



# East Boldon Junior School

# Prospectus



 Be the best that we can be 

# Welcome from the Head Teacher

I would like to take this opportunity to welcome you and your child to East Boldon Junior School. We provide a stimulating, happy and safe environment where children can thrive, learn and achieve. Our school ethos is 'Be the best that we can be'. Our school values stand proud in our school hall and the children refer to them regularly when describing behaviour and attitudes to learning. East Boldon Junior School is a popular, successful and inclusive school at the heart of a wonderful community. We are very proud to be the focal point for many community events. At our school, we believe it is important to form partnerships with parents. Parent workshops, curriculum weeks and arts performances give lots of opportunities for parents to become involved in the life of our school. I hope you enjoy exploring our website. If you are unable to find the information you need, please don't hesitate to contact us.

Mr T Shenton

Head Teacher

East Boldon Junior School



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# Message from the Governing Body

On behalf of the Governing Body at East Boldon Junior School, I am delighted to welcome you to our school.

The Governing Body participates in all areas of school life including finance, safeguarding, management of the premises and staff appointments. However, we believe that our most vital role is to have a clear focus on the safety, welfare, wellbeing and education of all children.

The school is fortunate to have a highly active, supportive Parent/Teacher Association who work hard to provide activities for children and support our school.

The Governing Body were delighted that Ofsted found the school to be Good in all areas. I pay tribute to the strong leadership, all staff, children, parents/carers, and fellow members of Governors for working hard in such a coherent, sustained way to achieve this.

On behalf of the Governing Body, we welcome you and hope that you and your child will fully enjoy being part of our school community.

Yours sincerely

Maureen Skevington

Chair of Governors



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# Our School Ethos and Values

At East Boldon Junior School we strive to



'Be the best that we can be.'



This can be seen through four simple values:

- Be ready to learn
- Be prepared to be challenged
- Be responsible for our actions
- Be kind to our school family

The bees around our school are a regular reminder of our ethos and the pupils are proud of the values that we hold.



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# Our Curriculum

At East Boldon Juniors we want to create memorable experiences for the pupils. We have developed a rich, exciting curriculum for pupils to intrigue, explore, test their thoughts and learn. Each unit contains strategically planned enrichment opportunities including special events, visits and visitors. We believe in a broad and balanced curriculum with hands-on learning at the core.

In the course of their four years in our school, all pupils will have the opportunity for educational visits, including residential visits to The Deep, Peat Rigg and Thurston.



Derwent Hill



Northumberland Zoo



Curriculum



Hands-on learning



Visits



Peat Rigg



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# Our Curriculum

Our Intent Plans map out Prior Learning, Key Skills, Key Knowledge and Vocabulary. Each unit comes with a Key Question that the pupils are challenged to answer in their studies. These documents can all be found on our website under the heading 'Curriculum'.



## Curriculum intent plan: Computing Overview



Year	Autumn	Spring	Summer
3	Emailing With attachments and cyberbullying  Programming: Scratch Using repetition or 'loops' and building upon skills  Online Safety	Journey Inside a Computer Inputs/Outputs and Purpose  Networks and the internet Concept of networks and how devices communicate  Online Safety	Digital Literacy Creating book trailers  Top Trumps Databases Understanding and using databases  Online Safety
4	Further Coding with Scratch Using variable in coding  Investigating Weather Researching and storing data and green screen video  Online Safety	Website Design Website creation and Google Sites  HTML Editing the HTML and CSS of a web page to change the layout of a website and the text and images  Online Safety	Collaborative Learning Google Docs, Slides, Form and Sheet  Computational Thinking Plugged and unplugged activities to develop the four areas of computational thinking.  Online Safety
5	Search Engines Research skills and finding accurate information  Micro-bit The meaning and purpose of programming  Online Safety	Mars Rover 1 Data transfer and binary code  Mars Rover 2 3D design skills  Online Safety	Programming Music. Sonic Pi or iPads/Chromebooks  Stop Motion Animations Storyboarding ideas, taking photographs and editing to create a video animation  Online Safety
6	Bletchley Park 1 Code breaking and password hacking  Bletchley Park 2 WWII and the first computers  Online Safety	Intro to Python Using the programming language of Python  Big Data 1 Barcodes, QR code and RFID  Online Safety	Big Data 2 Data Usage and Smart Schools  Skills Showcase Designing and promoting a new product  Online Safety

