason.
- To encourage independence and skills for lifelong learning.
- To teach respect for others and their beliefs through RE, Collective Worship and the hidden curriculum.
- To nurture links between our school, the home, the parish and society.

Easington Church of England Primary School is a small Voluntary Controlled Primary School with an intake of 30 pupils. Children are taught across six classes with varying class structures.

Most of our pupils come from the village of Easington and the surrounding areas. We value our community and constantly seek ways by which we can be involved in improving our local area and working together with other community groups and organisations to celebrate life and the opportunities we all have in Easington.

Current School Staff:

Head teacher: Mr John Appleby

Deputy Head Teacher: Mr Michael Churchill

Teaching Staff	Teaching Assistants	Non-Teaching Staff	Lunch Supervisors
Mrs S Appleby	Mrs P Wray	School Business Manager – Mrs A Bowden-Stoker	Mrs G Wray
Ms M Lilley	Miss J Hall		Miss J Hall
Miss C Defty	Miss J Swan	Caretaker- Mrs Ward	Miss R Evans
Mrs S Hsiung	Mrs J Kirkwood		Mrs Kirkwood
Miss A Purves	Mrs A Wilcox		
Mr M Churchill	Mrs C Jarvis		
Mr S Nelthorpe			

Governing Body			
Parent Governors	Staff Governors	Foundation Governors	Co-opted Governors
Miss C Mitchell (Chair)	Mr J Appleby (Head Teacher)	Mrs L Dodds	Mrs A Bowden-Stoker (School Business Manager)
Mrs S Egan	Mrs S Appleby (Class Teacher and SENDCo)	Mrs C Wilkes	

The School Day

At 8.45am the school gates are opened and children are allowed to come into school. At 8.55am the school bell rings for the start of the school day.

We ask that if possible you walk to school with your child to reduce congestion around the school, as well as to encourage an active lifestyle.

8.45 – 8:55am	Children come into school
8.55 – 9.00am	Registration
9.00 – 10.30am	Learning time
10.30 – 10.55am	Morning Break
10.55 - 12 noon	Learning time EYFS and KS1
10.55 - 12.25	Learning time KS2
12 noon - 13.15	YR and KS1 lunch
12.25 - 13.15	KS2 lunch
13.15 - 15.20	Learning time EYFS and KS1
13.15 – 15.20	Learning time KS2
15.20	End of school day

Example of a typical school day at Easington C of E Primary School

Morning Learning							Afternoon Learning					
Day	Class/Cohort	Teacher	9:00 – 9:30am	9:30 – 10:30am	11 – 12:00pm (KS1 and KS2)	12 – 12:25pm (KS2)	Class/Cohort	Teacher	1:10 – 3:20pm (EYFS + KS1) 1:10 – 3:20pm (KS2)		2.45pm-3.05pm	3.05-3.15pm (KS1) 3.05pm-3.25pm (KS2)
M	Year 1/2 (25 children)	Miss Defty	Basic Skills/Guided Reading	Maths	English		Year 1 (15 children)	Miss Swan (Miss Defty PPA)	1.10-1.40pm Phonics	RELIGIOUS EDUCATION/RSHE	Collective Worship	Dream Time
	Year 2/3 (24 children)	Miss O’Neil	Basic Skills/Guided Reading	Maths	English	GR Year 3	Year 2 (19 children)	Miss O’Neil	1.10-1.40pm Phonics	History or Geography		
	Year 4/5 (31 children)	Mr Churchill	Basic Skills	Maths	English	GR	Year 3/4 (33 children)	Mr Churchill	History or Geography			
	Year 6 (23 children)	Mrs Appleby	Basic Skills	Maths	English	GR	Year 5/6 (36 children)	Mrs Appleby	History or Geography		Collective Worship	Dream Time

Attendance & School holiday dates

Please ensure that children arrive promptly each day. The school gates are opened at 8.45am and children can filter into school between 8.45am and 8.55am. Registration ends by 9.00am. If a child arrives after this time they will be marked as late.

If your child is absent from school then please inform us by 9.30am with a phone call. If we are not contacted then we shall contact you to ascertain the reasons for your child's absence.

