

Eagle Community Primary School

Scarle Lane, Eagle Lincoln, LN6 9EJ
Tel: 01522 868354

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1 Welcome to Eagle Community Primary School

Dear Parents/Carers

We warmly welcome you and your child to Eagle Community Primary School.

We hope that your son or daughter will quickly settle to their school life here and be happy in the new surroundings and with new friends.

Educating your child is the shared responsibility between home and school and we hope that both you and your child will become involved with our school community.

Kind Regards

*Hayley Adams
Head Teacher*

School, Parents and the Community

A most important factor in every child's development is the co-operation between school and home. Parents are welcome and we hope that you will maintain a close contact with your child's Class Teacher throughout the year. We run open days and workshops throughout the year; make ourselves available for a quick chat, question or appointment and encourage parents to volunteer as school helpers.

Eagle is a village with a strong sense of community and as such we encourage our children to participate in village activities.

We are fortunate in having a thriving Friends of Eagle School association, which raises funds for school and also organises social events for children and parents. This association consists of a group of willing parents and all new volunteers would be welcome.

2 Values, Vision & Aims

We are proud of our small, friendly village school and this is reflected in our motto:

‘Small School, High Flyers’

Our school aims to help each child to reach their full potential through the provision of a broad and balanced curriculum and the option of extra curricula activities. Our focus is to establish a solid foundation of knowledge and understanding upon which all future learning of life can be built. We believe in learning for all and learning together.

The school recognises that learning is for the child as well as the future adult and so should be an enjoyable experience which starts with where the child is at. We want children to learn a respect for themselves, others and the environment and develop socially and physically as well as academically.

Values

As part of our Pupil Voice we agreed our set of values to form a Code of Conduct:

- Kindness
- Honesty
- Friendship
- Cooperation
- Responsibility
- Perseverance

These enable us to achieve success and promote pupil progress by developing our attitudes, knowledge, skills and understanding essential to become life-long learners; alongside developing intellectually, physically, socially, morally and ethically successful learners, able to contribute to society.

Our curriculum enables us to develop competency in:

- Thinking skills
- Problem solving skills
- Innovation
- Co-operation
- Communication

The hallmarks of our curriculum are principally driven by being purposeful, and where possible, guided by real situations and scenarios. Our purposeful focus embraces creativity to excite the imagination and inspire curiosity. We provide challenge and encourage confidence, to raise aspirations and widen horizons.

Vision

We (pupils, staff, governors and parents) want a school where:

- everyone knows, cares for each other and behaves respectfully
- learning is exciting and prepares us for the future
- we are inspired to think for ourselves
- we persevere when learning is hard
- we set our own goals and achieve high standards
- we are proud of ourselves and each other
- new people and ideas are welcome

Aims

We strive to reflect our vision and values through our aims:

- To create a lively and stimulating environment that is exciting and prepares our children for the future.
- To promote learning which supports the educational, personal and physical development of all children.
- To promote high standards of behaviour within a secure, caring environment which fosters in all children a feeling of self-worth and an awareness of their responsibilities to themselves, each other and the environment.
- To create high quality learning experiences for all children, providing access to all areas of the National Curriculum through effective use of resources.
- To maintain effective relationships with all parents and the local community through good communication, partnership and team work.
- To recognise the achievements and abilities of all and respond to the individual needs of both pupils and staff for their continued development.

Rights and Responsibilities

In accordance with our values, visions and aims, we work by four simple rights:

- The right to teach
- The right to learn
- The right to be safe
- The right to respect

It becomes each of our responsibility to uphold these rights.

3 Starting school

On joining Eagle School your child will be involved in an active programme of learning and benefit from a caring, warm, friendly and secure atmosphere in which they are introduced to the exciting experiences of a busy class and school.

Our Admissions Policy

Our Published Admission Number each Academic Year is 12.

Children must, by law, start full time education when they are five years old. In the event of more applications being received than places available, the Local Authorities policy for over subscription will apply.

Parents have a right to Appeal if their child is not offered a place. Further details can be found in the current edition of 'Going to School in Lincolnshire' available from the school office or online at:

- www.lincolnshire.gov.uk/schooladmissions or
- www.lincolnshire.gov.uk/admissionsconsultation

If you would like to speak with the Local Authority School Admissions Team for advice on Admissions or Appeals, they can be contacted on 01522 782030. Please note, where distance from home to school becomes a deciding factor, this will be measured according to shortest route by road.

Pre-School Visits

Our Reception, Early Years Foundation Stage, teachers maintain a close liaison with the on-site Playgroup and with those local to school. This allows the transition into full-time schooling to be as smooth as possible and the children to quickly settle.

Parents considering sending their children to our school are encouraged to visit with or without their children. The appointment can be made by telephone to suit both parents and the school.

In the term before they start school, your child will be invited to spend a number of sessions in school. This will enable them to make friends and to meet their new teachers.

Parents will be invited to meet with the class teacher and the head teacher to discuss starting arrangements and receive information which we hope will make the transition to school smooth and enjoyable for both you and your child.

4 The School Curriculum

The School offers to all pupils a broad and balanced curriculum which promotes progression and continuity in learning. A curriculum in which all children are provided with equal opportunities and equal access.

Education should be a source of wonder and delight, and we take every care to provide for this vital experience in learning.

All children are taught following five core subjects:

- Maths
- Science
- English [Literacy]
- Information and Communication Technology [ICT]
- Religious Education

In addition to these non-core subjects:

- Geography
- History
- Art and Design
- Music
- P.E.
- Design Technology
- Personal, Social and Health Education & Citizenship

Organisation and Teaching Methods

During a normal school week, the time spent on teaching, excluding registration, breaks and lunchtimes, is 21 hours 40 minutes for Infants and 22 hours 55 minutes for Juniors.

This includes the daily act of collective worship which is cross curricular.

