



Coatham Church of England Primary School

Learn not for school, but for life

SCHOOL PROSPECTUS

**Coatham C.E. Primary School
Coatham Road
Redcar.
TS10 1QY**

**Tel. 01642 486291
Fax. 01642 501166**

Dear Parents/Carers,

Thank you for choosing Coatham Church of England Primary School for your child's education. On behalf of all the staff and governors, may I welcome you to our school.

We are looking forward to a long, supportive partnership with you that will provide the very best education for your child.

In this prospectus we have tried to include as much information as possible but if there is anything further you need to know, please do not hesitate to contact the school.

Mr L. Banks

Chair of Governors

OUR SCHOOL VISION

Our school is tolerant and caring; it is a place where everyone is accepted.

We believe in working together as a real school community, and using our different abilities to support each other and to succeed. Friendship, respect, and fairness are the Christian values that lead us.

Through the learning experiences and opportunities which we offer, we want our children to believe in themselves, deal with setbacks and have clear aspirations for their futures. We want them to realise their potential in all areas of their lives. We want our children to be able to be part of the local Church community.

We want our children to understand both what their community has to offer them as they grow up, and, what they have to offer it. We hope that all of our children learn that, whatever they do, they should work at it with all of their heart.

CHILD PROTECTION

The Designated Safeguarding Officer in school is:

Mr P Maudsley, Headteacher

The Deputy Designated Safeguarding Officer in school are:

Mrs Wilkinson-Black, Deputy Headteacher

Mrs Greer, Senior Teacher

The School Governors responsible for Safeguarding in school is:

Mrs A Whitton

PLEASE CONTACT US AT ANY TIME IF YOU HAVE ANY CONCERNS ABOUT THE SAFETY OR WELL-BEING OF A CHILD

MEMBERS OF STAFF

HEAD TEACHER

Mr Philip Maudsley

DEPUTY HEADTEACHER

Mrs Sarah Wilkinson-Black

SENIOR TEACHER

Mrs. Sue Greer

TEACHING STAFF:

Mr Ian Brown

Mr Richard Thompson

Mrs Catherine Ing

Mr Jack Nelson

Mrs. Chris Harrison

Mrs Rachel Gowland

Mrs Sarah Clayton

TEACHING ASSISTANTS

Miss Nicola Slater

Miss Deborah Wilson

Mrs. Jane Boyle

Mrs. Hazel Scrafton

Mrs. Kath Rennie

Mrs. Elizabeth Wilson

Mrs Lee Thompson

Miss Michelle Serplus

Mrs Rael Nixon

Miss Elizabeth Haines

Miss Jane Sutherland

RESOURCE ASSISTANTS

Mrs Barbara Joyce

Miss Amanda Dredge

ADMINISTRATORS

Mrs. Julie Eltherington

Mrs Mandy Allen

SITE SUPERVISOR

Mr. D. Rowcroft

DINNER SUPERVISORS

Amanda Dredge

Barbara Joyce

Claire Griggs

CLEANERS

Claire Griggs

Carole Gillies

Jane Barker

Ali Rowcroft

Coatham Church of England Primary School is committed to working with the local church and community as well as other services to ensure that all our children are safe, live and go to school in environments that they are safe, free from abuse, neglect and discrimination. We focus on safeguarding and promoting children's welfare to enable all children to have the best life chances.

School Governors

Our School Governors, to whom the Head Teacher is responsible for the running of the school, meet at least once each school term to consider the Head Teacher's Report and to discuss matters relating to the work of the school.

The detailed work of the Governing Body is carried out by three committees which meet regularly and report back to each meeting of the full Governing Body.

Foundation Governors

Mr. L.W. Banks, (Chair of Governors)
David Stones

Local Education Authority Representatives

Ed Evans
Susan Stuart

Parent Governors

Lisa Cope
Susan Spedding

Staff Governor

Mrs Thompson
Philip Maudsley (Head Teacher)

Community Governor

Gary Wheatley (Vice Chair)
Mrs A Whitton

Agreed Minutes of Full Governing Body meetings and all school policies agreed by the governing body, are available for parents to read in the reception area, on request at the school office or on the school learning platform.