Schools must differentiate between authorised absences e.g. due to illness, medical appointments or other circumstances and unauthorised absences e.g. unknown reason or absence without agreement with the school. The Head Teacher undertakes regular monitoring of attendance and will contact parents of pupils whose attendance level gives cause for concern, in certain circumstances these parents may be referred to One Point Seaham who will further investigate the absence. Please see our Attendance Policy available on our web site for further details. www.easingtonprimary.org.uk

Parents do not have the right to remove their children from school in term time. The Head Teacher will decide whether or not an absence should be authorised. Head Teacher's will only authorise absence in term time when there are exceptional reasons for a child to miss school.

Absence in term time will not be authorised under the following circumstances:

- During national or school tests or examinations – Y6 SATs week, Y1 Phonics testing week
- When a child's attendance is below 95%, or lower than their previously agreed individual target.
- During the month of September

Absence in term time will only be authorised if parents or carers can make a request to the school in advance on the appropriate form and show that there are exceptional reasons why the absence has to be in term time. This form can be found on our web site www.easingtonprimary.org.uk The cost, convenience or availability of a particular holiday will not be taken into consideration.

If an absence has not been authorised by the Head Teacher and parents or carers remove their child from school, their child's absence will be recorded as unauthorised on the school register. Parents of children who take their children during term time for more than 5 days will be sent a letter explaining that a letter has been sent to Durham LA requesting a fixed term penalty fine in line with our Attendance Policy. Please note that school does not benefit financially from such fines.

School Attendance 2023 - 2024

Attendance	Authorised absence	Unauthorised absence
95.96%	3.07%	0.97%

2025-2026 School Holidays



SCHOOL HOLIDAY AND TERM DATES 2025-2026



AUGUST							SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER							JANUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
					1	2		1	2	3	4	5	6					1	2	3	4						1		1	2	3	4	5	6					1	2	3
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31																					30																				

FEBRUARY							MARCH							APRIL							MAY							JUNE							JULY								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
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22	23	24	25	26	27	28	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				26	27	28	29	30	31				
																					31																						

Bank Holiday ■
 School Holiday ■
 PD Days ■

2023-2024 Results Summary

KS2 (Y6) Results 2023-2024 (Cohort of 13 children – each child represents 7.7%)

End of KS2 SATs results 2024	Easington C of E's Performance	National Average
Reading – At Standard	69.2%	74%
Reading – Higher Standard	23%	TBC
Writing – At Standard	69.2%	72%
Writing – Higher Standard	16%	TBC
GPS – At Standard	76.9%	72%
GPS – Higher Standard	31%	TBC
Maths – At Standard	61.5%	73%
Maths – Higher Standard	16%	TBC
Children who achieved At Standard in R/W/M	46%	61%
Children who achieved Higher Standard in R/W/M	0%	TBC

KS1 (Y2) Results 2023-2024 (cohort of 18 children – each child represents 5.5%)

End of KS1 SATs results 2024	Easington C of E's Performance
Reading – At Standard	89%
Reading – Higher Standard	33%
Writing – At Standard	83%
Writing – Higher Standard	22%
GPS – expected standard	Not Applicable
GPS – higher standard	Not Applicable
Maths – At Standard	83%
Maths – Higher Standard	28%

Year 1 Phonics screening 87% children attained the expected standard.

Early Years 74% children attained Good Level of Development

OfSTED

Our most recent OfSTED was in June 2019. We were judged to be “good” in all areas. Please find below the strengths from this inspection.

This is a GOOD SCHOOL because

Leaders have accurately identified strengths and weaknesses. They have put in place sharp plans that have begun to bear fruit. They regularly review progress against the identified priorities and communicate this to the governing body. They make increasingly regular checks on the quality of teaching. This generates helpful professional dialogue and is resulting in improvements to the quality of teaching.

The Headteacher has created a calm, orderly environment where pupils feel safe, develop positive attitudes to learning, and flourish. I found pupils to be polite, friendly and welcoming. They follow well-defined routines. They get along well together, and can be trusted to behave, often impeccably, with little direct supervision. Pupils are conscientious, get down to work quickly, and complete their tasks without interruption.

Pupils are confident that adults deal effectively with the very rare incidents of bullying. They say that adults listen to their views. They say that school is a friendly place where all are helped to join in. Pupils play safely together, for example taking turns on the climbing equipment. Adults teach pupils how to stay safe, including online, for example when playing online games.