We have designed a curriculum which is creative and inspires our pupils. Pupils have ownership and a part to play in deciding on the direction of their learning.

We believe it is vital in children's education to relate their learning to the world in which they live. This gives it meaning and relevance. To that end, our PROJECT work Provides Real Opportunities for Joint Education through Curriculum Tasks.

Therefore our themes make use of the local environment and use educational visits to develop skills in investigation and enquiry, and lead to the acquisition of knowledge and understanding. In addition to the academic learning, we aim to develop skills in being reflective, building relationships, resilience, resourcefulness and risk taking.

English (including Speaking and Listening, Reading, Writing, Spelling, Handwriting and Drama)

Children are encouraged to listen attentively and to speak to each other and to adults. This includes describing events, real or imagined, and dealing with instructions when pursuing a task.

Children are encouraged to read a range of material to gain independence, fluency, accuracy and understanding. We have a school library which enables the children to access a wide variety of fiction and non-fiction texts.

In written work children are taught to construct and convey meaning for a range of purposes and audiences. Spellings are taught, as is a legible cursive style of handwriting.

Mathematics

Mathematics is dealt with under five broad headings: number and the number system; calculations; measurement, shape and space; and handling data. Children acquire knowledge, skills and understanding through mental and practical work, problem solving, exploring and investigating within mathematics itself.

Science

Children's learning activity in science spans other curriculum areas and is taught in topic work and subject lessons. Children explore science topics relevant and important to them. Tasks are of a practical nature: children actively investigate problems at their own level and also draw on their own experience and knowledge.

PSHE

Staff value the social and emotional side of the curriculum and support the delivery of PSHE with SEAL sessions and Circle Time. In addition, we teach financial capability, healthy living and lifestyles (incorporating Internet Safety and Sex, Relationships and Drug Education).

History and Geography

In these subjects, emphasis is given to activities which bring history and geography alive. We teach the children the unique qualities of the area in which they live, the similarities and differences with the wider world, and study areas of the country which contrast with our rural experiences.

Design Technology

This subject in the curriculum promotes new ideas in design and technology by offering opportunities for creating original or better products. This is an essential condition for the future prosperity of our country's business and industry.

Information and Communications Technology

The school has interactive whiteboards, multimedia computers, laptop computers, digital cameras, video cameras, voice recorders and programmable toys. Computer programmes are used to support and stimulate work in other areas of the curriculum and to develop the children's ability to communicate and handle information.

The school also has access to the Internet through the National Grid for Learning.

Art and Design

In helping to develop an aesthetic awareness and imagination, art and crafts are taught, both as pure subjects and as part of topic work. Children are given equal access to all art media, including clay modelling, textiles, woodwork, printing, etc.

Music

The children experience enjoyment in singing and creating imaginative sounds to accompany poems, drama and dance. They listen to a wide range of music including that from other cultures.

PE

It is essential to the children's present and future health and welfare that they experience the enjoyment of physical activities, formal and informal, team and individual. Children are taught games, including football, netball, tennis, rounders, golf and cricket (on our playground and field), developing confidence and skill in the use of a wide range of small equipment. Athletics and Orienteering are taught in KS2. Children are also encouraged to be creative in their movement in dance and aerobic lessons. All children go swimming during the schooling in order to achieve a 25m distance competence. They learn to have confidence in the water, develop good strokes and enjoy this experience.

Religious Education

This subject is taught according to the requirements of the Education Acts and is based on the Lincolnshire Agreed Syllabus for RE. Children learn about Christianity and other religions in the world, including Judaism, Buddhism, Hinduism, Sikhism and Islam through a variety of themes. Parents are entitled to withdraw their children from all or part of this teaching.

Sex Education

Based on the themes of human development and family life, Sex Education is covered mainly through cross-curricular topics, including 'Ourselves'.

In years 5 and 6 the subject becomes more concentrated as children are taught about patterns of friendship, changes which take place at puberty, human reproduction and some of the skills of parenting, with instruction from the school nurse. This course usually takes place in the summer term. Parents are notified when the course is to begin and of its content. They have the right to withdraw children from these lessons.

Foundation Stage

Children of reception age have their own curriculum and work towards early learning goals and are categorised as being at the foundation stage of learning. Learning is organised into the following areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our Foundation Stage classroom is arranged to make these areas distinctive and to allow the children to be independent in selecting their activities. The space is also made up of the outside learning space which is split into the cottage and garden, the gross motor play area for climbing, role play and wheeled vehicles and the wooded area.

Theme Weeks

Throughout the year the school holds themed weeks in order to focus on specific areas of learning in a fun and interactive way. Examples include Electricity Week; Fun, Food and Fitness Week; Measuring Week; Water Week; Judaism Week; to name but a few.

Homework

Homework is given to all children. By providing homework we hope to involve the child and inform the parents as an important method of communicating our learning between home and school. We recognise the important role of play and free time in a child's growth and development. Whilst homework helps to establish a responsibility to routine and prepare for transitions through life, it should not prevent children from taking part in a wide range of out of school activities, which play an important part in the lives of children developing confidence and raising self-esteem.

Activities are suggested weekly which you can do at home with your child to support the work in school. In addition, we value a love of reading and as such it is important that children read regularly at home in order to practise the skills they are developing in school. Parents can also support their child by helping them to be aware of and learn year group spelling banks as well as find about class topics.

Special Educational Needs

Some children do experience learning difficulties, particularly in achieving skills in reading, writing and maths or behavioural difficulties. Pupils with such needs generally follow the normal class routine and curriculum with additional support provided through individualised programmes designed by the class teacher. A minority of children experience more profound needs and may need extra support from a teaching assistant.

The special needs of gifted and talented pupils are also provided for with challenging materials, teaching and their individualised programme of teaching and learning.