ADMISSIONS PROCEDURE



Children are admitted to our Nursery from the age of three years, strictly according to date of birth and up to the limit of places available (26 each session). Each session is available for your child. As older children transfer to our Reception Class, so nursery places vacated are filled from the Nursery Waiting List.

NB The offer of a Nursery place does not guarantee a place in our Reception Class.

If you wish to place your child's name on the nursery waiting list, please contact –

The school office. Tel 01642 486291

Just before your child is admitted to the Nursery, staff will invite you into school with your child for a short visit to discuss arrangements and provide you with all the information you need about our Nursery.

Either morning or afternoon sessions are available for you providing we stay within the limit of 26 children for each session.

Toddler group

Every week local parents are invited to come into school with their young children for the afternoon. We provided support with reading, behaviour and may other areas that the group may feel they would like support with.

TRANSFER TO MAIN SCHOOL



Once the Local Authority has contacted all parent/carers of the children given a place in our reception class, those children are admitted into school in September.

Criteria for admission

- **Children who are cared for by the Local Authority**
- **Children who are permanently resident in the admissions zone defined for the school**
- **Children not living in the admission zone who have elder brothers or sisters attending the school.**
- **Children not living in the admission zone who have exceptional medical and/or social needs**
- **Children living closet to the school**

As part of School's admissions procedures, we have a meeting with parent's in early July so that you can meet the staff and find out all about us and express any of your concerns.

At this meeting you are given all the information you need to enable you and your child to make the best start possible.

As part of our efforts to include you in every step of progress your child makes, we can provide you with an electronic log in name for our school learning platform. This enables you to access your child's work on a computer, either the school's computer or your own. More information about the learning platform will be given at the first meeting mentioned above. Information about the Foundation Stage can found in the 'Nursery Booklet'. A copy is always available from the school office.

In order to help your child settle into school with ease, you can really help by encouraging independence in such areas as dressing and undressing, hanging up coats, managing to eat lunch, and using the toilet with confidence. Having these skills really will benefit your child, helping them to feel in charge of their school routines and boosting their confidence enormously.

OTHER ADMISSIONS

Children wishing to move to us from another school are asked to discuss the move with the head teacher of the school they are moving from and inform the local authority before approaching this school.

Once this has been done Parents/carers are asked to make an appointment to see the Headteacher to arrange to view the school, receive a copy of our Prospectus and to discuss any matters that may arise from the meeting.

STARTING SCHOOL

School Clothing

The school colours are red, grey/black and white and the Governors do ask that you encourage your child to wear the relevant uniform whilst at school. We also ask that suitable footwear is worn, as inappropriate footwear can be dangerous at playtimes, in particular. School clothing can be bought from any of the local stores at very reasonable prices. The school logo can be added to sweat shirts and polo shirts if required. Information and examples of school clothing can be seen at the school office.

We encourage all our children, even in the Nursery, to wear school clothing. Staff and Governors feel very strongly about this issue and believe;

- It gives the children a sense of belonging and pride about their school.
- Children are free from peer and fashion pressure
- It's a good routine to get into before secondary school
- It looks smart
- It can be quite reasonably priced.

Parents will be asked to sign a school agreement to say that they will follow the school clothing policy.

Valuables in School

Personal possessions are brought into school at the child/parent/carers own risk. We try to ensure that things do not get lost or broken but we cannot be held responsible for this. Bringing toys into school is not allowed. Children do not need to bring money into school (apart from Dinner money payments or fruit club money) unless directed by their teacher for class trips etc. If they do have money in school they will need to leave it at the school office for safe keeping.

Mobile phones are not allowed in school, however if they are needed as an Emergency then they too must be left at the school office. If your child needs a mobile phone you must let the Headteacher know the reason for this.

On the Way to School

Our school lies near at least one busy road. Please make sure your child crosses Coatham Road with the help of our school warden.

Crossing patrol begins at 8.30 a.m. and is also in operation at home time. Make sure your child uses the gates to enter the school grounds using the path provided, either at the Hamilton Road entrance or Kirkleatham Street.