Last year, almost all Year 6 pupils achieved at least the expected standard in reading. An above-average proportion of pupils reached a high standard. By the end of Year 1, over time, the percentage of pupils

reaching the required standard in phonics has been above the national average, and all pupils have reached the standard by the end of Year 2. Most children in the early years make good progress in reading.

The curriculum is broad and balanced. Pupils acquire considerable knowledge in a wide range of subjects. Leaders ensure that pupils engage in a variety of enrichment and extra-curricular activities, such as visits to places of educational value and receiving visitors to school.

SIAMs

As a Church of England School we are also inspected under the SIAMs (Statutory Inspection of Anglican and Methodist Schools) schedule. Our most recent SIAMs inspection was in May 2017. We were judged “outstanding” in all areas. Please find below the strengths and areas for improvement identified from this inspection.

The distinctiveness and effectiveness of Easington as a Church of England school are outstanding:

Distinctive Christian values are at the very heart of the school community and impact significantly on every aspect of learners’ lives. This enables all members of the community to flourish and experience life in all its fullness.

Relationships at every level are of the highest standard and embody respect, affirmation and love. This is a direct result of the outworking of the school’s Christian values and the school’s awareness of its role at the heart of the parish and community.

Thought provoking, varied and meaningful acts of worship are valued by the whole community and lead to impressive understanding of the Holy Trinity and the person of Jesus Christ.

Insightful and thoughtful self-evaluation enables strategies for improvement to be implemented and leads to sustained improvements over time.



Collective Worship

As a statutory requirement, we have a daily act of Collective Worship where children are invited to reflect on their lives and choices they make. During the worship we may sing, pray and respond to stories. Parents have the right to withdraw children from religious education lessons and daily collective worship in assemblies but it must be understood that, as a pupil at Church of England primary school, such activities

make a contribution to cross-curricular objectives pursued during the course of the school week. Collective Worship is at the heart of our school.

Parents are invited to worship with us when their child's class is leading worship. Details of these dates can be found on our newsletters published weekly in paper format and on our web site. We also invite the congregation from St. Mary's to worship with us. Once every half term the whole school visit church to attend a morning Eucharistic Service. As a school we also celebrate various Christian festivals in the church including Advent, Christmas, Lent and Easter.

We work very closely with St. Mary's Church Easington to improve the spiritual leadership in school and further develop worship opportunities for our children. As a Church of England school, we are proud to have close links with our church - as a school we worship at St. Mary's on a regular basis and value the support of the congregation.

Medical Information

Parents are requested to inform the school about any medical conditions, dietary requirements etc, as they arise. In certain cases, Individual Medical Plans are written by the school in conjunction with parents.

If a child becomes ill during the school day, parents will be informed as soon as possible. In the case of an accident one of our qualified first aiders will treat the injury and parents will be informed by an accident slip or verbally describing the injury and treatment which was given. In circumstances where the first-aider feels further medical assistance is required then parents will be contacted and asked to collect their child, so they can decide on the course of action to take or take the child to their GP for further advice. In extreme emergencies the school may contact the emergency services and if the child needs to go to hospital a designated member of staff will accompany them until a parent arrives.

Medication should not be brought to school unless it has been prescribed by a doctor. In these cases special arrangements to give the child these medicines during the school day can be made by completing Medicines in School form and checking that the medicine bears the child's name and is in date. This form can be found on our web site in the parents section <http://www.easingtonprimary.org.uk>

Special dietary requirements and allergies: We work very closely with our School Meals provider, Chartwells, to provide meals for children with specific dietary needs and ask you to inform us as soon as possible about such requirements. If a child does require a special diet it can only be provided following a letter from your G.P. confirming the allergy/dietary requirement.

We also ask on our emergency contact form that you indicate any allergies which children have.

The school encourages open communication between home and school and issues weekly newsletters to parents, via their children, detailing events and particulars concerning school. We also offer Teachers2Parents communication service which allows the school to provide any updates via text messaging. Class Teachers have access to ClassDojo which is an online messaging service where photos, updates and information can be shared with families.

Parental help in school

We are always grateful to those parents who come in to school and help. If you have some time to spare or a particular talent or area of expertise then we would love to hear from you.

