

Southridge First School

School Brochure 2020 -21



Cranleigh Place . Beaumont Park . Whitley Bay . NE25 9UD

Tel: 0191 9176665

E-mail: office@southridgefirst.org.uk

www.southridgefirst.org.uk

Headteacher: Mr Finn Willcock



Welcome to Southridge First School

A warm welcome to Southridge First School. We are a non selective Local Authority First School which accepts children aged 3 to 9 years - from Nursery age to Year 4. We are situated in the attractive residential area of Beaumont Park in Whitley Bay and serve the surrounding catchment area.

We are a welcoming and caring school. Our dedicated and enthusiastic staff work hard, to build the best possible foundations for future learning and success in life for all of our children. We recognise that every child is special and has talents and challenges to be met. At Southridge – every child matters.

Southridge has a well deserved reputation for high academic achievement, exemplary behaviour and success across the curriculum. Our fundamental aim is to provide a safe, secure, happy and hardworking environment in which children of all abilities can learn with confidence. We encourage our whole school community to respect and care for one another and we continually strive for excellence in everything we do. We have high expectations of all our children and set challenging targets for them. We are proud to say that they don't let us down!

Our last Ofsted Inspection stated:

“Southridge First School is an outstanding school Pupils feel safe and happy in school. They like school and one another and are confident learners.....teachers know the pupils very well and their outstanding care promotes exceptional personal development. These youngsters know that their ability and knowledge prepare them well for the future.”

“The school excels in its declared purpose of creating a secure, vibrant, challenging and supportive learning environment educating children to the best possible level.”

Our core values of friendship, honesty, kindness, respect and responsibility underpin all that we do and are evident in our school motto ‘We work hard enjoy school and do our best’.

At Southridge we believe that education is a partnership and draws its strengths from a close relationship between the teaching staff, the children, parents, governors and the community. We recognise that parents play an important role in the education of their children and will welcome your views and involvement in school life. Please call in at any time to speak to us or to make an appointment to arrange a visit.

The staff at Southridge look forward to welcoming both you and your family

Mr Finn Willcock

Headteacher

Type of School: Community First School

Address: Cranleigh Place
Beaumont Park Estate
Whitley Bay
Tyne and Wear
NE25 9UD

Telephone: 0191 9176665

Email: office@southridgefirst.org.uk
Learning Platform www.ntlp.org.uk
Website www.southridgefirst.org.uk

Pupils: 3 to 9 years old

Admission Number: 60 per year group (Reception to Y4)
26 place Nursery (part/time)

School hours: 8.55 to 3.20 (3.15pm for Reception)
Nursery hours: 8.45 to 11.45 and 12.15 to 3.15

Local Authority: North Tyneside Council
The Quadrant
Cobalt 16
Cobalt Business Park
West Allotment
NE27 0BY
0191 2005022

LA School Development
Partner Dr Jim Crinson

The Governing Body

Mr Steve Williams - Chair

Mr Ian Selkirk

Mrs C Instone

Mrs Pauline May Lennox

Mr Paul Scope

Miss Laura Heads

Parent Governors

Mr Ben Box

Mrs Lindsey Massie

Staff Governors

Mr Finn Willcock

All Governors can be contacted via the school office:

Joan Reilly/ Angela Lee

Admin Assistant

Southridge First School

0191 9176665

Our Vision Statement

Our vision at Southridge is to ensure that all our children are healthy and secure, enjoy school and do their best' through our core values.

Aims

We aim to achieve this by:

- providing a broad, rich and exciting curriculum through which children will develop a positive attitude and love for learning.
- providing an efficient, bright, happy, purposeful, well organised, and busy school environment, which promotes successful learning experiences.
- expecting high standards of work to be achieved in all subjects as a result of effective learning of the key skills and high teacher expectation.
- encouraging independent, active learning, giving children opportunities to work in a variety of ways and groupings.
- promoting the abilities of all children, recognising that all children can have special gifts, talents or needs at some time and to support them in a sensitive manner.
- developing confidence and self-esteem in all children, encouraging them to show respect for others and tolerance of opinions and beliefs
- developing the ability to take responsibility and contribute positively to the life of the school community and ultimately to develop the qualities needed to play a full and active part in modern society
- encouraging and supporting the physical and mental wellbeing and healthy lifestyles of all children
- promoting a climate of learning for adults and children, encouraging individuals in their own development.
- developing close partnerships between children, staff, parents and other agencies to ensure that all children feel secure and supported, so enabling their capacity for learning to flourish.
- regularly reviewing standards achieved intellectually, spiritually, physically and emotionally and through targets and goals seeking to raise these standards.
- helping children develop the knowledge, understanding and skills they need to participate fully in a multi-ethnic, multi-cultural society and in the wider increasingly interdependent and technological world.
- developing a whole school shared sense of purpose through effective leadership and management

School Admission Arrangements

Southridge is a First School catering for children from Reception to Y4 (age 4 – 9 years). We currently have two form entry with an admission number of 60 per year group, plus a 52 part-time place Nursery for children aged 3.

As an LA school we operate in accordance with North Tyneside's Admission Policy and Procedures. Details of these are given in the Local Authority 'The Essential Guide to North Tyneside Schools.'

Parents are asked to register their child's name and date of birth with the school the year before entry or earlier. All children whose names are retained on lists with the school are sent Admissions Forms in the autumn of the year preceding entry to Reception classes, in line with LA Policy. On line applications can also be made. Parents are requested to respond promptly and in co-operation with the LA timescale. Places are offered by the LA, early in the Spring Term.

All parents of Reception class entrants are invited to an Open Evening in the Summer Term to meet the staff, discuss routines for admission and order uniforms etc.

Arrangements are made for the children to spend several visits, including lunch, in the Summer Term with their new teacher in order to become familiar with the building and all the staff.

Children are admitted to the Reception classes in September of the school year (1st September – 31st August) in which they will have their fifth birthday. We have a two week part time induction period before full time entry in the third week. This ensures that children make a smooth, gradual and confident transition from Nursery to Reception.

Nursery Admissions

We also have a 52-place nursery and we follow the admission policy of the LA, in offering a part time place, either five morning or five afternoon sessions per week. One nursery session is based on 3 hours in length.

A full copy of our Admissions Policy for Nursery is available from the school office and is sent to prospective parents with application forms during the Autumn Term preceding entry. Please register your child for a Nursery place with the school secretary.

The criteria for admission to Nursery where demand is greater than places available is as follows in priority order:

- ✓ Looked after children
- ✓ Children living in catchment area
- ✓ The presence of a brother or sister already in the main school
- ✓ Any remaining places are allocated to children living nearest to the school as measured by straight line distance from home to school. It is not the distance travelled by car or bus.

Children with statements of special educational needs where the statement names a specific school will take priority.

Any special, social or medical reasons are also taken into account. Preference may be given to children where there is a referral made by Social Services Department or Health Professionals.

The Governing Body is free to exercise discretion in the light of individual circumstances.

For the purpose of determining whether a child resides within the catchment area, only the address of the parent or legal guardian will be taken into account.

Please see our Reception and Nursery Booklets for more detailed information about Early Years.

It should be noted that places in a nursery school or nursery class is on a part-time basis (5 mornings or 5 afternoon sessions per week) and this will be the maximum amount of funding allocated. Parents are asked to express a preference for a morning or afternoon place, however requests for morning places always greatly

outnumber those for afternoon places, so it is not guaranteed that parental preferences can be accommodated.

It should also be noted that attendance at our nursery class does not guarantee a place in Reception class at our school.

There is no appeal procedure for parents refused a place in a nursery class or nursery school but if parents feel that they have been unfairly treated then they can go through the Schools Complaints procedure through the Governing Body.

Within Year Admission

Parents seeking a transfer to the school from another North Tyneside school or from another LA should contact the Admissions Team in North Tyneside on 0191 6438723.