The car park is for staff, school deliveries and disabled drivers only. Please do not park your car near the school entrance, since parked cars obscure the view for children wishing to cross the road. Children cycling to school must not cycle through the playground where small children may be walking. The outside wooden activity areas (mini park) are off limits at the beginning and end of school unless the parent carer of the child is supervising. No staff are out supervising this area. The KS 2 area is designed for KS 2 children not KS 1. Everyone plays in these areas and in the mini parks at their own risk.

These guidelines have been established in order to ensure the safety of all of the children in school:

Parents' full co-operation is vital in this crucial area of safety.

The KS1 and KS2 playground area can be used after school, till approximately 6.00pm each evening when the site supervisor will lock the gates. However, the school is not responsible for any accidents to individuals, during this time. The school and its Governors will not take any responsibility for accidents that occur in the school, outside of school hours.

The Start of The School Day

The school hours are as follows:

Nursery	8.30 a.m. – 11.30 a.m 12.30 p.m. – 3.30 p.m.
Lower School KS1	8.55 a.m. – 12. 00 1.00 p.m. – 3.10 p.m.
Upper School KS2	8.55 a.m. – 12.00 p.m. 1.00 p.m. - 3.15 p.m.

The school doors open at 8.40 a.m. The children are more than welcome in classrooms from this point, until the bell signals the official start of the school day at 8.55, when all doors are locked. However, we ask that parents let their children come into school independently in Key Stage 2.

No child should enter the school grounds before 8.40, for safety reasons. All staff will be ready to supervise children from 8.40 each day.

Each morning we have a breakfast club from 7.45am all children are welcome. Prices and booking forms are available from the school office.

It is important that your child knows where, and by whom, they will be met at the end of the school day.

- If your child will be picked up by a different person please let the office know as soon as possible.

Unless we have been informed we will not allow your child to leave the school with anyone else.

Leave of Absence

As you know the Department for Education has removed all reference to family holiday and extended leave as well as the statutory threshold of ten school days. This means that the governors are unable to agree leave of absence during term time unless they feel the situation is exceptional.

- From 1 September 2013, headteachers are unable to agree leave of absence during term time unless they are satisfied there are exceptional circumstances.
- Should absence be agreed, headteachers can specify the number of days a pupil will be allowed to be absent from school.
- Where leave of absence is not agreed and you take your child out of school or your child is away longer than was agreed or you have not applied in advance, the school will record the absence as unauthorised.
- Headteachers cannot give retrospective approval.

If you take term-time leave of absence for a holiday that has not been authorised, your child's school may ask the Local Authority to issue you with a Penalty Notice.

High levels of attendance ensure continuity of learning and supports the pupil's personal development. Research shows that pupils with higher levels of school attendance are more likely to benefit from education, achieve better examination results both at primary and secondary school levels and go on to have more successful careers.

Similarly, irregular or poor attendance at school can lead to pupils underachieving and underperforming in examinations and therefore have a detrimental effect upon their careers. It can also hinder the maintenance of relationships within the pupil's peer group.

Impact of Absence from school

Absence from school can be disruptive not only for the individual pupil but also for the pupil's whole class. Whilst there may be occasions when a pupil is unable to attend school eg due to illness, all other absences should be kept to a minimum and if at all possible avoided. Absence can lead to gaps in learning which hinder future progress.

School Meals

Meals are cooked in the kitchen attached to the school. The children have a varied choice of menu, including a salad bar. We encourage children to eat their lunch and to make healthy choices.

We encourage you to join us for lunch when your child starts our school. This opportunity is available at all times provided prior notice is given to the office so that a meal may be ordered.

Provision is made for your child to eat packed lunches brought from home. We do ask that this is in a box or suitable bag. Water is supplied but if your child brings a drink it must **not be fizzy** and should be drunk with their lunch. We do educate and encourage our children to make healthy choices therefore it would be very helpful if you could ensure packed lunches are well balanced. A piece of fruit, sandwiches and a biscuit or piece of cake, or something very similar will give a good balanced.