It is the school's policy to inform parents immediately regarding any concerns about their child. In some cases, we may seek advice and input from other agencies such as Educational Psychologists, Learning Support Services, Emotional and Behavioural Support Services, Speech and Language Therapists and also the Gifted and Able Support Service, who are called upon as necessary. Access facilities for wheelchair users are available.

A Daily Act of Collective Worship

Each day we have a collective act of worship which is typically of a broadly Christian character. Parents are entitled to withdraw their children from this collective act of worship.

5 Keeping You Informed

Working in Partnership

The Head and the teachers strive to work in partnership with parents on the education of their children. We welcome parents' interest and are happy to arrange appointments to discuss their children's progress and how they may best further it. To that end, we have a Home-School Agreement which all parents and pupils are encouraged to sign.

Parents are also invited to discuss their child's progress individually with teachers at meetings held regularly. At these meetings parents will be informed how their children have performed and the progress they are making, along with possible 'next steps'. Motivation, attitudes to learning and social development will also be discussed. Parents are encouraged to view these meetings as helpful, informative and supportive to the child's educational development and a basis for positive links between home and school.

In the Summer term a detailed written report on their child's progress is produced for parents.

Parents will receive a newsletter each Friday providing up to date information about what is happening in the school.

Assessment and Testing

As children progress through the school, their development will be monitored by class teachers and measured against Level Descriptors set out in the National Curriculum orders. This will give some indication how much the children know, what skills they have learned and how well they can apply their knowledge to solving problems.

At the end of each Key Stage (Year Two and Year Six), children will undertake Statutory Assessments Tasks or Tests which will determine levels of achievement. Other testing is carried out in school throughout the school year to ensure all children are familiar with the process.

Complaints

Whenever possible, concerns expressed by parents about the school will be dealt with, in the first instance, by informal discussions with teachers and then Head.

However, there may be occasions when such concerns cannot be resolved informally and, under the terms of the 1988 Education Reform Act, the Local Authority has set up a formal complaints procedure which offers a readily accessible and clearly understood route through which complaints of this nature may be pursued further.

A document setting out this procedure is available for inspection at the school and a copy can be given, if desired, to any person wishing to make a complaint about these arrangements.

Public Access to Documents and Information

The following documents will be made available in school on the request of parents:

- The Local Authority's statement of curriculum policy and the governing body's statement of philosophy, aims and objectives.
- Statutory orders for the National Curriculum subjects.
- A full copy of the arrangements for the consideration of complaints about the school or the Local Authority/LA.
- As from 1 September 1990, schools are required to disclose, on request, material placed on a pupil's educational record after 31 August 1989.
- National Curriculum Assessments Key Stage 1 (where there are 10 or more pupils being assessed)
- National Curriculum Assessments Key Stage 2 (where there are 10 or more pupils being assessed)

6 The School Day

Children may arrive at school from	8.45am
Children enter school from	8.55am
School Day begins	9.00am
Mid-morning break	10.45-11.00am
Lunch break	12.00pm KS1 / 12.05pm KS2
Afternoon School begins	12.55pm
Afternoon break	2.30pm KS1
School Day ends	3.15pm

School's Responsibilities

The school's responsibility for your child's safety and welfare is limited to the school day. We would ask parents to ensure that children are not at school before 8.45am and are picked up promptly at 3.15pm. It is school policy to only release children in Reception to Year 4 into the care of a responsible adult. Any parent of a child in Year 5 or Year 6 who wishes their child to walk home from school alone is required to give written permission to the school. This permission will then be placed on the child's record.

Break-time Provision

At morning/afternoon break-time, as the school is part of the National Fruit Scheme all children in Key Stage 1 are entitled to a free piece of fruit daily. In addition, children under 5 receive free milk and water is accessible all day. We ask that all other snacks are healthy snacks, therefore fizzy drinks, sweets, chocolate and crisps are avoided. Please note that we are a 'nut free' school to protect those children with allergies, therefore we ask you to refrain from providing foods containing nuts to school.

The school serves hot meals provided by 'Good Lookin Cookin' at a cost of £2.30 per day or children may bring a packed lunch. If you think your child may be entitled to Free School Meals please ask for a form at the school office in confidence. We supply the Universal Infant School Meal entitlement.

The school employs a Play Worker to organise structured activities for the children to enjoy at lunchtimes, encouraging active play, co-operation and respect for all.

Before and After School Activities

We aim to provide an extended school day. We offer several clubs during the academic year and a before and after school activity club (from 7.45am; then until 5.30pm). Clubs are booked termly, whereas our before and after school activity club aims to be flexible, affordable and meet your needs as and when they crop up.

	Monday	Tuesday	Wednesday	Thursday	Friday
During School	Piano			Guitar	Drums
Lunch Time			KS1 Football		
After School		Y6 Booster	Multi Skills	Football	Dodgeball

7 Encouraging Good Behaviour

The wide age range of our classes is seen as a bonus. The very young child gains security from the companionship of the older ones; the older children gain self-confidence and esteem as they share their skills and knowledge with the younger child.

We view each child as an individual and match the learning to their needs. Generally, children work and play in year groups, but at times a child may work with others according to their need.

Children receive praise for their efforts, enjoy learning and enjoy success in a caring, safe environment. This is a good basis for developing their full learning potential, which will benefit them for the rest of their lives.

Discipline and Rewards

The professional skills of teachers will generally prevent behavioural problems occurring. These skills include the preparation of work which provides challenge and stimulus to meet the needs of pupils. In addition to how we teach children to respect and care for one another, demonstrating good moral standards and the ability to sympathise with the needs of others.

Rules are kept to a minimum. The classroom rules have been devised by the children. They are based on our responsibility for the health and safety of pupils and respect for the needs and property of others.