Currently parent helpers are involved in supporting children with reading, helping in practical and creative subjects such as cookery, sewing, art, music and design technology. So if you are free, even for an hour a week, come in and speak to Mr Appleby.

Prior to commencing your work in school all helpers will be required to have successfully completed a DBS disclosure form which helps us ensure pupils are safeguarded.

Parents, family and community activities

We have worked very hard recently to improve the activities we provide for parents, family and community to be involved in the work of our school. As well as events such as our Christmas Fayre and MacMillan Coffee morning, we invite parents and family members into school for Family Friday/Stay and Play (YR) on the first Friday of every month and parents and family members are also invited into school once a month to share our Celebration Worship on Friday afternoon at 1:45p.m. All details can be found on our newsletter. Throughout the year we also hold a number of fundraising activities for many different charities and also our School Fund.

Children as leaders

- **School Council**- We believe it is important to listen to our pupils and value the contribution they can give to making decisions about the school. Every year, each class elects two representatives to the school council who meet every half-term. At this meeting they put forward ideas which their class have asked them to bring to the attention of the Head Teacher through their class council discussions. These ideas are discussed and then decisions shared back with their classes.
- **Eco team** – We have a team of children who are responsible for promoting the “green” aspects of our work in school.
- **FROG** (Fully Rely on God) group – This group of children help to plan and deliver Collective Worship. They are involved in decision making for all areas of church school life.
- **Head Boy and Head Girl** – These roles are voted for by all children in the Autumn Term.
- **Play Leaders** – a number of our older children are trained as Play Leaders.

- **House Teams** – Every child in school is in a House Team: Aidan, Bede, Cuthbert or Oswald. From time to time children work with other children in the same house team in school regardless of the age of the children.

Curriculum

We provide a broad, balanced, differentiated and relevant curriculum which is accessible to all our pupils. We believe that school is an important influence on a child's development and our curriculum promotes the academic, physical, cultural, moral, spiritual, and social welfare of each individual pupil. It seeks to prepare every child for the opportunities, responsibilities and experiences of adult life and provide a sound basis for future secondary school education.

Different children require different lengths of time to complete the same task and during the course of the school day a range of tasks can occur simultaneously. The school curriculum is planned in a qualitative way, thinking about the relative priorities of different aspects of the work, as well as about allocations of time. Teachers prepare and teach all subjects to cover the requirements of the National Curriculum, L.A. Policy and School Policy.

Throughout the school, pupils have the opportunity to be taught as part of a class, in a collaborative group or one to one as well as in a whole class situation.

In general, we aim to have happy pupils with sound moral values, who are both literate and numerate and who are hard-working, self-disciplined, considerate, responsible, resilient and sociable.

The Early Years Foundation Stage Framework

The EYFS Framework explains how and what children in our EYFS will be learning to support their development.

Our EYFS pupils learn skills, acquire new knowledge and demonstrate their understanding through seven areas of learning and development.

Children in the EYFS should mostly develop the three prime areas first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for children's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in four specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These seven areas are used to plan our EYFS children's learning and activities. Our EYFS staff members teach and support the EYFS children, making sure that the activities taking place are suited to each child's unique needs. This is a little bit like the curriculum in the rest of the school, but it is particularly aimed at and suitable for very young children; and it is designed to be really flexible so that the EYFS staff members can follow the children's needs and interests.

Children in our EYFS typically learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. To maximise your child's learning outside, please provide a pair of wellies and a waterproof coat which will remain in school.

English

Every aspect of the children's work is influenced by the extent to which they use language with imagination and accuracy. Competence in reading, writing, speaking and listening is encouraged throughout the curriculum in order to enable the children to communicate appropriately and effectively. We teach English daily as a discrete subject from Year 1 to Year 6, with opportunities for Literacy in the Foundation Stage being incorporated within the child's day according to principles of the Early Years Curriculum. From Y1-Y6 English is taught through two week units focusing on a specific genre or text. The children will spend week one focusing on reading and GPS objectives and week two on writing objectives.

Reading is taught initially using a phonics programme called Sounds-Write before moving onto our reading scheme as children progress into Key Stage 2. Sounds-Write is introduced in the Reception/Year1 class and consolidated throughout Key Stage 1. Opportunities are also given during Key Stage 2 for further consolidation of phonics and spelling and some pupils undertake specific intervention programmes if they experience difficulties with reading. Reading continues to be taught throughout school during Guided Reading sessions.