### English

**Study The Egyptian Gods and Demons Dendos.**  
**Discussion Task**  
To begin to recognise which persuasion text present a single viewpoint.  
To continue to explore the expression of different views through discussion, role play and drama.  
**Explanation Task**  
To read and analyse explanatory texts to identify key features.  
To apply summary processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate.  
To write explanatory texts independently, using the conventions mandated in shared writing.  
**Justification Task**  
To give clear and instructions to achieve the completion of a common task.  
To follow and instructions of increased complexity.  
To evaluate sets of instructions.  
**Storyboard**  
To develop understanding of story structure.  
To look for evidence of small details that authors use to write time, place and mood.  
To look for evidence of the way that characters behave in different settings.  
To plan complete stories by identifying stages in the telling.  
**Non-Chronological Report**  
To collect information to write a report in which two or more subjects are compared.  
To draw attention to the precision in the use of technical terminology.  
To plan, compare, edit, and refine short non-chronological comparative report.  
**Discussion**  
To read and analyse a range of persuasive texts to identify key features.  
To analyse how a particular view can most convincingly be presented.  
To evaluate advertisements for their impact, appeal, and honesty, focusing in particular on how information about the product is presented.  
To both orally and in writing, assemble and sequence points to plan the presentation of a point of view.  
To use writing frames if necessary, to back up points of view with illustrations and examples.  
To design an advertisement, such as a poster or radio jingle, on paper or screen.  
**POV**  
To describe the poem's impact and explain own interpretation by referring to the poem.  
To vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns and images to enhance a poem's meaning.  
To use language playfully to exaggerate or pretend.  
**Research**  
To watch or listen to third person accounts such as news or sports reports on television, radio or podcast.  
To identify the sequence of main events.  
To read examples of third person accounts and record the same event in a variety of ways.

### Mathematics

**Place Value**  
To identify, represent and estimate numbers using different representations.  
To read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of zero and place value.  
To count in multiples of 25.  
To count backwards through zero to include negative numbers.  
To find 100 more or less than a given number.  
To recognise the place value of each digit in a four-digit number.  
To order and compare numbers beyond 1000.  
To round any number to the nearest 10, 100 or 1000.  
To solve number and practical problems that involve place value and with increasingly large positive numbers.  
**Addition and subtraction**  
To add and subtract numbers with up to 4 digits using a formal written method.  
To estimate and use inverse operation to check answers to a calculation.  
To solve addition and subtraction two-step problems in contexts, deciding which operation and methods to use and why.  
**Length and Estimation**  
To convert between different units of measure.  
To estimate, compare and calculate different measures.  
To measure and calculate the perimeter of a rectangle figure in centimetres and metres.  
**Multiplication and Division**  
To count in multiples of 4, 9 and 1000.  
To recall multiplication and division facts for multiplication tables up to 12x12.  
To use place value, known and derived facts for multiplying and divide mentally.  
To recognise and use factor pairs and commutativity in mental calculations.

### Autumn Term Year 4 Ancient Egypt!

#### Music

**Musical Mile**  
To identify the character in a piece of music.  
To identify and describe the different purposes of music.  
To sing songs from memory with accurate pitch.  
To improvise using repeated patterns.  
To use notation to record compositions in a small group or on my own.  
To use notation to record and interpret sequences of pitches.  
**Classical and singing**  
To sing from memory with accurate pitch.  
To sing in tune.  
To maintain a simple part within a group.  
To pronounce words within a song clearly.  
To show control of voice.