Good behaviour is positively encouraged and offered as an example to others. Attitudes of kindness and fairness, diligence to hard work and perseverance in overcoming difficulties are values and achievements that are openly discussed and rewarded with dojo points, stickers and achievement awards. A regular celebration assembly is held on a Monday afternoon to which parents are invited.

On occasions where sanctions are required, we all follow a behaviour code involving a staged triangle.

We link electronically to a Class Dojo which enables an additional home:school link to both see the exciting activities taking place in school, but also the rewards and sanctions which have taken place during the day. It is best likened to school-specific, one-way social media site which tells the story of your child's time at school.

Bullying is a form of behaviour which can occur in any school. Bullying in any form will not be tolerated. Parents and pupils are encouraged to inform teachers of any incidents which cause problems as soon as possible, so that they can be dealt with expediently.

Positive Handling

In instances in which a child needs to be moved for their own or others health and safety, all staff are trained in Positive Handling techniques to ensure that the situation is managed safely. This is typically the case where a pupil has a Special Educational Need.

School Rules

Children should not bring items of personal property or toys to school.

Mobile phones and electronic items are not permitted in school. In the event that a mobile device must be in school, this must be left in the school office.

When pupils are requested to bring sums of money to school, it should be in labelled, sealed envelopes and given directly to the class teacher or school office.

All property and clothing should be marked with the child's name.

Children should not bring sweets to school.

If children are not returning home in the normal way, parents should contact the school giving details about alternative arrangements.

Children may not wear or bring anything into school which may be a danger to themselves or others.

Children are requested not to wear jewellery in school (except a watch).

8 Notification of Absence

Absence from School

If your child is absent due to illness or visits to medical practitioners, please telephone the school before 9.15 am. When a child is unexpectedly absent and no phone call is received, the school will telephone the child's home to check that the parent is aware of the absence. If your child is absent from school for an extended period of time (other than holiday) the class teacher will provide work for them on request.

Please telephone or write a note for any sort of absence.

Parents are issued with an attendance report for their child at the end of each two term period so that they may monitor their child's attendance. Attendance awards are given to children achieving 100% attendance in any two term period.

Responding to Non-Attendance and Poor Attendance

If a pupil fails to attend school and no notification as to the reason for the absence is received, the school will telephone the parents once the registers are closed.

The parents of any child whose attendance falls below 85% in any two term period will be notified of the school's concern and offered a meeting to discuss the matter with the head teacher. Attendance will then be monitored during the next period. If attendance does not improve, parents will be required to attend a meeting with the Head Teacher and Educational Welfare Officer where attendance targets will be set for the next period and a plan of support agreed to help the parents and pupil improve attendance.

Lateness

The school encourages pupils to arrive on time to ensure a prompt start to lessons. Pupils should arrive at school between 8.45 and 8.55am.

At 9.00am doors will be closed and any pupil arriving after this time needs to enter through the front door as the rear doors will have been secured by the teacher on duty.

If the registers have closed by the time of arrival, parents are requested to sign their child in to school. When a pupil arrives after the register has closed they will be marked with an unauthorised absence for that session with a letter 'L' to show they are on site.

In the event of bad weather, registers will remain open for a longer period.

Holiday Authorisation

Eagle School is committed to providing a full and efficient education for all pupils. The staff and Governors believe that all pupils benefit from the education that the school provides and therefore from regular school attendance.

The school may approve absence in advance for a pupil to be away provided a satisfactory reason of 'exceptional circumstance' can be given, for example: family bereavement, days of religious observance, operations or other medical/dental treatment. In some 'exceptional circumstances' the school may also approve absence for other reasons.

However, time off school for family holidays is not a right. Holidays should be taken within the school holiday periods. Please see Appendix for specific guidance on taking children out of school in term time.

9 Health Matters

Health Services

The school nurse is available to advise and give guidance on any matters of concern relating to the health and hygiene of the pupils.

School Nurse, North Hykeham Clinic, 502010

Illness and Accidents in School

If a child is ill or has an accident during the school day, it may be necessary to contact the parents. Where possible parents are asked to ensure that as many telephone numbers as possible are given to the school. Where a child has sustained a bump to the head or an injury resulting in a mark the school will send a note home informing parents.

Toilet Accidents

We understand that children occasionally have toileting accidents and this is not unusual. It is the schools policy to deal with 'wet accidents' and send the dirty clothes home in a carrier bag. If the accident involves soiling, parents will be called to clean and change their child. Any difficulties regarding toilet training should be discussed with the Head teacher prior to admission so that a Care Plan can be agreed.

Medication in School

The school's policy is not to administer medicines to children in school time.

Children who are receiving short term medication (such as antibiotics) should remain at home until the course is finished. If, in a particular case, a child is considered by the GP to be fit for return to school, but still needs to complete a course of drugs, the timing of dosages can be adjusted easily so that no lunchtime dose is necessary.

We would be grateful, therefore, if you would not send medicines to school for us to administer. However, where children have longer term medical problems, exceptions to this policy may be discussed with the Head Teacher.

We keep a record of all medical needs through the use of a Health Care Plan. For those children who carry inhalers and may need to use them in school class teachers are happy to keep inhalers safe for younger children, but we do encourage children to take responsibility for their own inhalers as soon as they are able.

Infectious Diseases

In order that children's diseases be controlled, we are required by the Health Authority to exclude children from school for certain minimum periods.

We therefore list the most common of these diseases with the minimum period of exclusion, though we must add that it is not unusual for recovery in some children to take longer than the recommended minimum period.