Where to find us

The school is situated at the edge of Beaumont Park Estate in Whitley Bay. There is a good network of footpaths in the local housing estates, enabling the majority of our families to walk to school. The Valley Gardens Estate is also easily accessible via the pelican crossing on Monkseaton Drive.

Access is via the Main gates on Beaumont Drive or at the rear of the building via Earnshaw Way. Parents bringing their children to Nursery or Wraparound should use the designated entrance at the rear of the school via Earnshaw Way.

We encourage all our families to walk to school but if you come by car, please park with due consideration for our local residents. Drivers should also consider the safety of our children at all times.

We would remind all families that the school carpark is for staff/disabled use only.

Visitors to School

To safeguard our children, we ask that all visitors to our school report to our main office, where identification is registered with the secretary. All visitors are asked to sign our visitors book and wear an identification badge whilst on the premises

Facilities

The school is a relatively modern building, surrounded by extensive and attractive playing fields, trees and gardens. There are eight classrooms, some with shared creative areas, all with their own toilet and cloakroom facilities, a PE/dining hall, kitchen and a library within the main building. A mobile unit houses the two year 4 classes. It also has its own toilet and cloak facilities.

We have a library/music room and an IT Suite in the main building for whole class and group teaching. All classrooms have wired and wireless internet access, are equipped with computers and interactive whiteboards.

There is good staff and administration accommodation and all areas of the school are accessible to wheelchair users.

A purpose built Nursery building provides excellent accommodation for the nursery class and “wrap-around” care.

Outside there is a purpose built Early Years/Reception play area with soft surface and a safe garden area. There is a large level surface area for the main school to use at playtime and for games activities, marked out for playground games, football and netball. We are fortunate that all classrooms overlook extensive grassed areas and games pitches.

A bicycle/waiting shelter is situated near the Y4 mobile classrooms.

Extended School Facilities

Southridge First School currently works in partnership with Rainbow Childcare and Children’s Choice Nursery to provide excellent extended school provision and holiday care.

Children’s Choice offer:

- Morning Playgroup facilities for preschool children
- Breakfast Club which caters for school aged children from 7.45a.m. – 9.00 a.m.
- ‘Wraparound’ care is available for children aged 3-5, from 8am to 6pm.
- Full day care during school holiday periods.

For further information, please contact the school office.

‘Out of School Club’ Rainbow Childcare currently offer:

- Afterschool care from 3.15pm – 6.00 p.m.

Both services have recently received ‘Good’ Ofsted judgements.

Awards and Achievements

Outstanding School – Ofsted

In our last inspection Ofsted awarded us ‘Outstanding’ grading in all areas – this enables us to feature the logo on our promotional materials in recognition of being one of the country’s outstanding providers.

Overall Effectiveness:

”Southridge First is an outstanding school that provides excellent value for money.”

Achievement and Standards:

“Pupils attain standards that are significantly above the national average. Consistently excellent teaching ensures that all pupils achieve well.”

Personal Development and Wellbeing

“Pupils personal development including their spiritual, moral, social and cultural development is outstanding. Pupils love school and their enjoyment of work and play is excellent.”

Teaching and Learning

“Very effective and consistently high quality teaching ensures that all pupils whatever their experiences, needs or abilities achieve very well.”

Curriculum and Other Activities

“The curriculum including the many enrichment opportunities is outstanding.”

Care, Guidance and Support

“Parents affirm that one reason why children do so well at this school is the result of the excellent care that adults show to all pupils.”

Leadership and Management

“The leadership and management is outstanding.”

- There are no significant areas for improvement

Activemark

We hold the Activemark which celebrates the commitment we have to physical education.

Eco Status

Our children are proud to have achieved the eco-flag silver award

Healthy School Award

We have now held the Healthy School Award for a number of years. This recognises our commitment to promoting a healthy lifestyle for all our children.

Teacher Training School/SCITT Partner

The school has very strong links with Newcastle and Northumbria Universities as well as the North Tyneside SCITT and actively promotes the training of student teachers.

School Games Award

We currently hold a gold award in the Sainsbury's School Games scheme – a government led scheme which rewards schools for their commitment to the development of competition across their school and into the community.

Teaching Groups and Curricular Responsibilities

Headteacher	Mr F. Willcock
Deputy Headteacher	Vacant
Assistant Headteacher	Mrs S. McIntosh

Class Teachers

Mrs H Mason	Nursery
Miss T Parker	Reception
Miss J Flitcroft	Reception
Mrs K. Pringle	Year 1
Miss C Cassidy	Year 1
Miss N Mc Intyre	Year 2
Miss L Smith	Year 2
Mr S. O'Hara	Year 3
Mr Ian Price	Year 3
Mr A Harrington	Year 4
Mrs S McIntosh	Year 4 P/T
Ms J. Young	Year 4 P/T

Leadership Team

Mr Willcock	Teaching and Learning KS1, DSL, SENDCO
Mrs McIntosh	KS2, Assessment
Miss Parker	Early Years

Teaching Assistants

Mrs C Strong	Reception
Miss L Robson	Reception
Mrs J. Waller	Nursery
Mrs H Heason	Nursery
Ms S Benford	Y1
Mrs J Stobbs	Y2
Mrs L Partis	Y3
Mrs D Scott	Y4

Office

Mrs J. Reilly	Admin Supervisor
Mrs K. Turney	Admin Supervisor
Mrs A. Lee	Admin Assistant

Caretaker

Mr G Harper

Lunchtime Supervisors

Mrs C Dalgliesh
Mrs L. Partis
Mrs H Jackman
Miss L Robson
Mrs L Porter
Mrs J Blight
Mrs A Rowe
Mrs K. Armstrong
Mrs F. Smith

Mr Harrington
Miss T Parker
Miss N McIntyre
Miss L. Smith
Mrs K. Pringle
Mr F Willcock
Mrs S McIntosh
Mrs H Mason
Miss J Flitcroft
Mrs A. Hepworth
Mr I. Price

PE
Early Years Curriculum / PSHC
Literacy / Pupil Premium
French
Science
Computing
Maths
Technology
Humanities
Literacy
Music

Miss C. Cassidy

Art

Pastoral Responsibilities

Mrs McIntosh
Miss Parker
Mr Willcock

KS2
Early Years
KS1 / SENDCO

Communication

Parents receive regular newsletters which are emailed via Teachers2Parents and also posted on news boards around the school. A 'text' service also keeps parents upto date with important information. Parents can also receive information via email and are asked to ensure that both mobile phone and email addresses are kept up to date.

Parents, Governors, pupils, staff and other members of the school community can also keep in touch with what is happening at Southridge by logging on to the school website www.southridgefirst.org.uk

Friends of Southridge

We are fortunate in having an active and enthusiastic PTA who organise the many social, educational and fund-raising events, held throughout the year.

The group meets regularly and is a highly valued part of our school community. All new parents are always welcome to join this thriving group.

Please contact the school office if you are interested and they will pass your details to the Chairperson Mrs Annabelle Jennings. You can send the group an email to: southridgefirstpta@gmail.com

Parents in School

We actively encourage parents/families to be involved throughout the school with activities in the classroom, on school visits, or in the outdoor learning environment. If you would like to help in any way please speak to any class teacher or call in to see Mr Willcock. We are of course committed to safeguarding and all volunteers must be DBS cleared. Please enquire at the school office for DBS forms.

School Organisation

Children are taught in parallel classes in each year group throughout the school from Reception to Year 4. Class ratios of teachers to children are 1:30 throughout the school. Classes are of mixed ability and grouped within according to ability in Maths and English to meet the needs of all children. A classroom assistant works in every year group. Children with additional needs are supported by SEN teaching assistants. We are an inclusive school and all classes have children with a wide range of abilities. Staff plan together in year group teams, ensuring the entitlement of all children. Children are taught for the majority of subjects by their own class teacher, with some interchange of staff according to subject specialisms. All classes are taught by a member of our support staff for one session a week to allow teachers to plan, prepare and assess the children's work to the very highest standards.