Children are taught to be writers – to be able to communicate for real purposes and audiences. The skills of grammar, punctuation, spelling and handwriting are taught alongside this to underpin the importance of being accurate when writing. Children's writing is often linked to a text being read, another curriculum area or an experience.

Mathematics

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. We encourage children to actively participate in the learning process, thus creating a sense of achievement and confidence. There is a strong emphasis on the development of mental arithmetic skills and giving opportunities for pupils to use and apply mathematics in real life situations.

Maths is taught through a daily lesson. Class teachers also plan for opportunities to develop and apply key mathematical skills in other subjects throughout the year.

As a school we use the Maths Mastery approach. Mathematics Mastery is an engaging and accessible style of mathematics teaching, inspired by Singapore and Shanghai. The approach is designed to enhance understanding and enjoyment, as well as raise attainment for every child. Children are encouraged to physically represent mathematical concepts. Objects and pictures are used to demonstrate and visualise abstract ideas, alongside numbers and symbols. In daily maths lessons children will be challenged to complete fluency, reasoning and problem solving questions. We are passionate about delivering a varied diet in maths and therefore provide our children with real life investigations and problem solving.

Science

To enable the acquisition of a systematic, scientific approach to learning, developing useful knowledge, skills and attitudes about the world in which we live, science is presented to the children in a practical, relevant context. Systematic inquiry, analysis of problems, formation of ideas, their testing and modification are encouraged through whole class, group or individual investigations and project work, designed to arouse the children's natural curiosity.

Computing

Computers, I Pads and other means of technology are used throughout the school. Computing skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. Children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning.

Design and Technology

Through Design and Technology, children are encouraged to identify, examine and solve practical problems and to make existing situations better. Children are encouraged to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects.

Art and Design

Children are encouraged to be spontaneously creative, using a variety of media and techniques in art and craft work. An awareness of colour, shape, balance, focus and proportion are developed alongside the use of symbols to convey ideas and feelings. The study of a range of artists, craftspeople and designers complements this work.

Music

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and un-tuned percussion.

As children move into Year 5/6, they are given the opportunity to learn an instrument with other members of their class. In KS2 children are also given the opportunity to learn an instrument in small groups – this is funded by parents.

Religious Education

The school uses Durham L.A.s Religious Education syllabus and supports this with the Joint Diocesan Board of Education's syllabus. As a school we believe that religious education should provide a contemporary study of religion, preparing children for later life. We teach children that the British Isles is a multi-cultural nation which has Christianity as the main religion of the population. As a result, Christianity receives the appropriate weighting within the religious education curriculum. Due consideration within this framework will be given to other faiths. Respect, tolerance and understanding for the beliefs of others is promoted as part of our programme and by teaching children about British Values.

History

At Easington Church of England Primary School, we view History not only as simple facts and dates but encourage pupils to become detectives who explore the past. History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

Geography

In Geography pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in literacy, numeracy and ICT to report and record their findings.

Modern Foreign Languages

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. At Easington Church of England we teach French in a fun and enjoyable way through choosing interesting and relevant topics that will engage and stimulate learning and develop children's curiosity of language.

Physical Education

Pupils have PE timetabled each week through which we develop the six areas of activity as set out in the National Curriculum – Dance; Games; Gymnastics; Athletics; Outdoor and Adventurous activities;

Swimming. Children are given the opportunity to learn how to swim during KS2 and we aim for all pupils leaving the school to be able to swim at least 25m.

Sports taught include football; tag rugby; netball; basket ball; kwik cricket and short tennis, as well as athletics. Pupils take part in a range of tournaments and sports festivals both within school between year groups and with other schools.