<u>Disease</u>	<u>Minimal period of exclusion</u>
Chicken pox	5 days from onset of rash
German measles	6 days from onset of rash
Measles	4 days from onset of rash
Mumps	5 days after onset of swelling
Whooping cough (Pertussis)	5 days from commencing antibiotic treatment
Scarlet Fever	24 hours from commencing antibiotic treatment
Diarrhoea & Vomiting	48 hours from last attack
Cold sores	None (reinforce thorough hand-washing skills)
Hand, Foot & Mouth	None
Slapped Cheek	None
Head Lice	None
Viral Meningitis	None
Tonsillitis	None
Conjunctivitis	None (reinforce thorough hand-washing skills)
Ring/Threadworm	Not usually as long as treatment in place
Impetigo	Until lesions crusted and healed or 48hrs from commencing antibiotic treatment

10 Additional Information

Charges for School Activities

The 1988 Education Reform Act includes a section on charging for activities organised by schools such as day visits, swimming and residential weeks.

The section says that there is no obligation on parents to contribute and no pupil should be omitted from the activity because his or her parents were unwilling or unable to contribute.

However, the section also makes it clear that an activity may not take place if parents are reluctant to support it.

The Governors believe such visits to be valuable, interesting and worthwhile and the school will continue to organise such visits and ask for voluntary contributions from parents to cover the costs.

However, if there are insufficient parental contributions to cover the cost of a visit then, unfortunately, it will not take place.

Parents can access a copy of the School Charging and Remissions Policy at the school office.

Swimming

Swimming is a compulsory part of the National Curriculum.

We use qualified swimming instructors and teach swimming at the poolside for a full hour lesson in order to ensure that our pupils are able to swim 25m by the end of their primary education.

Parents are invited to make a contribution to the school fund to help cover the cost of coach hire. It is collected on swimming mornings or at the beginning of the swim-term.

All swimmers must wear proper trunks and suits and a bathing hat for girls. No jewellery should be worn during swimming lessons including earrings. We ask that earrings are removed at home on swim days.

School Uniform

We have a school uniform which we encourage all children to wear, this includes:

- Reversible Fleece/Raincoat (optional)
- Burgundy Sweatshirts/Cardigans (emblem option available)
- Light Blue Polo Shirts (emblem option available)
- Grey Trousers/Skirts/Shorts
- Light Blue Check Summer Dresses

Items can be purchased from Uniform Direct on Lincoln High Street or by internet from TESCO.

P.E. Kit

For health and safety reasons it is important that children are properly dressed for any physical activity. No jewellery should be worn for P.E. Long hair must be tied back.

Our uniform for PE is as follows:

- Burgundy Shorts
- Light Blue T-shirt (emblem option available)
- Plimsolls/Trainers
- Black/Navy/Grey Track-suits or Sweatshirt/Joggers for winter games

PE kit should be kept in the named drawstring bag provided by the school. Any child who does not have appropriate P.E. kit in school, will not be able to participate and be given alternative/related work. We advise parents to send P.E kits to school on a Monday and leave them in school all week.

All items of uniform, including P.E kits and shoes, should be clearly named.

Jewellery

We do not allow any jewellery to be worn in school except for a practical watch (fashion items are not permitted) and stud earrings, if essential. We prefer children not to wear jewellery for their safety, as they can be easily caught.

All items must be removed by the child before PE.

School does not accept any responsibility for any items.

Appendices

Appendix 1

List of School Staff

Head Teacher:	Mrs H Adams
Senior Teacher:	Mrs C Johnstone
Teacher:	Mrs C Haynes
Teacher:	Mrs S Luddington
Teacher:	Mr M Watson
School Business Manager:	Mrs D McCutcheon
Senior Teaching Assistant:	Ms D Egan
Teaching Assistant:	Mrs R Damarell
Teaching Assistant:	Mrs M Higginson
Teaching Assistant/1:1	Mrs K Cottier
Lunch time Play Worker:	Mr P Burgess
Sports Specialist:	Mr L Rollinson
Music Specialist:	Mrs G Dukering
Midday Supervisor:	Mr A Hartnell
Midday Supervisor:	Mrs K Cottier
Before School Club Leader:	Mr A Hartnell
After School Club Leader:	Mrs M Morris
Caretaker:	Mrs V Ridout
Clerk to the Governors:	Mrs F Dick

List of Governors

Mrs B Faulder	LA (Chair of Governors)
Mr B Degruchy	Parent (Vice Chair of Governors & Resources Chair)
Mr S Nicholson	Associate (Health & Safety)
Mrs K Atkinson	Co-opted (Link Governor)
Mrs D Chennells	Co-opted
Mr S Roberts	Parent (Website)
Ms S Meanwell	Co-opted (Standards Chair)
Mr R Adkin	Parent
Mrs D McCutcheon	Associate (Resources)
Mrs C Johnstone	Staff Governor
Mrs H Adams	Head Teacher Ex-Officio
Mrs F Dick	Clerk to Governing Body

Appendix 2



Eagle Community Primary School

Inspection report

Unique reference number	120376
Local authority	Lincolnshire
Inspection number	380002
Inspection dates	5–6 July 2012
Lead inspector	Glynn Storer

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	James Thomas
Headteacher	Hayley Adams
Date of previous school inspection	22 November 2007
School address	Scarle Lane Eagle Lincoln LN6 9EJ
Telephone number	01522 868354
Fax number	01522 868354
Email address	enquiries@eagle.lincs.sch.uk

Age group	4–11
Inspection date(s)	5–6 July 2012
Inspection number	380002

Introduction

Inspection team

Glynn Storer

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed seven lessons and in doing so, saw most of the school's four teachers on more than one occasion. He held meetings with groups of pupils, governors and staff, observed the school's work, and looked at the school's self-evaluation, improvement planning and pupils' performance data. The inspector considered the views of the 41 parents and carers who returned inspection questionnaires, as well as those of pupils and staff.

Information about the school

This school is smaller than the average-sized primary school. Almost all pupils are from White British backgrounds. Of the very few with minority ethnic heritage, none is at an early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is low. The proportion of pupils who are supported at 'school action plus' is about average. These pupils mainly experience moderate learning difficulties or behavioural, emotional and social difficulties. None of the current pupils has a statement of special educational needs. The current headteacher was seconded to the school in 2009 and appointed to the post in 2010.

