

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

*Jayne Watson
Executive Head Teacher*

*Wendy Daley
Head of School*

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:

- Perseverance
- Respect
- Integrity
- Diligence
- Empathy

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 teachers work alongside our Little Eagles Pre-School and Nursery to support our creative, child initiated, play-based curriculum across our Early Years Foundation Stage department. We also maintain a close liaison with provision 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 on site spent on teaching, registration, breaks and lunchtimes, is 32.5 hours.

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 Weekly Assembly (act of Collective Worship)

Each week we have an Assembly which reinforces local, national and global events, British Values and upholds a Christian ethos. Parents are entitled to withdraw their children if there is a religious theme.

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 fortnightly on Fridays 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

Before School Club (Additional cost)	7.45am
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
Afternoon School begins	1:00 pm
Afternoon break	2.30pm KS1
School Day ends	3.25pm
After School Club (Additional cost)	5.30pm

Details of School Day Procedures

- School starts at 8.55am, so that registration is completed by 9.00am.
- We unlock the site at 8.45am and a member of staff will come out on duty with Before School Kids Club.
- 8.45-8.55am is a social time, for friends and families to gather, therefore we politely request no running/equipment use.
- As the site is open, we ask that you stay with your child unless they are signed up to lone travel.
- Entrance can be via the front side field gate or the rear field gate, with waiting on the playground.
- In very wet weather, entrance to school is immediate via the rear corridor doors.
- Messages should come to the school office, to ensure that duty staff can focus fully on the children.
- Staff will ensure that children enter school and the door is secured.
- Children must not open any door to anyone known or otherwise – they are not being rude, they are being safe 😊
- Please inform school if your child will be collected by an adult other than the norm.
- Only children in Year 6 will be allowed to walk alone within the village if a written request is received.
- School will contact parents of Year 6 children arriving unsupervised and without written consent.
- Children will exit school via the nearest door adjacent to their classroom, seen out one by one.
- Children must not walk beyond their teacher and must identify their collecting adult.
- If a child is not collected contact will be made using the numbers provided as listed.
- If the delay requires additional care, an After School Club session will be charged accordingly.
- If contact cannot be made, this may result in a call to social care for the safeguarding of the child involved.
- Parents should inform school immediately if any contact details change.
- Families are permitted to stay for children to use the equipment, at the end of the school day; however this is at your own risk.
- Scooters and cycles must be wheeled off site (as tempting as our large playground is).

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 3.25pm. It is school policy to only release children in Reception to Year 5 into the care of a responsible adult. Any parent of a child in 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 £2.40 per day or children may bring a packed lunch. If you think your child may be entitled to Free School Meals please apply through <https://www.lincolnshire.gov.uk/school-pupil-support/apply-free-school-meals> . 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 run a Before School Breakfast club and an After School Activity club. There are also extra-curricular clubs throughout the academic year which you will be informed about via email as they commence. Clubs are booked termly, either with school or outside companies, whereas our Before and After School Activity club aims to be flexible, affordable and meet your needs as and when they crop up – details are available in the school office.

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 and reflect our rights and values. The children reflect on their own class charter for learning which 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. An informal celebration assembly is held weekly to which parents are invited.

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 recognition of positive behaviours seen in school during the day. It is best likened to school-specific, one-way social media site which gives you a window on your child's time at school.

We discipline using a Restorative Approach to help resolve conflict by repairing relationships. It provides an opportunity to explore what has happened during times of an incident or conflict, think about who and how someone has been affected and be part of coming up with a solution.

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 9.00 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.

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 expect all children to wear, this includes:

- Light blue polo shirt – with the school logo or plain
- Burgundy sweatshirt or cardigan – with the school logo or plain
- Grey pinafore dress, skirt, trousers or shorts
- Summer dress – gingham check in blue and white
- Black or grey socks, grey tights or white socks worn with summer dress
- Sensible black footwear (trainers and shoes with heels should not be worn to school).
- It is recommended that children wear a waterproof coat appropriate for the season – a burgundy reversible fleece and raincoat is also available from our uniform suppliers.

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.

Pupils should come to school wearing their P.E. kit on days that they have P.E.