Sweets of any kind are not allowed.

If your child wishes to change from school to packed lunch or visa versa we ask that you give us a half terms notice.

Currently, the charge for a school meal is £2.05 for children and £3.70 for adults. Dinner money should be paid at the start of each week. Children should not swap their meal arrangements without a ½ terms notice.

It would be helpful if you could observe these points:

1. **PLEASE send dinner money at the start of each week.** It is much easier for the school not to have to handle dinner money during the week. The option to pay dinner money half-termly, in advance, is also available – please enquire at the school office if you would like to do so.
2. Please use the envelopes provided.
3. Please send the correct amount, or a cheque made payable to “Redcar and Cleveland Borough Council”.
4. Please complete the details on the envelope.
5. If you need more envelopes, the school has a supply, but they should not be used for other monies.

Pupils whose parents receive Income Support or income based Job Seekers’ Allowance may be eligible for free school meals. If you think your child may be entitled to free meals, please contact the school or the Education Department, PO Box 83, Council Offices, Kirkleatham Street, Redcar TS10 1YA. Tel: 01642 444000 for an application form. Every effort is made to ensure that children receiving free meals cannot be distinguished from other children.

Absence

Safety is a high priority. In any school it is possible for an occasion to arise when both teachers and parents are unaware that the child is not where he or she should be.

In our school therefore, it is important that you make contact immediately, if your child will be absent for any reason. Ring the office or let the class

teacher know. If we do not know about the absence, then it will be recorded as unauthorised.

Following this system could be vital for your child's safety.

Please make sure you let us have an emergency number where we can contact you if your child has an accident or is taken ill.

Please make sure you let us know if you change these contact numbers or there is any change in child health so that we can deal with this appropriately.

In some cases doctors prescribe medicines and say children are fit for school- in this case the medicine must be handed in at the office and a consent form signed by the parent so that staff can administer the medicine. Under no circumstances should your child bring any other medicines, throat sweets etc. into school.

FIRST AID

We have trained first aiders across the school including paediatric first aiders who are specially trained to deal with younger children. If there is an accident the first aider will be the first one to take care of your child. In the case of bumps to the head, parents will be contacted immediately and a letter will go home.

Sometimes when a child is taken ill, or has an accident, it is necessary to contact parents quickly. **Please let us know as soon as possible of any changes to contact numbers.** In the event of an emergency where parents need to contact children, this should be done via the school office. In line with established school policy, we will do all we can to ensure messages, etc., are passed on.

In case of a serious accident please make sure you have filled in the form giving the school permission to act in 'loco parentis' which means the school can, if they feel it is in the interests of your child, phone for an ambulance.

PARTNERSHIPS WITH PARENTS AND CARERS

We believe that your decision to bring your child to this school is the first step towards a strong partnership with us. Throughout the year we make regular contact with you and hope that you will come and see us as often as you can. We hold a variety of events throughout the year, and invite you to take part. We hold a series of termly 'Open days' where parents can meet with teachers to discuss and review individual children's progress. A written report is shared with parents at the end of each term, and then, at the end of the year, a more detailed report is given out.

Teacher assessment supports the judgements made about progress. Some tests are used to provide a more standardised judgement at the end of the year. Overall the best fit level is used, giving consideration to progress made in lessons and evidenced in books.

The Head Teacher and other members of staff are most willing to discuss individual concerns and queries as we feel it is much more

helpful for the children if we can discuss problems at an early stage. Discussions can be arranged at a mutually convenient time by contacting the school (in person, by letter or by telephone).

Parents are always made welcome at school, whether it is in the general run of the school day, at an arranged meeting, as a helper in the classroom, or on an educational visit.

Leaflets sign posting you to courses and giving you information about holidays and events in school are available in the reception area.