#### Geography

**Ancient Egypt**  
To locate Egypt in the world using geographical language such as Equator.  
To locate areas of importance within Egypt such as major cities and landmarks.  
To understand the many reasons why the Nile was important and why people chose to live there.  
To understand that there were clear difficulties in living near the River Nile.  
To explain whether Egyptians will live near the River Nile today and why this may have changed through comparing and contrasting Ancient and Modern Egypt.

#### History

**Ancient Egypt**  
To plot events on a timeline using centuries.  
To use my mathematical skills to read up time difference inter centuries and decades.  
To explain how the lives of wealthy people were different from the lives of poorer people.  
To explain how historic items and artefacts can be used to help build up a picture of life in the past.  
To research what it was like for children in a given period of history and present my findings to an audience.

#### French

**As do you speak? Do you like my animals?**  
To understand and use animal vocabulary.  
To ask and answer the question 'As to an animal?'  
To say what my pet is called.  
To say how old my pet is.  
To ask others how old their pet is.  
To use adjectives to describe my pet.  
To say how many of my classmates have a particular pet.  
To say which animals I like and ask others which animals they like.

#### Art

**Formal elements of art**  
To experiment with the different marks that charcoal can make and represent words and phrases in an abstract way.  
To imprint texture and pattern into a piece of clay/plaster.  
To create prints by applying ink to the surface and placing a piece of paper on top.  
To draw several geometric shapes onto polystyrene foam and securing to a cork or large brick to create a stamp for a repeated pattern.  
To draw on images and then select a small section to trace into one square of a quadrant, then continuously flip and trace into the next square of the quadrant.  
To use a compass to make an image of overlapping and interlocking circles to recreate the sacred geometric symbol, the flower of life.  
**Slingshot Cars**  
To use kinetic energy to power slingshot cars.  
To design and make a slingshot car.  
To test the effectiveness in time trials.  
**Pyramids**  
To introduce pyramids architecture.  
To experiment with frame structures.  
To design a landscape and pavilion.  
To use a wider range of materials and construction techniques.

#### DT

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To experiment with frame structures.  
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#### PSHE

**Physical Health and wellbeing**  
To learn why people may eat or avoid certain foods.  
To learn about other factors that contribute to people's food choices.  
To learn about the importance of getting enough sleep.  
**Keeping safe and managing risk**  
To learn how to be safe in their computer gaming habits.  
To learn about keeping safe near roads, rail, water, building sites and around fireworks.  
To learn what to do in an emergency and basic emergency first aid procedure.

#### RE

**How religious people share their faith**  
To understand how a local church cares for people.  
To identify religious organisations or charities that help others and what they do.  
To understand why Christians help others by identifying what the Bible teaches them about caring for others.  
To understand how and why Jews help others.  
To understand how Jesus is depicted as the light of the world.  
To recognise the symbols in the Advent ring.  
To understand the messages of light in the world today.



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# Careers Benchmark

We are absolutely delighted to be one of a few Careers Benchmark Primary Pilot Schools. We have worked hard to develop a curriculum that inspires children and offers opportunities for pupils to learn about the world of work.

School has completed audits, action plans and case studies. In 2019 and has achieved the following improvements:

## Progress Data (% Achievement of Benchmarks)

	Audit 1 July 2019	Audit 2 July 2020	Audit 3 July 2021	Progress 2019 → 2021
Benchmark 1	0	11	100	100
Benchmark 2	0	17	50	50
Benchmark 3	0	17	67	67
Benchmark 4	30	70	100	70
Benchmark 5	14	71	86	72
Benchmark 6	20	60	100	80
Benchmark 7	33	33	50	17
Benchmark 8	0	17	33	33



Nissan



Centre for Life



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# Wellbeing

As a school, we know how much Wellbeing matters. Looking after your own and your child's mental health will have a positive impact on their wellbeing. At school, we are using '5 Ways to Wellbeing' to improve the mental health of our children, staff and our families. These five ways help us to do the things that keeps us healthy in body and mind.