Our uniform for PE is as follows:

- Burgundy shorts
- Light blue T-shirt – with the school logo or plain
- Plimsolls or trainers
- Children are encouraged to have a tracksuit or sweatshirt and joggers/ leggings to wear during outside P.E. lessons in the event of cold weather. These should be plain and coloured black, navy or grey.

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

School uniform with the school logo can be purchased from;

- Nationwide School Uniform www.nationwideschooluniforms.co.uk
- Uniform Direct on Lincoln High Street www.uniform-direct.com
- Myclothing www.myclothing.com

Plain items without the school logo can be purchased from any retailer.

Pre-loved uniform may be purchased from Friends of Eagle School, subject to availability.

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

Executive Head Teacher:	Mrs J Watson
Head of School	Mrs W Daley
Teacher:	Mr J Anderson
Teacher:	Mrs C Haynes
Teacher:	Mrs S Luddington
Teacher:	Mr M Watson
School Business Manager:	Mrs D McCutcheon
Administrator/Clerk to the Governors:	Mrs F Dick
Senior Teaching Assistant:	Ms D Egan
Teaching Assistant:	Mrs R Damarell
Teaching Assistant/1:1:	Mrs M Higginson
Teaching Assistant/1:1	Mrs S Thackeray
Teaching Assistant/1:1	Mr A Hartnell
Teaching Assistant/1:1	Mr C Leach
Teaching Assistant/ Midday Supervisor	Mrs J Brown
Little Eagles Childcare Assistant:	Mrs D Smith
Little Eagles Childcare Assistant:	Vacancy
Lunch time Play Worker:	Mr A Hartnell
Sports Specialist:	Mr A Coatsworth
Before School Club Leader:	Mr A Hartnell
After School Club Leader:	Mrs D Smith
Caretaker:	Mr L Christer

List of Governors

Mrs E Tiffin	Parent (Chair of Governors)
Mrs Hilton	LA Governor (Vice Chair of Governors/Chair Resources)
Mrs A Cook	Co-Opted (Chair Standards & Curriculum/ SEND Governor/ Safeguarding Governor)
Mrs S Jacklin	Co-Opted
Mr C Cook	Co-Opted (Health & Safety Governor)
Mr P Perrin-Brown	Parent
Mr S Marlor	Parent
Mrs D McCutcheon	Associate (Resources)
Mr Watson	Staff Governor
Mrs J Watson	Head Teacher Ex-Officio
Mrs W Daley	Head Teacher Ex-Officio
Mrs F Dick	Clerk to Governing Body

Appendix 2

School report



Inspection of Eagle Community Primary School

Scarle Lane, Eagle, Lincoln, Lincolnshire LN6 9EJ

Inspection dates: 8 and 9 May 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Good



What is it like to attend this school?

Pupils are very proud of the school. They feel safe and are happy at the school. They are welcoming, polite and respectful. They look out for each other and care for one another. The school has a strong sense of community. Pupils consistently meet high expectations of behaviour. Pupils behave very well.

The school has recently reviewed its vision and values. Staff and pupils aspire to live the values of 'perseverance, respect, integrity, diligence and empathy'. The school is currently resetting higher expectations of pupils' learning, including for children in early years. Leaders are improving the school and the school is beginning to fulfil its motto, 'small school, high flyers'.

Pupils value the range of clubs, for example, they like the choir, sporting teams, craft and comedy clubs. Pupils relish the leadership opportunities available to them. They form memorable experiences of their time at school.

Parents and carers are positive about recent improvements. One parent, typical of many, stated, 'Parents feel listened to and engage much more with the school. I know more about my children's progression in the classroom. There are visible improvements to the teaching, the grounds, the equipment and the opportunities presented to the children.'

What does the school do well and what does it need to do better?

The school has recently undergone much change in leadership. Leaders, including governors, have an accurate understanding of the school's strengths and priorities for development. Their self-evaluation and development planning prioritises the right actions to improve the school's provision. Staff are beginning to benefit from training opportunities to improve their practice.

The school is focused on raising the expectations that staff have of pupils' learning. The curriculum enables pupils to achieve well. However, leaders are aspirational for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve even better outcomes in all subjects. The school is developing ambitious curriculums in reading, mathematics and science. These subject curriculums are more ambitious than was previously the case. However, teachers do not always deliver these curriculums consistently well. This means pupils do not always learn as well as they could.