Letters are sent home regularly, providing you with information relating to all aspects of our school. These letters are given to each pupil and become their responsibility. However, we frequently get comments from parents about not receiving them. If you could ask your child if there is a letter as often as possible we will do our best to ensure you receive all letters. There are copies of all letters sent to parents at the office, if your child mislays one. All future letters will be available on the web site for those parent who have signed up to the 'log in ' agreement. The School Facebook page will generally let you know if there is an important letter coming home that night

We have a very active parent group who meet once a week to plan fund raising activities. Through their total commitment to this process we have had the opportunity to attend many local events and to buy resources for school

Complaints

The Local Authority has as procedure for considering complaints from parents. It is hoped that parents would raise any concerns they might have about our school with the Head Teacher in the first instance. If parents wish to make a formal complaint however, details of the procedures available can be obtained from the Head Teacher or the Local Authority.

Charging and Remissions policy

The governors of the school have adopted the LA's policy of charging and remission, a copy of which is available from the Head Teacher or the LA. This means that we are able to ask for a voluntary contribution towards the cost of educational visits etc. We have a small but very enthusiastic 'parents group' who often cover the cost of coaches from money raised during the year, so the amount of money we ask you to contribute is kept as low as possible.

The Children's Act 1989

Parents and Carers should be aware that the school has a duty to take reasonable action to ensure the welfare and safety of its pupils. In cases where school staff have cause to be concerned that a pupils may be subject to ill-treatment, neglect or other forms of abuse, staff will follow Redcar and Cleveland's Child Protection Procedures and inform Social Care.

Equality Policy

We are opposed to any form of inequality on the grounds of gender, class or ethnicity. We try to ensure that all pupils have access to equal opportunities and the best possible education. Behaviour that demeans or denigrates an individual is seen as unacceptable and will be suitably dealt with.

Pastoral Care and Discipline

We hope that by fostering caring and sharing attitudes towards others and encouraging good behaviour, there will be few problems with discipline. All teaching staff are responsible for the pastoral care of children, particularly those in their care. But overall responsibility lies with the Head Teacher. We endeavour to praise our children when they work hard with house points and when they follow the school rules and show kindness or helpfulness with 'STAR' tokens. Unacceptable behaviour is dealt with through a staged system of consequences with the emphasis on making the right choices. We track behaviour and provide support appropriately. We ask parents to play an active role in supporting our behaviour policy by signing the behaviour agreement that is sent home, with your child.

Children with Additional Needs

Some children may need additional help at different stages and for varying lengths of time during their time in school. This may take the form of individual or small group work to focus on a particular area of learning, or it may mean providing extension work to meet the requirements of a more able pupil.

Parents play a vital role in this process and school will work with you at all times.

This type of individual learning programme will be planned by staff (provision map). At present we have teaching assistant in every classroom enabling support to be targeted appropriately.

Parents who are concerned about their child's individual development should discuss the matter initially with the class teacher, our Special Needs Co-ordinators Mr Maudsley and Mrs Wilkinson-Black then, if it is felt necessary, together we can seek the advice and support of outside agencies, e.g. Psychological Service or Learning Support Service.

Help with concerns e.g. medical can be obtained through the school nurse, accessed by contacting the SENCO

The School Curriculum

At Coatham the curriculum is what we teach and the children learn. It is our aim that every child should progress according to his/her own ability so that success can be achieved in as many areas as possible. Sometimes children work individually or may be in groups for different activities, according to their needs. The school has a strong commitment to teaching the essential basic skills of reading, writing and maths but regards the provision for personal development in the broad sense, developing fit, healthy, responsible resilient citizens, confident individuals as well as successful learners, also essential to the development of the whole child.

We provide a wide range of learning experiences covering the Programmes of Study for all National Curriculum Subjects. Lists of skills in each foundation subject are used to assess progress in the foundation subjects e.g. art. Assessment for the other subjects (English, maths and science) are carried out each half term using assessment guidelines (APP sheets). Evidence of progress needs to be recorded three times in a child's book before the target is recorded as met. All teaching staff meet with the senior leadership team half termly to review pupil progress. Teaching staff record progress termly and these data sheets form the focus for discussions. Further support required by children is identified at this point.

Planning is used by staff to show which children need extra support as well as how and when this support has been given with the outcome. Teaching assistants in each classroom support learning and deliver small group interventions where the need is identified.