School Day (a typical day)

8.55a.m.	Children line up on the school yard
9.00a.m.	Registration
9.10a.m.	Collective Worship
9.25a.m.	Morning session begins
10.30a.m.	Morning break (15 minutes)
11.50 a.m.	Lunch break begins KS1
12.05 p.m.	Lunch break begins KS2
1.00 p.m.	Afternoon session begins R - Y4.
2.10 p.m.	Afternoon break (10 minutes)
3.15p.m.	Afternoon session ends Reception.
3.20pm	Afternoon session ends Year 1 - 4

Playtimes and Lunchtime can be staggered at different points in the year for Reception e.g. start of the Autumn term /winter months to meet the needs of the children.

Beginning and End of the School Day

Children and parents should always enter the school grounds from the footpath and gate at the front or rear of the school and wait in the playground. The yard entrances will be opened at 8.45 am and 3.10 pm but locked during the school working times. Parents are asked to wait on the playground with their child until the whistle goes and they line up at 8.55. Children should then enter the building independently in their class line.

In wet or very inclement weather, the children should go straight into their classroom where they will be supervised until the bell rings.

Mr Willcock or Miss Parker are on duty in school before school and at the end of every school day.

We consider punctuality to be very important and the register is marked as soon as the children arrive in the classroom. **The school day begins promptly at 8.55 am. Please be punctual.** Please note that our gates are locked at 9.10. In unavoidable circumstances if you arrive after the doors have closed and the gates locked, please bring your child through the main entrance and sign our late arrival book so that we can register your child's entry.

At the end of the school day at 3.15/3.20pm, children are escorted to the yard by the staff, to meet their parents. Children are instructed to wait with their teacher until a parent/carer arrives. Parents are asked to be prompt when meeting their children. Young children often become distressed if parents are late. If a parent or carer is not there, a member of staff will take the child to the main entrance and contact home.

Under no circumstances, must children be asked to meet parents in the car parking areas.

Parents are asked not to take other children home unless this has been pre-arranged with the parents concerned and the class teacher has been notified.

In Early Years, we ask for written confirmation if a child is to be collected by someone other than their parent/carer.

Some of our children are collected from their classrooms prior to the end of the day by a member of staff, to go to 'Wraparound' or 'Out of School' child care. The names of these children are listed in a register, which is checked daily.

Attendance and Absence from School

It is every parent's legal duty to ensure that from the age of five their child attends school every day.

We have very low absence rates at Southridge and truancy is not a problem.

If your child cannot attend school please inform school immediately. We have an automated telephone messaging system which parents can use to leave messages about pupil illness or if you prefer you can speak to someone in the school office, or

send us an email. The government considers children to be absent without authorisation if parents fail to inform the school when their child is ill. School will investigate all absences from school if not reported on the same day.

The regulations state that lateness must also be counted as an unauthorised absence. As we are required by law, to state the reason for absence on our registers we would appreciate your assistance in keeping our records accurate.

If your child takes school lunch and will be late due to a medical appointment etc, but will still require a school lunch on their return, please let us know.

The Curriculum

Excellence in teaching and enjoyment of learning is at the heart of what we aim to do. We aim to identify children's individual learning needs and involve them in the decision making processes. We believe firmly in empowering our children rather than them being passive recipients of teaching and learning.

We believe that children are engaged by learning that develops and enriches their experiences – they learn not only different things but learn in different ways: out of doors, through play, in small groups, from one another, from their teacher and from adults other than teachers.

We aim to establish a broad, balanced and relevant and exciting curriculum, to match the needs of every child in our school.

“The curriculum including the many enrichment opportunities is outstanding. It promotes excellent achievement. Subjects are frequently linked together so that pupils can make use of their skills in other subjects that they have learned in English, Mathematics and computing. Pupils individual talents and learning styles are catered for very well through a range of interesting and practical experiences. Learners' needs are the central part of all planning. The excellent curriculum in the Foundation Stage makes very effective use of the outside areas and encourages children to think, explore and investigate for themselves around planned topics.” Ofsted 2007

Staff plan the curriculum in phase teams: Foundation, Y1, Y2 and Y3 and Y4. We have high expectations of all our children and ensure that the work is planned and managed so that every child is supported and challenged. Staff have a wide range of curricular expertise and we use their enthusiasm and talents to best effect, often team teaching or teaching different classes for French, Music or PE etc.

A high priority is placed on all lessons demonstrating clear shared learning intentions, with the children understanding how to be successful. Effective questioning, active learning, peer and self assessment, along with high quality feedback and target setting are core principles in our learning and teaching policy

Early Years

The beginning of a child's years at school is very important. They lay the foundations for all future learning and influence attitudes to education. Early education should be

a hugely positive and rich experience. School must be a happy, caring environment where friendliness, sympathy and understanding exist between teachers, children and parents.

At Southridge, the principles which guide our work are grouped under 4 themes:

- Every child is a competent learner from birth who can be resilient, capable, confident and self-assured - (A Unique Child)
- Children learn to be strong and independent from a base of loving and secure relationships with parents and a key person/persons - (Positive Relationships)
- The environment plays a key role in supporting and extending children's development and learning - (Enabling Environments)
- Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected - (Learning and Development)

At Southridge we aim to provide a secure environment, using a wide variety of activities which will interest and stimulate the children in their physical, emotional, intellectual and social development.

We ensure that the rights, needs and interests of the children are our paramount concern.

We provide an educational programme to meet the needs of all children, irrespective of race, gender, faith and ability. We will promote positive attitudes to diversity and differences within all our children, helping them value different aspects of their own and other peoples lives.

It is fundamental to our ethos that our children are listened to and respected and that their families feel included, safe and respected.

We acknowledge and recognise the importance of parents as the child's first educators and work hard to develop strong partnerships. We recognise that your involvement is crucial and look forward to working in partnership with parents.

Nursery and Reception

At Southridge our Nursery and Reception curriculum is child centred and we recognise that all children are individuals and learn in different ways. We plan our work using the Early Years Foundation Stage documentation as a focus for activities and for keeping a check on children's progress. We encourage the children to make choices and think about their actions – we develop independence, self confidence and creativity.

Our Nursery and Reception classes are situated close to one another through a connecting door and staff work together to ensure continuity of experience for the children as they move through the Foundation Stage.

The Early Foundation Stage identifies seven 'Areas of Learning'

Three of these areas are called the '**Prime Areas**' and are fundamental to learning

- Communication and Language
- Physical Development
- Personal, social and emotional development

The four remaining areas, called the '**Specific Areas**' include essential skills and provide important contexts for learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas are delivered in isolation from the others. They are all delivered through planned, purposeful play with a balance of adult-led and child initiated activities.

Ongoing assessment is an integral part of the learning and development process. Using observations, each child's progress is monitored and recorded throughout the year and then recorded as part of their 'Learning Journey'. This is begun in Nursery and passed on to the Reception/Y1 staff. As children work through Reception, they are introduced to areas of the National Curriculum where appropriate.

Key Stage 1

This covers children from ages 5-7 years. Close liaison between Reception and Y1 staff ensure that the transition from the Foundation Stage Curriculum to the Key Stage 1 curriculum is progressive. It is expected that most children will have reached the end of Key Stage 1 by the time they leave Year 2. During the Summer term of Year 2 the class teachers will use both teacher assessment and SATS to give a picture of a child's progress towards achieving year group expectations. It is expected that the majority of children at the end of Year 2 will be working at Year 2 expectations.

Key Stage 2

This covers children from age 7 – 11 in Year 3-6. Children complete part of Key Stage 2 here at Southridge in Year 3 and Year 4 and continue in Middle School.

There is a National Curriculum document for all subjects: English, Maths, Science, ICT, Technology, Art, Music, PE, Modern Foreign Languages, Geography and History. The subjects have several programmes of study and each has attainment targets which are graded into levels.