Personal, Social, Health and Citizenship education

At Easington Church of England Primary School we aim to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community through class & school councils, fundraising events, supporting nominated charities and involvement in community activities. Our pupils are given opportunities in lessons and Collective Worship to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

Relationships and Sex Education

Pupils are given opportunities to consider and reflect upon the wide variety of different relationships they have with others. Across the school, children build on their relationship and social skills through the delivery and teaching of PSHE & C and SEAL topics. Aspects of Sex Education are taught in accordance with the government guidelines as an integral part of their class curriculum in Year 5 and 6. Through these lessons which are delivered by the School Nurse and the Class teacher we aim to:

- Prepare pupils to cope with the physical and emotional challenges of growing up – preparing for puberty.
- Give pupils an understanding of human reproduction which is detailed in the Science curriculum of the National Curriculum.
- Answer pupils' questions sensitively having regard to particular religious or cultural factors and the wishes of parents.
- Teach Sex Education in conjunction with the school's policies

Section 241 of the Education Act 1993 gives parents the right to withdraw their child from any or all parts of the school's programme for sex education, other than those which are detailed in the Science curriculum.

Children will also gain an understanding of LGBT (Lesbian/Gay/Bisexual/Transgender). This will be taught at age appropriate level through a scheme of books.

Children with Special Educational Needs and Disabilities (SEND)

All children are valued, respected and welcomed to our school whatever the level of their educational or physical ability. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The SEND code of practice (2014) recognises that a child may have an SEN if he or she:

- continues to **make little or no progress** in specific areas over a long period of time
- continues working at **curriculum substantially below** that expected of children of a similar age
- has **emotional or behavioural difficulties** which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- has **sensory or physical needs** and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing **communication or interaction difficulties** that impede the development of social relationships and cause substantial barriers to learning.

We seek to identify and assess the special needs of individual pupils using a variety of assessment techniques and working in co-operation with the pupils, parents, teaching staff and external agencies.

Pupils with SEND are placed on our SEN register as an appropriate level and teachers differentiate for their needs in each lesson, through Support Plans or in some cases Education and Health Care Plans. This provision and register is regularly reviewed by the SEND co-ordinator and the Headteacher. Parents of pupils on the SEN register are invited to school annually to review their child's Support Plan and progress.

Educational Visits

Learning beyond the classroom can be used to bring learning alive for many children and we aim, where possible, to use our outdoor areas and local community resources to inspire and stimulate our children. Each year we also encourage each class teacher to plan an educational visit further afield to a relevant place of interest within the region – this may be a site of historical or scientific interest e.g. Durham Cathedral or a place to develop pupils cultural awareness e.g. Newcastle or Sunderland.

All visits are planned carefully and a risk assessment completed by the class teacher so that they meet our Educational Visit policy. Visits only take place once approved by the Headteacher.

We also believe strongly in the value of residential experiences as a way of developing children socially and educationally. Each year pupils in Years 3, 4, 5 and 6 are offered the opportunity to take part in a residential/ environmental/adventurous activity.

Charging Policy

From time to time and in the case of extra-curricular activities, educational and residential visits we may ask parents to offer a voluntary contribution to the costs of these valuable experiences. These costs are communicated to parents well before the event and by helping with the costs enable us to offer a much wider range of such activities. No child will be excluded if they have not paid. However the school wishes

to make clear that should insufficient funds be raised to cover the costs then visits may need to be cancelled.

Uniform, Equipment and Jewellery

Our school uniform is ordered online from Border Embroideries. Log on to <https://www.border-embroideries.co.uk/schools/easington-c-of-e-primary-school.html> and follow on-screen instructions. Border Embroideries offers uniform garments which conform to our school's code of dress. You can contact their Customer Service Team should you have any queries regarding your order.

Uniform

- Black/Grey skirt, trousers or shorts
- White polo shirt (available with school logo)
- Navy sweatshirt or cardigan (available with school logo)
- Black shoes

P.E. Kit

- Black shorts
- Plain white T-shirt
- Trainers
- Black sweatshirt and jogging bottoms (for outside use)

Please ensure all parts of school uniform are clearly labelled.

Water Bottles

Please ensure your child brings a water bottle to school **daily** which they have filled at home.

Book Bags

Each child needs a book bag which can also be bought from the Border Embroideries web site. Please ensure your child has **a school book bag** as our lockers are not big enough to accommodate large bags. Thank you.

Jewellery

We do not allow pupils to wear jewellery at school (bracelets, necklaces,) due to the risk of accident and injury. Small stud earrings are allowed but these must be covered during P.E lessons.