Children are encouraged to relate and co-operate with others in the process of learning. Staff promote teaching and learning situations where children can imagine, question, problem-solve, hypothesise, evaluate and develop very good basic skills. They encourage speaking and listening skills across the curriculum and our ICT equipment supports the development of individual skills in other areas of the curriculum.

Teachers are encouraged to facilitate learning to encourage independence and use a variety of teaching strategies to motivate and excite children's interest in learning.

Marking is a strong part of assessment. Teachers mark to the learning step and provide opportunities for children to respond to corrections which focus on moving the work forward. A system of symbols helps the children to understand what they have done and what they need to do to improve. Marking in Foundation stage /topic books follows the same system. Writing in topic books reflects the same standard as in writing assessment books.

Foundation Stage

Our Reception Class and the Nursery (Foundation Stage) work closely to ensure all the children have an excellent start to their school life.

The Foundation Stage provides a curriculum that supports the youngest of our children. It is organised in groups and these groups are assessed

regularly, through observations of the children working in carefully plan areas, against the 'Early Learning Goals'.

The aim of our Foundation Stage is to provide a stimulating environment in which young children can continue investigating and exploring the world around them, whilst making progress with their language and numeracy.

In order to help children to become independent thinkers, open-ended activities are provided where they can be the initiators and follow through their interest for as long as necessary. Children are encouraged to plan, organise, problem solve, design and construct and to co-operate closely with each other.

We encourage visits and visitors into the Foundation Stage (Nursery and Reception) classes because we believe this develops the children's view of the world outside and helps them to reach a better knowledge and understanding of the world.

English

English includes reading, writing and communication. Most of our literacy skills are taught during the morning sessions, with opportunities to apply these skills through other areas of the curriculum –focusing on different genre.

Communication, group skills, reflection, resilience etc. plays a strong role in teaching generally as we believe development in this area improves not only their future academic development but also their future personal development.

Reading is supported and developed in both key stages through guided reading and comprehension sessions. Modelled reading is used to support language development and writing. The school follows the National Literacy Framework.

Mathematics

In our school maths includes mental and written calculations. Maths teaching takes place usually during the morning sessions as well as through cross curricula links where appropriate. We endeavour to help children learn mathematical skills and knowledge and make these relevant to their lives, both now and, looking to the future, as adults.

We follow the National Curriculum, focusing on the essentials. As with English we look for the readiness of the children to cope with the curriculum at different stages. Some concepts we may plan to teach later in a child's primary school life if appropriate as a consequence of reviewing our assessment sheets.

We feel mental agility is very important and is given a high profile, particularly in KS 2.

A 4 operations booklet is the focus of work across the school. Progress is monitored in a basic skills book. Targets are linked directly to this booklet.

We have a huge focus on times tables across the school, and our mental maths programme ensures development of a range of skills.

Science

Good science education can be recognised when children are involved in practical investigations, acquiring scientific knowledge and developing the skills of observing, formulating and testing hypotheses, and drawing conclusions. Science is approached both through cross-curricular topic work and in specific self-contained projects.

We have encouraged scientific enquiry through science challenge weeks. Each year group follows a programme of study covering the national curriculum attainment targets. Attainment is monitored closely assessment sheets that are tracked half termly. A review of the current science curriculum will take place in September 2014

Computing

We realise the importance of Computing in today's society and in particular the need for computer literacy.

We cover all the strands of Computing from very simple simulation and word processing work through to more advanced graphic handling and control technology. Computing is also delivered to support other curriculum areas in school. We are well resourced to deliver this part of the curriculum. The school has interactive whiteboards in every classroom, sets of laptop and a small Computing suite. We have sets of ipads in each classroom.

History and Geography

We aim to encourage an awareness of geographical and historical aspects of the local environment and the wider world. We seek to develop each child's understanding of time and place, and help them to make sense of the world around them. We use a variety of strategies and resources to develop lively and enquiring minds. Teachers put great emphasis on stimulating children's interest in their work by inviting visitors into school. Visits and workshops are also arranged in order to extend children's knowledge and understanding within the framework of the National Curriculum.