At Southridge, the full range of National Curriculum subjects is taught, along with RE and the wider aspects of personal, social, health and citizenship education health education through a 'topic' approach. **As far as possible we aim to develop cross curricular links throughout our work to make the learning more meaningful and exciting for the children.**

At Southridge the National Curriculum document is supported by subject planning and Year Group planning for all subjects, which are available on our website.

English

English is one of the core subjects in the National Curriculum. It enables children to communicate effectively with others and express themselves clearly, confidently and creatively. Southridge has adopted the renewed primary framework for English in which children are taught to develop their skills in speaking, listening, reading and writing, spelling and handwriting.

Reading

Using a rich variety of texts, children are encouraged to become enthusiastic and critical readers of stories, poetry, drama and non-fiction texts. Reading is taught traditionally by using a phonic approach so that children can tackle new words by blending sounds. We use Read Write Inc as our phonics programme to teach reading skills in the Early Years and Key Stage 1.

We use attractive, interesting books that the children will enjoy sharing. We use a variety of reading materials, with Read, Write Inc and Oxford Reading Tree being our core schemes. As the children progress they are offered a wider variety of texts. Children are heard to read regularly in guided reading sessions and on an individual basis. Every day, the children take part in Shared Reading and each week they will do Guided Reading/Individual Reading with the teacher and support staff. Staff keep detailed records of reading progress. Every child also has regular opportunities to take home an Independent Reading book to share with you. All children have a Reading Record Book, in which staff and parents record reading progress.

We encourage parents to purchase a Book Bag from our school uniform supplier (Anne Thomas – Whitley Bay). These help to protect our books and are useful for the safe keeping of newsletters etc!

We are proud of the high standards the children reach in English and we appreciate the support children are given at home in **reading every day.**

Writing

The children are given opportunities to write for a variety of purposes in a range of different styles. Children develop and use their knowledge, skills and understanding through shared, guided and independent writing sessions. We teach handwriting in a structured way so that each child develops a fluent and accurate style. Children learn to write using lower case letters first and then capitals only for the first letter of names etc. It is important to learn correct letter formation in the early years and much time is spent on this. 'Joined' writing is begun in Year 1 and all children would be expected to write using a joined script with some fluency by Year 3.

Spelling

Spelling is given a high priority. When we teach spelling we group words according to phonic blends, under themes or sometimes words which are 'tricky.' We also focus on the correct spelling of the key words.

Speaking and Listening

Talking is a vital part of language development and we aim for confident, articulate and expressive children. Children are encouraged to talk to one another, and match their style of response to their audience and purpose.

Our English lessons provide children the opportunities to work in varied groupings, according to the type of task but groupings are predominantly organised by ability. At Southridge children receive at least one hour of focused literacy work every day.

Children are all set regular targets to help develop their reading and writing skills. Parents Booklets are available which outline useful information about reading, phonics, spelling and guided reading.

Maths

Mathematics is a core part of our curriculum. We follow the National Curriculum for Numeracy and use a wide variety of teaching methods, alongside high quality resources to help children develop key skills in number, data handling, shape, space and measures.

Number

Children are taught to understand the relationship between numbers and develop various methods of computation. Mental arithmetic is used to develop a sound knowledge of basic number facts and enable children to work at speed.

Measures

Children are taught to compare, estimate and measure using standard and non standard measures in length, area, time, weight, capacity, area and volume.

Shape and Space

Here children sort, classify, draw, make and describe shapes. They use mathematical language to describe movement, position and symmetry.

Data Handling

This involves the children in sorting and interpreting data in graphical and tabular form.

Throughout the children are taught mental strategies to solve problems and learn how to use a variety of written recording methods. They develop skills of **using and applying** the mathematical strategies learned, investigating pattern in number, graphing statistical data and extending their knowledge with careful questioning and explanations of strategies learned.

Children are grouped within their classes according to ability in Maths.

Children are all set regular targets to help develop their mathematical skills. A Parents Booklet is available outlining the expected outcomes for each Year in maths. An additional useful booklet outlines our recording processes in Maths from Early Years through to KS2.

Science

Science is another National Curriculum core subject. It involves the children in first hand experiences to seek explanations about themselves, their world and how they affect each other. The children are encouraged to raise questions to make hypotheses, draw conclusions and give explanations concerning their science topics. The children study Life Processes and Living Things, Materials and their Properties, Seasonal Changes, Rocks, Forces & Magnets, States of Matter, Electricity, Light and Sound.

They are taught the relevance of science in the world today and are given opportunities to develop basic skills of observation, identification of similarities and differences, measuring, recording and interpreting results in a variety of ways, in order to be able to carry out practical investigations.

Computing

Computing is an integral part of modern life. It is used to find things out and allows children to develop ideas and make things happen. They use it to exchange and share information. It enables them to review, modify and evaluate work as it progresses.

It is used to support all aspects of the curriculum, as well as being taught as a subject in itself, with a progression of skills being developed. Children gain understanding of the place of Computing today and confidence to use new technology. We have a Computing Suite in the main building which allows 1:1 computer to pupil ratio. In addition, there are computer facilities in each classroom including a new wireless suite of laptops for shared use. All classrooms have Internet access. Interactive boards are available for use in each classroom. Other ICT opportunities include the use of digital videos, cameras, microscopes, flipcams, easyspeak microphones, digital books, ipads etc. Every pupil has a discrete ICT lesson each week which is supplemented by cross curricular ICT opportunities.

Technology

In Design and Technology, children learn to think and plan creatively. They become creative problem solvers, investigating the world around them and the products within it.

They combine practical skills with an understanding of aesthetics, social and environmental issues. As they do so, they reflect on and evaluate examples of past and present design and technology, including its uses and effects.

We teach them to look at models and structures and design and make their own.

History and Geography

History and Geography are taught from Reception class (as Understanding of the World) through to Year 4, being introduced in a cross-curricular format using topic work and activities to develop necessary skills and understanding.

Our aim in teaching geography is to help children develop their knowledge of the world by developing their understanding of the human and physical processes that develop local and distant places. They use geographical enquiry to find out about different environments and the people who live there. They learn to ask geographical questions about people, places and environment and use and develop geographical skills.

History involves finding out about the lives and lifestyles of familiar people, of famous people and of events in recent and more distant past in the locality, in Britain and the rest of the World.

It allows children to learn about the developments of Britain, Europe and the World and to introduce them to what is involved in understanding and interpreting the past.

Visits to places which have a geographical/historical interest are made frequently in order that children have first-hand experiences. During their time at Southridge, children have the opportunity to take part in several field study trips to learn first-hand, including visits to the local coastline and a residential visit in KS2 in Y4 to High Borrans .

Physical Education

Southridge places a strong emphasis upon sport and motivation for all as a lifelong interest and skill. Each child receives 2 hours of PE each week.

In PE children are encouraged to be physically active and follow a healthy lifestyle. It develops fine and gross motor skills, as well as developing knowledge, awareness and understanding of fitness and health and the effect that physical activity has upon their bodies.

Children are also taught about safety and positive attitudes. PE helps children develop social skills in activities involving co-operation and collaboration, responsibility, personal commitment, loyalty and teamwork. Aspects of games, dance, gymnastics, athletics and outdoor education are taught throughout the key stages. Children in Year 2 and 3 will also have the opportunity to have swimming lessons (one term per year).

There are many opportunities for the children to participate in sport outside the normal curriculum. Typically children can participate in dance, gymnastics, football, rugby, badminton, multiskills and, netball clubs etc. after school.

Our school teaching staff are often supported by local coaches who have specialist PE/games qualifications.

Our extensive school playing fields are used for all winter and summer sports and also by the community for specialist coaching sessions in football, rugby, cricket etc. Links have been formed with local Sports Teams and their resources are widely used.