The school meets current government floor standards, which set minimum expectations for pupils' attainment and progress. It has also gained the Basic Skills Ten Year Quality Mark and has Healthy Schools status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Provision and outcomes have improved considerably during the last two years. It is not outstanding because pupils' progress, though securely good over time, varies from class to class, and the curriculum is not yet strong enough to promote rapid progress.
- Pupils of all ages, abilities and backgrounds, including disabled pupils and those who have special educational needs, achieve well. Attainment in all key subjects is above average throughout the school.
- Teaching is typically good, and at times outstanding. This is especially so in upper Key Stage 2, where progress accelerates. Pupils benefit from lessons that are highly enjoyable but also challenge them intellectually. Nevertheless, there are times when teachers do not make the best use of the time available and inconsistencies in teachers' marking, day-to-day assessments and the use of pupils' targets occasionally slows their progress.
- Good behaviour and constructive relationships promote a safe and harmonious atmosphere that pervades the school. Pupils readily rise to the challenge of tasks that make demands on them. Their positive learning-related behaviour improves the progress that they make.
- The effective leadership of teaching in all phases, including the Early Years Foundation Stage, is responsible for improvements that are evident throughout the school. The headteacher's robust management of the performance of all staff and the introduction of improved management procedures are successfully maintaining the impetus of improvement. The curriculum promotes secure learning in most subjects. The school is seeking to improve learning and achievement by introducing new approaches to curriculum content, planning and delivery. Early indications are encouraging but it is too early to evaluate the impact of this initiative.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- By September 2013, increase the frequency of good and outstanding teaching to improve pupils' progress across the school by:
 - ensuring that all teachers use time effectively and maintain a consistently brisk pace throughout learning activities
 - extending good practice in the marking of writing to all subjects, and ensuring that pupils receive and have regular opportunities to act upon advice on how to improve their work
 - ensuring that all staff give regular reminders about personal targets, so that pupils always know what they are aiming for.

- By September 2013, firmly establish the current plans to extend the curriculum and add to the relevance of pupils' experiences in all subjects by:
 - giving pupils an even greater say in the content of the curriculum so that all topics are both interesting and relevant to them
 - regularly including topics that confront issues affecting the school's immediate locality, the national scene and the wider world
 - ensuring that all topics immerse pupils in the subjects concerned and give opportunities for in-depth study.

Main report

Achievement of pupils

A very large majority of parents and carers responding to the inspection questionnaire felt that their children were making good progress and that their needs were met. One commented: '(Our child) loves getting up every morning and going to school. She is now coming on in leaps and bounds.' Such views are consistent with inspection findings.

Attainment on entry to the Early Years Foundation Stage varies considerably but in recent years, children have started school with skills and understanding broadly at the levels expected nationally for their age. Almost all children in the current year group have made good progress across the areas of learning, and the more-able children are beginning to work at levels normally expected in Year 1.

Attainment is rising year on year. Standards in reading, writing and mathematics are above average by the end of Key Stages 1 and 2. The (unvalidated) results of the 2012 national tests show that current Year 2 pupils have made good progress. In all key subjects their 2012 results improved on those of 2011. In Key Stage 1, standards in writing, though securely above average, are lower than in reading and mathematics. Almost all pupils in the current Year 6 have also made good progress in Key Stage 2, and for some, progress in particular subjects has been excellent.

Teaching in upper Key Stage 2 makes significant demands on pupils. For example, in

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an outstanding literacy lesson, pupils were tasked to produce scripts for a play, a 'radio' broadcast and a puppet show to be presented to younger pupils. They identified and responded exceptionally well to the requirements of these differing genres and excellent teamwork secured high-quality outcomes for pupils of all abilities. Because a strong work ethic prevails, pupils rise to such challenges and their progress accelerates.

Disabled pupils and those who have special educational needs make similar progress to that of all other pupils. The standards they attain by the time that they leave the school are typically higher than those attained by similar pupils nationally, and their progress is greater.

Quality of teaching

Pupils make good progress because most teaching is effective, even though the teaching team is still working to achieve consistency in all areas. This matches the views of the overwhelming majority of parents and carers, who believe that their children are taught well. One commented: 'I think teaching and all round support... are excellent.'

Teaching in the Early Years Foundation Stage provides children with a well-balanced diet of stimulating activities, teacher-led sessions and child-initiated, play-based learning that ensures children learn effectively and grow in independence. Older pupils respond well because the best lessons in both Key Stages 1 and 2 make learning fun but also make considerable demands on them. Expectations are high and a good balance of support and challenge inspires pupils to strive to succeed. For example, in a lesson on human growth and development (puberty) pupils in Years 5 and 6 coped exceptionally well with the sensitive subject matter, discussed issues sensibly and raised thoughtful questions, which took their understanding to a deep level. This lesson typified the teachers' effective promotion of pupils' spiritual, moral, social and cultural development.

When teaching is less successful, pupils spend too much time listening passively and do not have enough time to learn independently by doing things for themselves. Also, adults sometimes fail to notice when pupils have misunderstood and are therefore getting off to 'a false start' or simply do not know what to do next. When these things happen, pupils' progress is reduced. Marking has improved and there is some emerging good practice in the marking of writing. This is not consistent across all classes, nor does it extend to subjects other than English. Even the most constructive marking loses its impact when pupils are not given the opportunity to act on advice on how to improve their work.

The teaching of reading is effective. Most pupils say they enjoy books, take pleasure in reading and attain above average standards. The teaching of disabled pupils and of those who have special educational needs is good. These pupils have access to and benefit fully from all that the school has to offer. The effective use of ongoing assessment (tracking) has improved the teaching of these pupils by ensuring that

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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they get regular, often daily, inputs in those areas of learning where their immediate needs are greatest.