Snack

We encourage pupils to bring only healthy snacks to school for break-times – fruit, vegetables or a cereal bar (no nuts). All pupils in Key Stage 1 and the Foundation Stage are provided with a fruit or vegetable snack each morning.

School Lunches

Each day pupils are offered a choice of 3 meals which all meet the latest Government standards for quality and nutritional content. The meals include a Vegetarian option. The cost from September 2025 is £2.95 per day.

Payment for school lunches can be made via ParentPay which is an online system we use for our school. Children in Year Reception and KS1 (Years 1 and 2) are entitled to a free school meal according to Government guidelines.

We encourage **all** children to have school lunch. Some parents may still wish for their children to have a packed lunch. If so, we ask that you follow our Packed Lunch Policy which is available on our web site. Please ensure packed lunch is in a named lunch bag which is placed on in each child's locker. Unfortunately we cannot refrigerate packed lunches.

Our school hall becomes our dining room where our Reception and Key Stage 1 pupils are served lunch from 12.00 – 12.25 and Key Stage 2 pupils from 12.25 – 12.50. We believe that lunch time is a social occasion and encourage pupils to speak politely to staff and each other, to sit sensibly with their friends and eat all of their lunch. Our four Lunchtime Supervisors encourage all pupils to try new foods and ensure lunchtimes are safe and enjoyable for all pupils.

Free School Meals

If parents are in receipt of any of the following benefits children will qualify for free school meals:

- Income Support
- Income-based Job Seekers' Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the Guaranteed element of State Pension Credit
- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs.

If you think your child is entitled to receive a free school meal then collect and complete a form from the school office. Please complete the form even if you do not intend to claim a free school lunch as this informs the amount of Pupil Premium we receive from the Government.

Cool Milk

Our School provides a milk scheme which will be available to all of our pupils. School milk is free for all under-fives and is subsidised for pupils aged five or older.

Each pupil that registers with Cool Milk will receive a carton of semi-skimmed milk everyday, which is delivered fresh and chilled to the classroom. Their school milk will not only provide them with essential nutrients, but as it is rehydrating and energy boosting it also bridges the gap between breakfast and lunch to help children stay focused. Find out the top ten reasons to drink school milk at

www.coolmilk.com/whyschoolmilk

Before/After school activities

We seek to ensure that over the course of a term all pupils from Reception to Year 6 have the opportunity to take part in after school activities. School staff, volunteers and appropriate visitors assist us in providing these activities.

Each club has a cost and a limited number of places. A letter is sent home every half term for families to book our Before and After School Activities for their children.

Breakfast Club available from 7.45-8.45am Monday – Friday

After School Club available from 3.30-5.00pm Monday – Friday

Behaviour and discipline – promoting a safe and happy community

To have a safe and happy school, we seek to create an orderly atmosphere where everyone recognises their responsibilities, shows tolerance and respect for each other. The rules we have in school are very simple and if adhered to help to ensure mutual respect, tolerance for each other and prevent injury or accident:

- We do our best and always listen.
- We are polite, sensible and honest.
- We are respectful and caring to others and their property.
- We are patient, we enjoy ourselves and we co-operate with others.

Good behaviour is actively encouraged and positive reinforcement or assertive discipline used by all staff. Each class has a reward system and pupils will receive praise to acknowledge their achievements and effort. In line with our School Value of Forgiveness, each day is a new day.

Rewards

- “Star Pupil” from each year group – nominated by class teachers and celebrated in Friday Collective Worship.
- “Pupil’s Pupil” – nominated by Head Boy and Head Girl
- Class rewards – whole class and individual appropriate to age of children.
- If pupils show exceptional achievement or effort they can also be sent to another class teacher or the Headteacher to show their work and receive praise.
- House Team points followed by a half termly reward for the team with the most points
- Headteacher’s Special Book– chosen by Headteacher and celebrated in Friday Collective Worship.

Consequences

“No school however positive or imaginative can eliminate disciplinary difficulties entirely” (DfES: “Good Behaviour and Discipline”) Consequences are applied when necessary to ensure that no child disrupts the learning of others and to protect the safety and well-being of other pupils.

EYFS follow 1, 2, 3 Magic approach to behaviour management

- 1) A verbal warning
- 2) A second verbal warning/reminder to change behaviour
- 3) Child is given a rest time for 5 minutes to allow them to think about their behaviour choices. At this point, a behaviour slip is completed to inform parents
- 4) Child is sent to Mr Appleby for a chat about their behaviour choices.