The children enjoy being involved in competitive inter-school games/events. In the past two years we have been champions in lower KS2 North Tyneside Skipping, Badminton, Athletics and Multiskills competitions.

PSHCE

Through our programme of PSHCE, we teach all our children to become safe, healthy, independent and positive citizens. We aim to build self esteem and teach children how to develop strategies to cope with different life situations. Our work in this area is done across a number of other curricular areas as well as in dedicated curricular time. The children have the opportunity to learn about all aspects of personal, social, health and citizenship related issues. Our school has achieved the Healthy School Award for many years.

Sex Education Statement

Sex and Relationships education is an implicit part of our Science and PSHCE curriculum. Matters or questions from children will be dealt with in an honest but sensitive manner. Our policy focuses on areas such as growth, feelings and relationships, rather than physical aspects, which are taught at Middle School level. A copy of the syllabus for PSHCE which outlines the curriculum content for Sex and Relationships is available for parents to examine. Parents are reminded of their right to withdraw their children from this aspect of the curriculum (section 241 Education Act 1993).

Modern Foreign Languages

Learning a Foreign Language at school helps to develop a range of communication and linguistic skills as well as social and cultural awareness. Children from Reception class are taught weekly lessons in French, incorporating song, role play and other speaking and listening activities. In Year 3 and 4 children move on to

reading and writing in French and learning about French lifestyle and culture. Lunchtime French clubs run by Le Club Francais are very popular.

Music

A planned musical development programme is used by all ages in the school. This includes singing, creative activities, pitch and rhythm and listening. Children use a wide range of musical instruments in the school. Recorder and ukulele are taught in KS2. Music is a cross-curricular subject but is also taught in a core approach. Children also have the opportunity to learn to play the, violin, keyboard, and piano. (see Charging Policy)

Our thriving choir enjoys performing at many local events. Music is highly valued and the children are involved at Festival times singing for charity, the community and at local events.

Art

Art and Design provides an opportunity for children to develop their creative and imaginative skills. It also provides a way of understanding and responding to the environment as well as an appreciation of art from other cultures. Children enjoy exploring the ideas and skills of famous artists, craftspeople and designers. Children are encouraged to be self critical and to improve their work and to develop the capacity to express observations and feelings.

Children learn about colour, form, texture and pattern and use a wide range of different materials and techniques such as painting, printing, sketching, modelling, collage work and textiles.

Religious Education

The school's policy is based upon the North Tyneside Agreed Syllabus. We aim to help the children develop and communicate their own beliefs about religion, spirituality and moral values. We learn about differing religious beliefs and practices, thereby encouraging empathy and respect for other people regardless of their religious, ethical or social background. Throughout the First School, children study Christianity, Islam, Judaism and Hinduism. Members of local faith communities also support the teaching of RE. Children make visits to local places of worship to enhance their understanding e.g. St John's Church, St Mary's Church, Synagogue in Gosforth, Hindu Temple in Newcastle, Mosque in Newcastle.

Parents have the right to withdraw their children from Religious Education, but would be asked to discuss their request with the Headteacher.

Collective Worship

The school is not affiliated to any religious denomination but children take part in Collective Worship every day, either as a whole school or as a Key Stage. The worship is broadly Christian in nature but we also aim to share the experiences of diverse cultures, social backgrounds and experiences with our children. We have close links with the local churches and members of the local clergy lead our Collective Worship from time to time.

Parents are reminded of their right to withdraw their child from Collective Worship should they wish but they are asked to discuss this with the Headteacher first.

Monitoring Progress

Good quality assessment *of* and *for* learning is essential for planning children's next learning steps so that they are stretched and supported to achieve their full potential. Assessment for learning is an ongoing process in every class for every child.

Children's learning is assessed summatively at intervals throughout the year, in all year groups, by the professional judgement of the teaching staff. It is recorded termly and reported to parents during parents meetings.

In Early Years we use information gained from discussion with parents and assessment on entry and subsequently, cumulative assessments based on a child's ability to access the Early Learning Goals and National Curriculum requirements.

All children in Year 1 take a Phonics screening check. Standard Attainment Tests for the National Curriculum take place in Year 2, during the early part of the Summer Term, in English, Maths and Science and which are reported to parents in the written report and results are included in the personal file.

Children are set regular curricular targets in the core subjects, appropriate to their age and ability. These targets are shared with the children and parents by the class teacher.

To ensure that we all work together, to achieve our aims, the governing body, headteacher curriculum co-ordinators and school advisors monitor teaching and learning regularly.

To ensure that continuity and progression is maintained throughout Key Stage 2, into Years 5 and 6, we regularly liaise with Valley Gardens Middle School on matters of curriculum and organisation. An agreed system of transfer of information ensures that detailed records are transferred to Middle School.

"The entire staff keeps the work of the school under constant review through rigorous assessment, monitoring and tracking procedures. The progress of every group of pupils whatever their needs and attributes is regularly recorded and reviewed. "
Ofsted 2007

Special Educational Needs and Disabilities

The purpose of education for all children is the same. However, the help that children sometimes require in reaching their goals can be very different. At Southridge we operate an inclusive policy.

SEND (Special Educational Needs and Disabilities) is defined as a child having learning, emotional, behavioural or physical needs significantly different from those of their peers or has a disability which either prevents or hinders the child making use of educational facilities of the kind provided for children of the same age in schools within the area of the local authority.

At Southridge the school strives to ensure that the needs of all children within school are met. Through observation, monitoring, assessment and liaison with colleagues, early identification of a child with special educational needs can be achieved. The child, parents and school are all involved in the setting of targets to help that child develop and make progress.

Help in the first instance will be provided by the class teacher. At a later stage it may become necessary to involve the SEND Co-ordinator, Mr Willcock, who will help the classteacher draw up an IEP/IBP – Individual Education/Behaviour Plan for the child. In some circumstances it may be necessary to involve other professionals. Parents are informed at all stages of the process.

In addition to careful differentiation of work to meet the needs of all learners, we use a variety of specific support programmes to enable children who may need short term intervention for example – ‘Catch Up’ Reading, Combined Spelling Programme, Toe by Toe Reading etc , or Additional Maths Support – 1 plus 1 Maths, Numbers Counts etc.

If you are concerned about your child’s progress in school, please discuss it first with the class teacher, or the Headteacher.

If you are concerned about a pre-school child ask your Health Visitor for advice.

The school has good arrangements for children with learning difficulties, employing support staff who works closely with the class teachers giving in-class support or small group withdrawal sessions. We have very good links with multi-agency services to help support children and their parents.

SEN changes from September 2014

From September 2014, all local authorities, the NHS and their partners will begin to provide a new system of support to children and young people with SEND up to age 25 and their parents. The SEN reforms will implement a new approach which seeks to join up help across education, health and care, from birth to 25.

More Able, Gifted and Talented

At Southridge First School, we recognise that some of our children are extremely able, either academically or in their sporting, creative or musical achievements. Pupils are challenged and supported in the classroom through school initiatives and are also encouraged to take part in LA gifted and talented events. We have a policy for supporting children who are recognised as 'More Able, Gifted and Talented.'

English as a Second Language

We are fortunate as a school to have children from multi-ethnic backgrounds. We celebrate different cultures and share celebration times and faith traditions with one another in collective worship and throughout our curriculum. We have access to LA provision to support children for whom English is a second language.

Extra Curricular Activities

We are very grateful to the staff who devote much time to support the children’s learning and enjoyment through extra curricular provision. A variety of out of school activities are offered to the children at different times throughout the year. In recent years these have included Football, Games, Multi-skills, Gymnastics, Badminton, Rugby, Fencing, Netball, Art, Choir, ICT, Chess, Dance, Poetry, Chess, Clay, Lego, Campaigning, Jewellery, Science, Cookery, Taekwondo, French and Spanish. Information about our termly provision is available on our website.

Violin, piano and keyboard lessons are available and are taught by peripatetic staff. These are paid for termly.