Behaviour and safety of pupils

Pupils' behaviour in and around the school is consistently good. They enjoy good relationships with one another, with older pupils showing care and consideration for younger friends. The large majority of parents and carers agree with the pupils that behaviour is good. A very small minority expressed concerns about behaviour that disrupts lessons. Staff care effectively for the small number of pupils who experience behavioural difficulties and so their impact on others' learning is minimal. School records and the lessons observed indicate that such incidents are now rare.

All parents and carers who expressed a view agreed that their children feel safe in school. Pupils confirm this. They have a good understanding of different forms of bullying, know how to combat them and have confidence in staff to deal with any minor incidents that occur.

Children begin to acquire positive learning behaviour from the time that they enter Reception. By the time pupils leave the school, most develop constructive attitudes to learning and to school life. They cooperate well with others and are capable of good levels of independence and/or collaboration. Enjoyment of school and this positive approach to learning add to pupils' progress and are factors in their above-average rates of attendance.

Leadership and management

At the heart of the successful drive to improve the school's provision and outcomes has been the determination of the headteacher, senior staff and governing body to build quality and consistency. Rigorous approaches to monitoring, assessment and the tracking of pupils' progress, along with 'in-house' examples of effective teaching and the sharing of expertise, have underpinned improvements in teaching and achievement across the school. The management of provision for disabled pupils and those who have special educational needs embodies rigorous approaches to promoting equality and tackling discrimination. As a result, the school is an inclusive and harmonious community. Team spirit is strong. All staff share the headteacher's ambition to improve the school, and it has empowered other leaders by providing the necessary training, time, and resources for them to do a good job. As a result, the school has improved considerably since its last inspection. Standards are higher, planning for school improvement is more thorough, and the use of tracking to set challenging targets for all pupils and to plan support for any who are at risk of falling behind is more effective.

The senior leadership team is devising a new thematic, skills-based curriculum. Pupils are already having a strong input into the content of particular topics, so they are learning about things that really interest them. Furthermore, a focus on topics that are of local significance, such as the impact of adverse weather or the economic

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downturn on the farming industry, is beginning to give added relevance to pupils' work. Central to the new curriculum is in-depth study and levels of engagement that bring out the best in pupils. Initial trials have been positive but it is too soon to evaluate the full impact of this exciting initiative. The current curriculum promotes pupils' spiritual, moral, social and cultural development effectively. Topics that enable pupils to confront global issues, to experience at first hand the religious and cultural diversity of modern Britain, or to participate in local community events, strengthen these areas of pupils' development and will remain equally prominent in the new arrangements.

The governing body is conscientious in overseeing the school's work and ensuring that safeguarding arrangements meet current requirements. Its members are independent in their monitoring. This gives them a real voice in school self-evaluation and adds to their authority when they challenge the school about what it achieves. The school's record of improvement since its last inspection, robust procedures for managing the performance of all staff and strengthened governing body monitoring give the school a good capacity for sustained improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Latest Published SATs School Results 2015

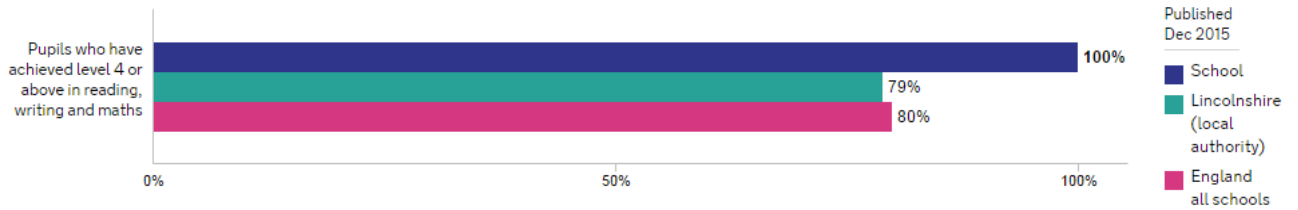
Performance at key stage 2 in 2015



Headline measures of performance

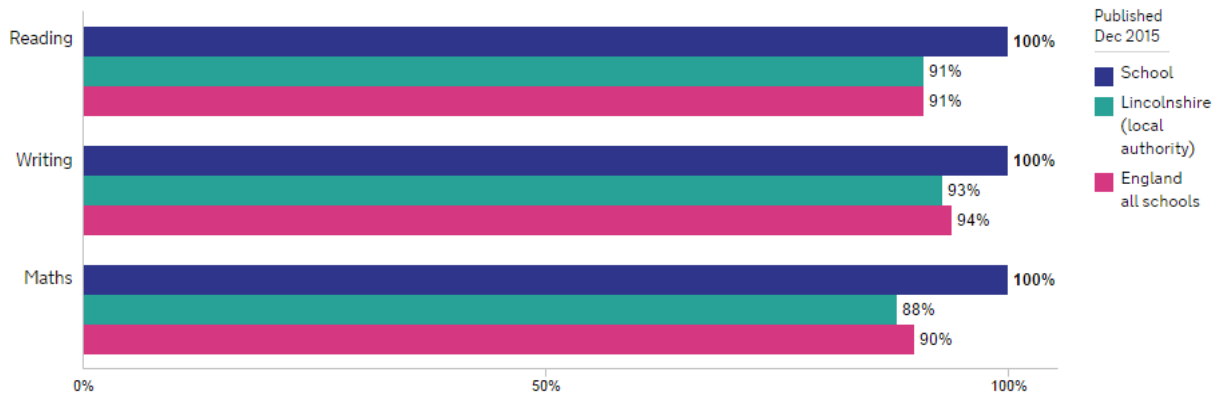
Key stage 2 results for pupils who, for the most part, finished year 6 in 2015. These are the most important measures used to monitor school performance.