The school's wider curriculum gives pupils opportunities to learn across a range of subjects. However, these subject curriculums are not sufficiently ambitious. The school has not clearly identified the precise knowledge and skills that pupils will learn over time. Teaching is largely focused on resources and activities, as opposed to ensuring that pupils are appropriately challenged to build on, and deepen their learning. Approaches to check pupils' learning are not consistently effective in a range of subjects.



Leaders have prioritised reading. Staff have been trained to understand the school's new phonics scheme. Pupils are assessed regularly. They are taught in groups that match their reading abilities. Resources are matched well to the phonics pupils are learning. Additional phonics sessions are provided for pupils who need to catch up with their peers. However, in order, for pupils to get a good start in their reading, phonics needs to be taught more consistently. Pupils enjoy being read to during story time.

The school has a secure understanding of the needs of pupils with SEND. Leaders identify these pupils' needs effectively and work well with external specialists, when needed. These pupils are well-cared for.

The school has recently invested much in the early years provision. This serves to enhance an environment that supports children's development and learning. Staff are very caring. There is a focus on activity rather than learning. Children play enthusiastically. However, children are not fully supported to build their learning and skills as well as they could. The school is beginning to think carefully about the key learning that children will gain through their exploration and play. This includes, for example, focusing on how children will gain from adult interactions to support early communication and language skills.

Opportunities for pupils' personal development are good. The school has a coherent and well thought through personal, social, health and economic (PSHE) education curriculum. Staff enable pupils to learn about age-appropriate relationships and sex education, healthy living and how to be safe. There is a strong focus on valuing pupils' social devolvement. Pupils learn the importance of equality, diversity and respect. They deepen their understanding of right and wrong. They are actively involved in the community and are prepared well for life in modern Britain. Pupils enjoy a range of trips, including residential that enrich their learning.

The school is mindful of staff workload and well-being. Staff morale is positive. Staff are proud to be part of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has rightly focused on raising the aspiration and the ambition of core subject curriculums. However, these core subject curriculums are not consistently implemented well. As a result, pupils do not learn as well as they could. The school must continue to improve teaching, thus enabling all pupils to know and remember more in their English, mathematics and science learning.



- The school's foundation subject curriculums are not sufficiently ambitious. As a result, pupils do not build key subject knowledge, understanding and skills well enough during their time at school. The school must develop and implement ambitious foundation subject curriculums that are progressive and are well-sequenced, thus enabling all pupils to deepen their learning in all subjects.
- The early years provision is focused on engagement and activity rather than being focused on purposeful activity that leads to specific learning over time. As a result, children are not fully supported to build their learning and skills as well as they could. The school must ensure that the early years' curriculum, and its effective implementation, enables children to get off to a great start to their schooling and are very well prepared for key stage 1.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).



School details

Unique reference number	120376
Local authority	Lincolnshire
Inspection number	10298415
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair of governing body	Emma Tiffin
Headteacher	Jayne Watson (Executive headteacher) Wendy Daley (Head of school)
Website	www.eagleprimary.org.uk
Date(s) of previous inspection	25 January 2023, under section 8 of the Education Act 2005

Information about this school

- The Governors appointed an interim executive head teacher and a head of school who took up their posts in January 2024. This followed the departure of the previous headteacher in December 2023. The governors have appointed a substantive headteacher who will take up post in September 2024.
- The school has provision for two-year-olds.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's educational provision.



- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of school and other leaders. They met with governors, including the chair. They spoke with a local authority officer, remotely.
- Inspectors carried out deep dives in the following subjects: reading, mathematics and science. For each deep dive, inspectors held discussions about the curriculum, visited sample lessons, spoke to teachers and pupils about their learning and looked at samples of pupils' work. They listened to pupils read.
- Inspectors looked at a range of other subjects, including religious education, geography and computing. They visited lessons and sampled pupils' work.
- Inspectors met with the leaders of the early years provision, reviewed curriculum planning and visited lessons in Nursery and Reception classes.
- Inspectors met formally with groups of pupils to talk about the quality of education and other aspects of school life. They spoke with staff and pupils informally.
- Inspectors met with the special educational needs and disabilities coordinator and reviewed provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, pupils and parents; reviewed safeguarding records; and considered the extent to which the school has created an open and positive culture of safeguarding that puts pupils' needs first.
- Inspectors reviewed a range of documentation. They looked at the school's website and published information about the school's provision, policies, self-evaluation and development plan.
- Inspectors considered the free-text comments submitted by parents who completed Ofsted Parent View. Inspectors considered the views expressed by parents who inspectors met as the end of the day. Inspectors reviewed the responses to Ofsted's survey of school staff and pupils.

Inspection team

Chris Davies, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector



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Appendix 3

Latest Government Published SATs School Results

Eagle CP School 2022-23 Results

EYFS Results <i>(based on 9 pupils)</i>	2023 Eagle Results	Lincolnshire Results	National Results
% Achieved good level of development (GLD)	66.6%	TBC	67.2%
% EXPECTED across all Early Learning Goals	66.6%	TBC	65.6%
% Pupils in bottom 20 percent	33.3%	TBC	Not available
Average point score	29.5	TBC	14.1

Year 1 Phonics Results <i>(based on 14 pupils)</i>	Eagle Results	Lincolnshire Results	National Results
% Working at (WA)	85.7%	TBC	79.5%
Average Point Score	34.3	TBC	TBC

KS1 Results <i>(based on 10 pupils)</i>	% achieving EXPECTED	Lincolnshire Results	National Results	% achieving GREATER DEPTH	Lincolnshire Results	National Results
Reading	100%	TBC	68.0%	50%	TBC	18.0%
Writing	100%	TBC	59.4%	10%	TBC	7.5%
Maths	100%	TBC	70.3%	40%	TBC	15.6%
RWM Expected Combined	100%	Lincolnshire	TBC	National	55.4%	

KS2 Results <i>(based on 8 pupils)</i>	% achieving EXPECTED	% achieving GREATER DEPTH	Average Scaled Score	National EXPECTED	National GREATER DEPTH	School Progress Measure
Reading	100%	40%	108.6	73%	29%	TBC
Writing	75%	12.5%	~	71%	13%	TBC
GPS	75%	25%	104.1	72%	30%	TBC
Maths	75%	37.5%	105.5	73%	24%	TBC
RWM Expected Combined	62.5%	Lincolnshire	TBC	National	59%	

Appendix 4

SCHOOL TERM DATES FOR 2023/2024 ACADEMIC YEAR

Term 1 ~ Wednesday 6th September 2023 to Friday 20th October 2023

Term 2 ~ Tuesday 31st October 2023 to Wednesday 20th December 2023

Bank Holidays ~ Monday 25th & Tuesday 26th December 2023

Term 3 ~ Wednesday 3rd January 2024 to Friday 9th February 2024

Term 4 ~ Monday 19th February 2024 to Thursday 28th March 2024

Bank holidays ~ Good Friday 29th March & Easter Monday 1st April 2024

Term 5 ~ Tuesday 16th April 2024 to Friday 24th May 2024

Bank Holidays ~ Monday 6th May & Monday 27th May 2024

Term 6 ~ Monday 3rd June 2024 to Friday 19th July 2024

SCHOOL TERM DATES FOR 2024/2025 ACADEMIC YEAR

Term 1 ~ Wednesday 4th September 2024 to Friday 18th October 2024

Term 2 ~ Tuesday 29th October 2023 to Thursday 19th December 2024

Bank Holidays ~ Monday 25th & Tuesday 26th December 2024, Wednesday 1st January 2025

Term 3 ~ Monday 6th January 2025 to Friday 14th February 2025

Term 4 ~ Monday 24th February 2025 to Friday 4th April 2025

Bank holidays ~ Good Friday 18th April & Easter Monday 21st April 2025

Term 5 ~ Tuesday 22nd April 2024 to Friday 23rd May 2024

Bank Holidays ~ Monday 5th May & Monday 26th May 2024

Term 6 ~ Tuesday 3rd June 2024 to Tuesday 22nd July 2024

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.