Visits to Places of Interest/Local Community Involvement

The Curriculum is enhanced by regular visits to places of interest, the local environment, theatres, museums and industry. Visiting theatre groups, curricular specialists etc are regularly invited into school to help enrich the curriculum.

Charging and Remissions Policy

The governors operate a charging and remissions policy. Educational visits are organised for the children throughout the year. Parents and carers are asked to make a voluntary contribution towards the cost of any visit, which may be arranged during school time.

All children participate in these activities and cannot be excluded for reasons of non-payment although visits may have to be cancelled if the financial position becomes untenable. Parents are always asked to sign a consent form for visits outside the local school vicinity. In accordance with their policy, the Governors may support those families who find financial circumstances prevents a child from taking advantage of any opportunity offered by the school and request that parents approach the Headteacher for confidential advice. (see full Charging/Remissions Policy)

Home/School Partnership

We greatly value the very strong Home/School Partnership we have established at Southridge First School. Children when moving from home to a wider world of school need the partnership of both parents and teacher to help him/her develop socially, mentally and physically. Sharing ideas, attitudes and standards can only help to strengthen the partnership that is so necessary for all children. Children share their experiences of school and home with each other, parents and teacher and there are ways in which we can very positively strengthen relationships. We operate an 'open door' policy and welcome your involvement in every way.

All teachers are available after school, if there is anything you wish to discuss about your child. Mr Willcock and Key Stage Co-ordinators will also meet with parents before the start of the school day.

A fortnightly newsletter is sent home to parents to keep them up to date with key events and news about school and the PTA. A plan of the topic work is sent home and displayed by each class at the beginning of each new theme explaining the focus of the work. The school website gives parents information about what is happening in each year group.

A series of meetings in the Autumn and Spring terms are held each year for parents of each year group at which parents and staff can discuss the targets set for individual children and how these can be best achieved through a home-school partnership. A written report is presented near the end of the Summer term. Parents are also able to meet class teachers to discuss the end of year report.

There are many ways parents can help their children gain the maximum from school life. A number of booklets are available, which will help parents assist their child with reading, spelling and maths. We also hold workshops etc to give parents more information about what happens in school. We hope you will find them useful.

We always welcome and encourage parents who are willing, to spend short periods of time supporting children with activities in the classroom or supporting staff with administrative tasks. If you are interested in doing this, please speak to Mr Willcock. We ask that all adult helpers in school complete a DBS check. Forms are available from the school's office.

We are always interested in the views of our parents and regular written questionnaires sent to parents provide us with structured responses which we use to aid our school development planning.

Homework

As well as reading, other tasks are given to the children as 'homework'. These tasks are intended to enhance your child's learning, and your interest, encouragement and help are vitally important.

We expect all our children to read regularly at home – every night if possible. Weekly spellings, times tables and number facts should be practised regularly. Key word spellings should also be practised regularly.

Children in KS1 and 2 receive written homework once a week.

If you are concerned or your child is anxious about any task, please contact the teacher

Community Involvement

The local community plays an essential role in our school, by offering support, expertise and goodwill. Visits to and from local businesses and groups enhance our curriculum and help develop positive relationships between our school and the community and broaden the children's understanding of society, its mechanisms and their place in it.

The school also works hard to involve the local community in all aspects of its work.

School Council

We have a thriving School Council which plays an important role in involving the children in the decision making processes within our school, giving them a say and stake in its future development. Mrs Mason coordinates this work.

Reporting to Parents

Both informal and formal consultations are arranged throughout the year. Each term, parents are offered individual appointments to discuss their child's progress.

However, parents are always welcomed in school to discuss any concerns or get a general update on their child's progress and an appointment can easily be arranged to see the class teacher when he/she is not teaching.

All parents receive a very comprehensive written report in the Summer Term and have the option to attend an additional meeting to discuss the report with the teachers, if required.

Behaviour/Discipline

"Pupils personal development including their spiritual, moral, social and cultural development is outstanding Their behaviour is always good and in many

instances is exemplary....pupils form strong relationships with adults and with one another....they say they feel safe and that bullying is not a problem.” Ofsted 2007

Our policy for positive behaviour is based on the rights and responsibilities of everyone within our school. We all have responsibilities in maintaining this policy and ensuring its success. We expect high standards of behaviour from our pupils.

Our School Rules are in line with our core values of:

friendship,

kindness,

honesty,

respect

and responsibility.

We are kind and helpful

We are honest and look after the school environment

We listen to each other

We move around school quietly

We work hard

We know how to keep ourselves safe

At Southridge we aim to:

- Model respectful and supportive relationships between all adults in the school community
- Treat all children with warmth and respect
- Use positive language to emphasise and praise desired behaviour rather than focus on negative behaviour
- Our emphasis is on belonging and social responsibility rather than exclusion and externally applied discipline
- Teach an emotional vocabulary so that children develop the language skills to help them recognise and understand their own and others' feelings
- Teach social skills of sharing, turn taking, giving and receiving compliments and giving and receiving criticism
- Use social problem solving structures such as circle time to give a framework for resolving difficulties constructively

- Use playtime opportunities to extend social skills and develop independence, co-operation and responsibility

However positive we cannot always eliminate disciplinary difficulties entirely, hence the need for sanctions on occasions, to register disapproval of unacceptable behaviour.

Clear sanctions for misbehaviour are understood by all of our children. Misbehaviour is in the first instance, dealt with by the class teacher. If the misbehaviour is persistent or substantial, staff are supported by their phase team pastoral Leader, the Deputy Headteacher and Headteacher. Parents are informed. Copies of our behaviour policy are available to all parents.

We have a strong anti-bullying policy and are opposed to any form of injustice including homophobic, racist or sexist behaviour. We encourage all children to help by telling an adult if they are a victim or witness of any such incident.

Children are given every opportunity to gain skills in personal relationships and to become more aware of their own important contributions to the School and wider community and as a result of these skills being fostered, the number of major problems within the school are few and isolated.

We endeavour to maintain an atmosphere of responsibility and achieve this by and praise for good conduct or withdrawal of privileges for misbehaviour. Headteacher Awards and Core Value Awards are given not only for academic achievement but to reward a caring and compassionate attitude.

Parents' co-operation and support is required to uphold these high standards of behaviour, assisting the school to develop sound citizenship qualities in all the children attending our school. A Home/School Agreement is signed in the Reception year, in line with Government legislation to support this policy.

Pastoral Care

All the staff of Southridge First School are involved in the pastoral care of all the children. Each phase of the school has a co-ordinator who has an overview of the children within those year groups.

Miss Parker	Early Years
Mr Willcock	Key Stage One
Mrs McIntosh	Key Stage Two

Parents are encouraged to discuss all concerns as soon as possible with the class teacher, the phase co-ordinator, the Deputy Headteacher or the Headteacher. We are always available and will endeavour to respond to your queries in a timely fashion. Mr Willcock (Deputy Head) holds a monthly meeting of the Pastoral Group where staff from each year group meet to share information.

Child Protection/Safeguarding

Our school feels it is of the utmost importance to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. This means that staff and volunteers must be alert to possible concerns

about every pupil, and to report these in a proper fashion. The school has a safeguarding and child protection policy: parents may request a copy of this. We expect all staff and volunteers to share our commitment to safeguard our children. It is important for parents to be aware that:

- Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may have been abused or be at risk of abuse.
- There are four categories of abuse: physical, sexual, emotional, neglect.

All staff and volunteers at Southridge are required to have enhanced DBS clearance.

Our named person for Child Protection at Southridge is **Mr Finn Willcock - Designated Safeguarding Lead Deputy Headteacher**

Health and Safety

The School is covered by the Health and Safety Act 1974. A detailed Health and Safety Policy is in place and is available for parents to read.

During all break periods there is always adequate supervision of the children, in the form of teaching staff and other non-teaching assistants on duty.