Religious Education and Collective Worship

As a Church School, the general pattern of Religious Education follows the agreed L.A. syllabus, and is non-denominational.

In addition, denominational teaching may be given, if this is requested by parents or if this reflects previous practice. At the time of writing, no such requests have been received, and the Governors' hope that the existing good educational practice – whereby all pupils learn together in normal teaching groups – will continue.

Collective Worship follows the teaching of the Church of England as appropriate – bearing in mind the age, aptitude and ability of the pupils. A

broad approach is taken, in keeping with the inclusive character of the Anglican Church, with the focus on Christian values, citizenship and themes linked to developing social and emotional issues.

The following Christian themes are covered over the year

Courage
Creativity
Peace
Trust
Forgiveness
Justice
Thankfulness
Compassion
Friendship
Hope
Truthfulness
Humility

As love is the foundation of all our values it has not been included in the list.

Monday –	whole school collective worship
Tuesday -	classroom
Wednesday –	classroom
Thursday –	classroom
Friday –	whole celebration

Our Vicar, Rev Rebecca Haughey often visits the school and conducts collective worship supported by children who plan and prepare. Parents have the right to withdraw their children from Collective worship, though Governors feel that pupils so excluded would miss a lot of the corporate life of the school. If, however, you wish to exercise this right, then you are asked to let the Head Teacher know by arranging a meeting.

Physical Education

We want all our children to have a balanced curriculum that develops them personally, educationally and physically. Consequently, Physical Education has a very high profile in our school.

Children, as they develop, are able to learn traditional sports as well as additional activities that support and develop fitness. Each playground has equipment outside during lunchtime providing opportunities for our children to be active. Swimming is provided in the autumn and spring term for some classes.

All children are expected to play a full and active part, at their own level, in this area of the curriculum and staff work hard to promote school policy of full involvement and enjoyment.

We encourage the taking part and the improvement of their own skills.

We have a variety of after school sports of a more competitive nature. Our school has two football teams and they are in regular football leagues with local schools.

Our school is very proud of its commitment to competitive sport, PE and keeping our children fit and healthy. The school currently follows a scheme of work which covers learning new skills and sports, fitness and competition. Coatham has a PE Assessment system in place across school. We work in partnership with School Sports Partnership and a cluster of schools with the aim of providing competitive sports in school and with other schools. If appropriate we use professional coaches to enhance the children's experience of a variety of sports. We provide two PE sessions per week for each class. The expectations are that children will bring a named PE kit to school each day for indoor and outdoor use. School has recently funded spare kits to enable all children to access all their PE sessions. (These kits are washed immediately after use)

We attend and have success in a variety of sporting competitions within our cluster and in the Redcar area. We currently also provide a range of after-school and lunch time sports sessions. These include football, table tennis, rugby and gymnastics.

P.E. Clothing

For indoor lessons your child will need a change of footwear or bare feet, shorts and T-shirt. The shorts and T-shirt can be a combination of colours, for example black shorts and white or red T-shirt. Must be school colours.

For outdoor games a change of footwear is needed as well as track suit bottoms for the colder days.

Your child also needs a PE bag, drawstring to hang on their peg. Can we make sure that all items of clothing are named. Lost property is collected and kept for a short while but we cannot keep items indefinitely.

We feel very strongly about keeping all our children healthy and fit therefore PE sessions are very important to your child's general well-being. Missing PE sessions will be closely monitored and you will be informed if we are concerned about your child's attendance. This may not happen now we have spare kit available.

PE is a very important part of our school curriculum.

(Selected classes only in the summer term)

If your child is part of the swimming sessions he/she will need a swimming costume/trunks and a towel. Bikinis/tankinis are not permitted.

If your child has long hair he/she should either wear a bathing cap or something with which to tie their hair back.

Jewellery

Jewellery can be dangerous so for health and safety reasons jewellery is not allowed in school. A small pair of studs may be worn if necessary but must be removed for both PE and swimming sessions.