Key stage 2 achievement



Pupil progress since key stage 1

Pupils who have made 2 or more levels of progress between key stage 1 and key stage 2 in:



Key Stage 1 SATs Results 2016

These tables show the percentage of eligible children at the end of key stage 1 achieving each outcome in the school in 2016.

The number of eligible children is: 10 .

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT								
	Percentage with each outcome							
	HNM	BLW	PKF	WTS	EXS	GDS	A	D
Reading		0	10	10	60	20	0	0
Writing		0	10	30	60	0	0	0
Mathematics		0	0	20	40	40	0	0
Science	20				80		0	0

HNM Has not met the required standard for most 7-year-olds

BLW Below the standard of the pre-key stage - to be reported with P-scales or NOTSEN as appropriate

PKF Pre-key stage foundation

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth at the expected standard

A Absent

D Disapplied

Key Stage 2 SATs Results 2016

These tables show the percentage of eligible children at the end of key stage 2 achieving each outcome in the school in 2016.

The number of eligible children is: 15

20% PERCENTAGE OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Figures may not total 100 per cent because of rounding.

TEACHER ASSESSMENT													
	Percentage with each outcome												
	HNM	BLW	PKF	PKE	PKG	WTS	EXS	GDS	A	D	L	F	P
Reading	33	0	0	0	0		67		0	0	0	0	0
Writing		0	0	0	0	33	54	13	0	0	0	0	0
Mathematics	27	0	0	0	0		73		0	0	0	0	0
Science	33						67		0	0	0	0	0

TEST RESULTS													
	Percentage with each outcome												
	A	B	L	M	T	F	P	H	Q	AS	NS	CA	CN
Reading	0	0	0	0	0	0	0	0	0	53	47	0	0
Grammar, Punctuation & Spelling	0	0	0	0	0	0	0	0	0	67	33	0	0
Mathematics	0	0	0	0	0	0	0	0	0	67	33	0	0

HNM Has not met the required standard for most 11-year-olds.

BLW Below the standard of the pre-key stage - to be reported with P-scales or NOTSEN as appropriate

PKF Pre-key stage foundation

PKE Pre-key stage early development

PKG Pre-key stage growing development

WTS Working towards the expected standard

EXS Working at the expected standard

GDS Working at greater depth at the expected standard

AS Achieved Standard

NS Not achieved Standard

Appendix 4

School Term Dates For 2016/2017 Academic Year

Term 1 ~ Monday 5th September 2016 to Friday 21st October 2016

Term 2 ~ Tuesday 1st November 2016 to Tuesday 20th December 2016

Term 3 ~ Wednesday 4th January 2017 to Friday 10th February 2017

Term 4 ~ Monday 20th February 2017 to Friday 31st March 2017

Term 5 ~ Tuesday 18th April 2017 to Friday 26th May 2017

Bank Holidays ~ Monday 1st May and Monday 29th May 2017

Term 6 ~ Monday 5th June 2017 to Wednesday 19th July 2017

School Term Dates For 2017/2018 Academic Year

Term 1 ~ Tuesday 5th September 2017 to Friday 20th October 2017

Term 2 ~ Tuesday 31st October 2017 to Tuesday 19th December 2017

Term 3 ~ Wednesday 3rd January 2018 to Friday 9th February 2018

Term 4 ~ Monday 19th February 2018 to Wednesday 28th March 2018

Bank holidays ~ Good Friday 30th March & Easter Monday 2nd April 2018

Term 5 ~ Monday 16th April 2018 to Friday 25th May 2018

Bank Holidays ~ Monday 7th May & Monday 28th May 2018

Term 6 ~ Monday 4th June 2018 to Friday 20th July 2018

Appendix 5

Eagle CP School's Absence Guidance to Parents

Eagle School is committed to providing a full and rounded education for all pupils. The staff and Governors believe that all pupils benefit from the consistency in education that the school provides and therefore from regular school attendance.

The school may approve absence in advance for a pupil to be away provided a satisfactory reason can be given, for example: family bereavement, days of religious observance, operations or other medical/dental treatment.

In “exceptional circumstances” the school may also approve absence so that a pupil can take a family holiday. However, time off school for family holidays is not a right and should never exceed 10 days. Examples of when exceptions may happen are:

- When service personnel are prevented from taking holidays outside term-time
- When a family needs to spend time together to support each other during or after a crisis.

The following reasons are not justifiable for taking holidays in term time:

- Availability of cheap holidays: desired accommodation; preferred flights/location
- Shopping trips/Birthdays/Anniversaries
- Attending sports/arts events as a spectator
- Take part in protests

The school asks that parents request time-off for term-time holidays in advance of the event, so that the application can be considered in the best interests of the pupil. It is advisable that the school is approached before any holiday/travel arrangements are booked, as requests for time off may not be granted. In this case, the absence will be unauthorised and these percentages affect application to desired secondary school settings.

Each application for absence in term-time will be considered on its own merits, but the following issues are likely to be taken into account before it is authorised:

- Length of absence and frequency of requests for leave
- Pupil's age and general absence/attendance record
- Proximity of tests/assessments
- Purpose of the leave
- Pupil's educational needs, particularly their ability to catch up the work missed.

Following an application for leave, the school will consider the request and inform the parents of the pupil of the decision to authorise the absence. The Governing body are ultimately responsible for considering such applications but it is likely that that in most cases this will be delegated to the Head Teacher. If the parents feel aggrieved by the Head Teacher's decision, they have the right to appeal to the Governors.

Please bear in mind that the decision to authorise absence in term-time rests with the School and parents should not assume that all requests will be granted. This arrangement exists to deal with unusual circumstances. The 10 days are not an “annual leave entitlement” for all pupils, but allow for flexibility to respond to difficult circumstances.

The school and Governing Body hope that you can work in partnership with us to keep absences to a minimum. Together, we can strive to provide the best possible primary education for all pupils.