All accidents at break and lunchtime are dealt with by our auxiliary staff and First Aiders and are entered into the Accident Book. A number of our staff have had recent paediatric First Aid Training. Accidents are also reported to parents verbally to the Headteacher or Deputy Head.

Only minor first aid is allowed to be offered within school – water to bathe and clean a wound, Elastoplast or bandage to stem bleeding, bandage to support broken limb. If a child is allergic to fabric or plaster Elastoplast the school needs to be informed.

All accidents suffered by a parent or visitor on the school premises or school grounds should be notified to the Headteacher as soon as possible.

All children are regularly reminded:

- to think about the safety of themselves and classmates
- to observe safety rules of the school i.e. walking not running, no jewellery, paying attention to the instructions of staff
- to use equipment safely

Smoking

For the health and safety of everyone, a no smoking policy operates in all areas of the school.

Health Care

Parents of children in school have the opportunity to discuss their child's health and development with the School Community Nurse. The children receive sight and hearing checks during their first year at school. The School Community Nurse is actively involved in delivering aspects of our Health Education programme.

If Your Child is Unwell at School

Children should not be sent to school if they are suffering from any kind of infectious disease. A doctor's advice should be sought about how long your child needs to stay away from school and the child should return promptly after the illness.

In the event of an accident or illness at school we will always try to get in touch with the parents/carers as soon as possible. Please make sure that we have your current telephone numbers. In the case of parents who both work, please let us know how to contact you in an emergency.

If we are unable to contact a parent in the event of an accident, the child would then be escorted, in an ambulance, by a member of staff to the Casualty Department of the North Tyneside General Hospital. The school would continue to try to make contact with the parents.

If your child has a minor accident at school, they will be cared for by a staff member. Children who have received first aid treatment will be given a first aid sticker/'I've bumped my head' sticker to wear and will be given a note to take home, detailing the first aid treatment given. Parents will also be notified by a member of staff.

We have a protocol in place for children with severe allergy syndromes.

Welfare

We have close multi-agency links to help support children and their parents. They include Psychological Services, Education Welfare Services, Medical Services and Special Education Support Services. Swift and easy referral means that problems can be dealt with quickly.

Medication in School

In order to ensure the safety of all children, we do not store or administer medicine in school, unless there is a direct and specific request by the doctor to do so. Most medicines can be given by parents, before and after school and at bedtimes.

In those rare circumstances when medicine must be administered in school, it should be in its original container and clearly labelled with the child's name and correct dosage. Only doctor prescribed medicines, not 'over the counter' medication can be administered.

Medication should be given to the Headteacher, who will ask the parent to sign a request form. This signature will be deemed parental consent to administer medication to a named child. Children should NEVER be sent to school with medicines or 'cough sweets' in their own bags.

We do recognise that some of our children require long term special medical care and we have protocols in place to support their needs.

Asthma and Allergies and Dietary Requirements

You will be asked to inform school if your child suffers from asthma however mild the condition. We keep a register of all sufferers and need to know what treatment your child currently has. Please keep us up to date with any changes in medication. Reliever inhalers are kept within easy access of the children in their classrooms. Parents are asked to check their child's inhalers regularly and clearly mark them with their child's name and class.

Children with diabetes or food intolerance, will be carefully monitored whilst a pupil at Southridge First School. The kitchen staff and school nurse are also happy to discuss dietary requirements with parents.

Please see our Policies on Medication, Sickness and Asthma in school.

School Meals

A nutritious, balanced, two-course meal is cooked on the premises each day. There is a wide choice on offer and children are encouraged to try a variety of foods. A specimen menu is available for parents to view, in the school hall and also on the North Tyneside website. Parents are asked to use the parentpay account an activation email will be sent when your child joins the school.

Under a new government scheme, from September 2014, school meals are free for all pupils from Reception to Y2. Parents must register with North Tyneside before the end of the summer term.

Pupil Premium and Free School Meals

Your child may be entitled to free school meals throughout school and we will receive extra funding to support them if you are entitled to receive

- Income Support (IS)
- Income Based Jobseekers Allowance (IBJSA)
- Income related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided that Working Tax Credit is not also received and the family's income (as assessed by Her Majesty's Revenue and Customs) does not exceed £16,190.

Please chat to Mrs Reilly in the school office for help with accessing more information about this.

School Milk

School milk is available for all children from Nursery to Y2. This is available for purchase from Cool Milk. It is paid for termly and in advance. Please log on to www.coolmilk.com to register. School milk is free for children under 5 and for those in receipt of income based free school meals.

Packed Lunches

School meals provide children with a healthy, nutritious, good quality lunch – if you want your child to have a packed lunch we would ask that you follow the guidance below from NT council:

“The right kinds of food in your child's packed lunch box can help them concentrate and learn, and a good packed lunch will ideally include a selection of foods that will keep their energy levels up throughout the afternoon.

For example include:

- A healthy sandwich made with brown bread and a low fat, protein-based filling like ham, chicken, or tuna.

- At least one portion of fruit, for example a small banana, bunch of grapes or an apple.
- Vegetable snacks such as carrot sticks, cucumber sticks, or cherry tomatoes.
- A low-fat fruit yoghurt to finish to provide protein and calcium.
- A bottle of water to keep your child hydrated and alert.

You should avoid:

- Snacks such as crisps. Instead include seeds, vegetables, and fruit.
- Confectionery such as chocolate bars, chocolate coated biscuits and sweets. Cakes and biscuits are allowed but encourage your child to eat these only as part of a balanced meal.
- Meat products such as sausage rolls, pies, and sausages/chipolatas should only be included occasionally.

Try making these four easy changes:

- Swap white bread sandwiches to wholemeal bread
- Swap crisps for carrot or cucumber sticks
- Swap chocolate or biscuits for fresh fruit
- Swap fizzy drinks for water or fruit juice

Please send your child's lunch in one small, named box. Drinks should be in a plastic container of some kind - glass bottles and cans are not acceptable.

Please remember do **not send sweets, chocolate or fizzy drinks in packed lunches.**

As we currently have children in school, with severe nut allergies, it is very important that **nuts/peanut butter are NOT included in packed lunches.**

Please remember that we do not have facilities to refrigerate packed lunches. Parents are advised to ensure that cool packs are placed in lunchbags, especially during hot weather to stop food deteriorating.

We would also ask that parents do not send sweets/chocolate to school as 'birthday/holiday treats.'

Water/Fruit

We ask that all parents provide their children with a named bottle of water to drink throughout the school day. In addition, water from our taps is safe to drink. All children are given a free piece of fruit to eat during a morning or afternoon break.

School Uniform

It is our policy that all children wear uniform when attending school or when participating in a school event organised outside of normal school hours.

Our policy is based on the notion that school uniform:

- Looks smart and is practical
- Is hardwearing and reasonably inexpensive to purchase

- Makes children feel equal to their peers in terms of appearance
 - Protects children from social pressures to dress in a particular way
 - Is designed with health and safety in mind
 - Contributes to a sense of belonging and identifies the children with Southridge First School
 - Promotes a sense of pride in the school
- Our school colours are maroon and grey

- | | |
|------------------------------|-------------|
| • Blouse/Shirt or polo shirt | White |
| • V-neck Sweater or cardigan | Maroon |
| • Sweatshirt | Maroon |
| • Trousers | Grey |
| • Skirt/pinafore | Grey |
| • Shoes - flat | Black |
| • Socks | Grey |
| • Tights | Grey |
| • Summer Dress -optional | Blue stripe |
| • Shorts | Grey |

Uniform is available to purchase from Anne Thomas Workwear in Whitley Bay. Bookbags and water bottles are available from the School Office. These items all carry the school logo. It is however acceptable to purchase plain maroon/grey jumpers and sweatshirts and other items of uniform from any retail outlet.

All items of clothing should be clearly labelled with either name tapes or indelible pen.