Sex/Drugs Education

We have a scheme of work (Lucinda and Godfrey) that supports our children's understanding of how their bodies grow and the impact that these events could have on them as they grow older, supporting them to develop positive relations. This scheme starts in the nursery and goes through the school. The scheme is based on stories and includes the correct terminology, to ensure our children are appropriately informed and can approach these topics sensitively and maturely as they grow. If you would like to see the scheme it is available from any member of the teaching staff. Drugs education is approached in the same way as part of healthy school weeks.

Music

All children experience some form of musical activity within the curriculum. The activities develop self confidence, skills and cooperation, leaving the children with many positive experiences that they can carry into other activities there is a strong emphasis on voice and developing skills with percussion instruments. A small group of children each year are chosen to receive instrumental tuition from an outside provider. This year we are working with the Tees Valley Music service to improve our children's musical knowledge and ability.

PSHCE and Citizenship through equality and diversity

Personal, social, health and citizenship help to give our children the skills, knowledge, understanding and confidence to lead confident, healthy, independent lives and to become active, responsible members of school, community and wider world. The children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community. These activities also include partnership with church, preparing for Christian festivals throughout the year and also for 'Family Services' held the first Sunday of every month.

Partnership between schools locally and national is developing into global themes in school. We want to bring to our school the lasting benefits from such schemes to our children.

In our school children are beginning to tackle global themes, exploring their rights and responsibilities which will help them to work in a global economy.

Art/Design and Technology (DT)

Young children are encouraged to experiment with different materials and ways of developing their skills in this area. As the children move through the school their skills are challenged and developed. Artists are studied in each

year group and galleries are displayed round school. A focus on a particular is given to ensure progression and assessment opportunities.

DT is under review as a new member of staff takes responsibility for the leadership. Establishing current practice is essential. Using the guidance from the new curriculum, this area will develop across school.

House Groups

When your child starts school they will be given a house group to be part of. These groups are named after local life boats.

Mersey Green

Leicester Challenge

Zetland Blue

Lincoln Yellow

House points are given for good work. These are collected at the end of the week with rewards for the house with the most points. The house organise a variety of events throughout the year. House captains work alongside the member of staff for each house.

School Helpers

We encourage our older children to care and support for the younger ones, as part of our aims to ensure all children are safe and happy. The helpers have very important roles to play. They help to support the smooth running of the school.

Monitors

We also encourage the children to take responsible for a variety of activities round school. Children are chosen from each year group.

Support is also given to the preparation of the whole school assemblies each week.

Parliament

Children from across the school meet regularly as representatives of their class or key. They discuss school in general and bring issues that relate directly to the improvement of the school in a variety of areas. A prime minister is appointed, usually at the beginning of the academic year. This child represents the school in informal and formal situations.

Homework

In the younger classes, teachers organise a flexible programme of skills reinforcement. Children bring books home on a regular basis and we encourage them to read with their parents. This working partnership between home and school is also used to help children with spelling and basic number skills. More regular homework assignments are introduced for older pupils as they progress through school. Our aim it to reinforce skills taught at school whilst encouraging self-discipline which will be helpful in later life.

Transition

Movement between classroom and schools can be a difficult time for all children if it isn't managed well. To ensure continuity of learning and support for those anxieties that some children feel, we move children to their new classrooms half way through the summer term. The school year ends summer half term. Reports go out and all parents have had opportunities to meet the new teacher before the summer break. Termly reports go out each half term and the end of year report goes out before the summer half term. This also ensures that the children make a 'flying start' to the autumn term.

The year 6 have a specially designed timetable designed to enhance their personal and academic skills. This programme also links to, where possible, the exit criteria designed in partnership with the secondary school. Currently this programme exists with one secondary.

Transfer to Secondary School

Currently, in April of the each year, children in their final year at this school receive information about their transfer to Secondary school.

The second half of the summer term is transition term and each secondary invites new children to attend their new school for a variety of activities. When our children transfer there are support programmes in place. The overall aim of such a programme is to ease the transition from primary to secondary education.

Our sincere hope and aim is that each child should leave us properly equipped with the skills and attitudes essential to a successful secondary school career and ready to face the new challenge ahead.

Every effort is made to ensure that their transition to secondary education is equally smooth.