Key Stage 1 and Key Stage 2

- 1) A verbal warning
- 2) Short rest time is given to allow the child to think about their behaviour choices.
- 3) Child is sent to Mr Appleby for a chat about their behaviour choices.
- 4) Parents are informed
- 5) In rare cases, a Personalised Behaviour Plan is produced which will include individual behaviour targets.

In relation to the above, relevant steps can be missed. This decision is at the Class Teacher's discretion and will depend upon the seriousness of the behaviour being presented.

Assessment and SATs

Assessment is an integral part of the teaching and learning process and is the tool which aids the planning of work for the children. Termly pupils' progress is reported by the class teacher to the Headteacher who discusses the progress made by each individual pupil with the teacher to ensure that every pupil is being sufficiently challenged and making good progress against age expected attainment.

In Year 2 (end of Key Stage 1) and Year 6 (end of Key Stage 2) pupils have to undertake assessments against National Standards – SATs (Standard Assessment Tests). In Year 2 these support the final teacher assessment which is reported to parents and in Year 6 take the form of externally set and marked tests and teacher assessments which are also reported to parents.

Our aim is that through our rigorous assessment and monitoring system and good teaching ensure that all pupils make good progress during their time at Easington Church of England Primary School.

Parent consultations and reporting to parents

We hold parent/teacher meetings in the autumn and spring terms where we will discuss progress and development. At these meeting, we will also discuss strengths and the next steps needed for each child to move forward in their learning. A written report is sent home at the end of the summer term which summarises your child's achievements and attainment. We encourage good communication between School and Home so if during the year you have any concerns about your child then please make an appointment to speak to their class teacher.

During our most recent Ofsted inspection (June 2019) we were graded as “good’ in all areas.

A copy of the full report can be found on our school website.

We value these very positive inspection comments and constantly seek opportunities to develop further as a school so that all pupils maintain the high standards for which we have a reputation but more importantly a place where all **pupils feel secure, are valued and are happy.**

Admissions Arrangements

Melrose Learning Trust sets the Admissions Policy and criteria which is managed by School Admissions at the Local Authority. This gives parents the opportunity to express a preference about which school they wish their child to attend.

It is the responsibility of parents to ensure that the preference form is either completed online or a paper version completed and returned to:

Education Admissions, County Hall, DURHAM CITY DH1 5UJ

It may not be possible to offer your child a place at your chosen school if that school receives more applications than it can take within its admission limit.

Our current admission limit is 30 pupils. If the school is over subscribed then places will be allocated by the L.A. according to the following criteria in order of priority:

1: Children in Public Care

2: Medical reasons - very exceptional medical factors directly related to school placement. Written evidence from a doctor is needed.

3: Family Links - pupils who have a brother or sister already attending the preferred school or associated primary school and who is expected to be on roll at the school at the time of admission.

4: Distance - pupils who live nearest to the preferred school. This will be based on the parents' address and shortest walking route. The Authority will, however, consider the overall availability of school places in an area to ensure that no children have an unreasonable distance to walk. This may override proximity to the preferred school.

Parents considering sending their child to our school are most welcome to visit the school during normal school hours by making an appointment to see the Head Teacher.

Children who are about to start school are invited to spend sessions in our Reception class, during the term prior to which they start school. Information concerning such arrangements will be sent to parents. Application forms for those due to start school in the September following their 4th birthday are available from the School Admissions team at the above address and must be returned by the deadlines set, which is usually early October.

Complaints procedure

Should a problem or difficulty arise concerning your child, we would hope that, in the first instance you would contact the school – the class teacher, Deputy Head Teacher or Headteacher. In the unlikely event that the situation is not resolved, parents should follow our complaints procedure (which can be found on our school website <http://www.easingtonprimary.org.uk>) and contact the Chair of the Governing Body to take the matter further.

Equal opportunities

We value all members of our school and community seeking to accept everyone with respect and ensuring that all have equality of opportunities irrespective of their gender, ethnicity, sexuality, religion, background or disability. We aim to be fully inclusive in all areas of school life and encourage our pupils to recognise and value our rich and diverse world.