PE Kit

For health and safety reasons it is important that children are properly dressed for any physical activity and change into their PE kits.

- | | |
|--------------------------------------|---------------|
| • T shirt | White |
| • Shorts | Maroon |
| • Track suit bottoms for outdoor use | Black - plain |
| • Sweatshirts can be worn outside | Maroon |
| • Trainers | any |

(All dance and gymnastics lessons are done in bare feet but trainers are needed for indoor/outdoor games. Velcro fastners are easier for younger children)

PE kit should be stored in a black Southridge P.E. rucksack or a Southridge maroon named drawstring bag. It should be kept in school and returned home for washing at weekends and holidays.

All items of sportswear should also be clearly labelled with either name tapes or indelible pen.

Swimming Kit

- Swimming costume – not bikini Any colour
- Trunks – not long shorts Any colour
- Towel

Goggles are optional but advisable

Hair sprays and gel etc are not permitted

Swimming kit should be stored in a named drawstring bag

Footwear

For health and safety reasons and to allow your child to run around freely at playtimes, shoes should be flat. Please do not send your child to school in platform soles, high heels or thin straps.

During winter time, children coming to school in Wellingtons or boots should change into appropriate indoor footwear.

Because we have an important emphasis on active lunchtimes, children may change into their trainers if they wish but should change back into their school shoes at the end of lunchtime.

Hair

We would ask parents to support us by ensuring that children do not come to school with inappropriate extreme hairstyles. Hair should be clean and tidy. Long hair should be tied back. Hair accessories such as slides and bobbles should be simple and if possible in school colours. Headscarves, bandanas and fancy hairbands should not be worn (unless for religious reasons)

Jewellery

For health and safety reasons we ask that the children **do not wear jewellery in school, including earrings of any kind.** (unless for religious reasons)

In line with North Tyneside Local Authority safety guidelines, children are not allowed into the swimming pool wearing earrings.

A watch may be worn during lesson time but must be removed for PE.

Lost Property

Children should not bring expensive items of property into school. We, nor the LA, can accept responsibility for lost or stolen items. Misplaced items of clothing are put in the lost property boxes in the main building. Parents are welcome to look when the need arises.

Freedom of Information

Parents have the right to access pupils' records.

Records are available, by prior arrangement with the Headteacher, for inspection by the parents of any particular child. Our full policy on the Freedom of Information and our current Publication Scheme is available from the School Office.

Complaints Procedure

Most problems can nearly always be resolved quickly. Should you be unhappy about something please do not hesitate to come into school and discuss the matter with the Headteacher or Deputy Headteacher.

Where such discussion fails to satisfy the parent or carer of a child, the parent is then entitled to refer the concern to the Governing Body as a 'formal written' complaint.

Under Section 23 of the education reform Act, 1988, a complaints procedure has been established by the Local education Authority to consider parental complaints in connection with the implementation and delivery of the provisions of the National Curriculum etc., and a copy of the adopted procedure can be inspected, either at the School Office or at the Education Office, The Quadrant, Cobalt 16, Cobalt Business Park, West Allotment, NE27 0BY

In the unlikely event that a complaint is not dealt with satisfactorily, either by the Headteacher or Governing Body, complaints can also be made to Ofsted in writing at Enquiries, National Business Unit, Ofsted, Royal Exchange Building, St Anne's Square, Manchester, M2 7LA

Equal Opportunities

As a school, have a commitment to ensuring that all children have equal access to the curriculum. We operate a policy of equal opportunities regardless of age, race, background, sexual orientation, gender, physical or intellectual ability. Parents are encouraged to support our policy.

Single Equality Scheme and Action Plan

Our Single Equality Scheme (SES) and action plan covers a three-year period.

The Scheme aims to integrate equality into the school's core priorities and functions. It will inform our School Development Plan and this will enable us to:

- Demonstrate how promoting equality and eliminating discrimination can help raise standards
- Ensure that equality and diversity are part of the school's core business both as a school and as an employer
- Promote community cohesion and good relations between people of different backgrounds through education
- Inform the overall evaluation of our effectiveness in our self-evaluation form for future Ofsted inspections
- Ensure that our equality objectives complement the Every Child Matters outcomes for children
- Place the school in a position, which is regarded by everyone as an environment that affords respect and fair treatment of all.

This Scheme aims to bring together equality strands in one harmonised document and set out our school commitment to promotion of race, disability and gender equality as well as incorporating then newer legislation on age, sexual orientation, religion and belief and transgender. It also includes our work on accessibility. Our Equality Action Plan will bring together all our existing work, as well as enabling us to introduce developments. Our equality and diversity policy promotes fairness and equality of opportunity as well as celebrating diversity for all people.

Our Key equality and diversity objectives are:

- Ownership for everyone
- Open to everyone
- Opportunities for everyone

- Work for everyone

Leave of Absence

From time to time we understand that in exceptional circumstances it will be necessary for families to request leave of absence for their children to attend exams and other functions etc. This leave of absence can be requested via a form submitted to the Headteacher.

Holidays/Extended leave in Term Time

Parents will be given advance notice of all regular school holidays as soon as they are available. Training Days are announced as soon as possible. Family holidays should be taken during school holidays as disruption to the curriculum is often distressing for children who may find it difficult to ‘catch up.’ If families intend to take their children out of school during term time, a request must be made via a leave of absence form, which can be obtained from the school office. Holidays taken in term time will be classed as **unauthorised**, unless there are very exceptional circumstances.

Any leave of absence at the beginning of the school year when children are settling into new classes and in May/June when children across the school take annual assessment tasks and tests is very disruptive

Please check our school website to access the most up to date version of school dates.

Performance

When Ofsted inspectors last visited our school they recognised that high expectations and excellent teaching ensured that our pupils achieve high standards: “Pupils attain standards that are significantly above the national average. Consistently excellent teaching ensures that all pupils achieve well.”
 “Very effective and consistently high quality teaching ensures that all pupils whatever their experiences, needs or abilities achieve very well.”

Standards at the end of Key Stage 1 Year 2

One measure which the Department for Education uses to measure how well we do in comparison with other schools is to measure the percentage of pupils attaining the expected standard (the broad nationally expected level for 7 year olds) or more by the end of Year 2.

Comparative Report 2019

This table shows a summary of the National Curriculum assessment results of pupils in the school (2018) and nationally (2017) at the end of Key Stage 1, as a percentage of those eligible for assessment. The number of eligible children is: 60
 Figures may not total 100 per cent because of rounding.

			Wt	At least Exs	GDS	Disapplied Children	Absent Children
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Reading	All	School	5%	42%	53%	0	0
		National	17%	50%	25%	0	0
Writing	All	School	12%	43%	45%	0	0
		National	24%	53%	16%	0	0
Mathematics	All	School	13%	43%	43%	0	0
		National	19%	55%	21%	0	0
Science	All	School	0%	100%	-	0	0
		National	17%	83%	-	0	0

Wt – working towards the expected standard for Year 2

Exs – working at the expected standard for Year 2

GDS – working at greater depth of the standard expected for Year 2

Standards at the end of Year 4 2019

We would expect that the vast majority of children in the last year at Southridge would be meeting year group related expectations (Year 4) in order that they are on track to achieve the expected standard at the end of Year 6 at Middle School. There is no comparative data to measure our children's performance against schools nationally, however as you can see our children achieve extremely high standards.

Year 4 End of Year Expectations	2018	2019
Percentage meeting year group expectations or above in Reading	98%	98%
Percentage meeting year group expectations or above in Writing	97%	95%
Percentage meeting year group expectations or above in Mathematics	95%	98%

Year 4	2018	2019
Percentage exceeding year group expectations in Reading	90%	74%
Percentage exceeding year group expectations in Writing	53%	47%
Percentage exceeding year group expectations in maths	52%	50%

Please note that this information has not been updated for 2020. All Sat's and internal school assessments were suspended in Summer 2020 due to the coronavirus pandemic.