Parents and governors joined us on this journey by attending our 'tea and talk' sessions in school. The ideas shared helped us to shape the project to meet the needs of our school community.

The school engages with Healthy Minds to support children and families in our school. They have had an amazing impact in our school.

Wellbeing Team – Victoria Boddy (Parent Governor), Gemma Thomas (Mental Health Champion) and Tim Shenton (Head Teacher)



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# Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Our school approach follows our ethos 'Be the best we can be!' We strive to follow this ethos in everything we do.

We have weekly Cultural Capital assemblies that raise aspiration, build resilience and widen experiences. The assemblies promote worldwide music with our weekly artist from 'Model Music Curriculum' including special events like Black History Month and Pride Week.



Example of one of our Cultural Capital assemblies



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# Wraparound Care and After School Clubs

We want children to love school! It is so important that we offer a wide range of exciting opportunities for children to hone their skills and provide platforms for learning at greater depth.

Every day, we offer Wraparound Care at our Beehive from 7:30am and until 5:30pm. If you wish to enquire about a place, please email [beehive@eastboldonjuniors.co.uk](mailto:beehive@eastboldonjuniors.co.uk)

We also offer a range of after school clubs throughout the year including:

Athletics  
 Basketball  
 Cricket  
 Dance  
 Dodgeball  
 Dance  
 Football  
 Hockey  
 Littlesticks Golf  
 Multi-skills  
 Netball  
 Orchestra  
 Science  
 Sewing  
 Tennis



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# Equality and diversity

At East Boldon Junior School, we value the individuality of all our pupils. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. We have a legal responsibility to ensure the elimination of discrimination and a statutory duty to ensure that all pupils receive their entitlement to a National Curriculum. We have a responsibility to make provision for children with special educational needs. This policy is intended to help ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.



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# Safeguarding and Child Protection

At East Boldon Junior School, we know that safeguarding is everyone's responsibility. In order to fulfil this responsibility effectively, all staff should make sure their approach has the best interests of the child at the heart of everything we do.

As a school, we feel that it is every child's right to be respected and protected by the adults who care for them. This means being protected from harm and neglect. Children and young people are safe from injury, bullying and discrimination, crime and anti-social behaviour and have security, stability and are well cared for in school. We aim to ensure that they are valued, supported and nurtured in a comfortable, safe and secure environment.

The Designated Safeguarding Leads are:



Tim Shenton



Kaye Seebacher



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# Pupil Premium

The Pupil Premium Grant is payable to schools and local authorities to provide funding to support the education of specific groups of students:

- Raising the attainment of disadvantaged students of all abilities to reach their potential.
- Supporting children and young people with parents in the regular armed forces.

The PPG is allocated to schools for disadvantaged children who are known to be eligible for Free School Meals (FSM) at any time during the previous six years, and to children who have been adopted from care or who have left care. There is also 'ever 6 service child premium' for children with parents in the armed forces.



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# School Council

We have a very active School Council. Democratically elected pupils from every class meet every week to discuss the improvements that we want to make in school, in our community and for our planet.

We are the voice of the pupils. We have:

Campaigned for the school to use Renewable Energy and we now do.

Created our own East Boldon Energy Elephants that remind staff and pupils to turn off lights and devices when they are not being used.

Engaged with local MPs, Local Authority Councillors, Ofsted Inspectors and the Director of Children's Services in school.

Been involved in the recruitment of staff including the Head Teacher.

Selected Enrichment Time activities for the children.

Decided that the pupils would benefit from a space on the playground devoted to sports. Watch this space...



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# Awards

We are proud of the work that we do in school. Along our journey we have picked up a few awards that we are very proud of:

As an NCETM Maths Mastery Specialist School, we support and develop other schools in their approach to teaching mathematics.

We are one of a number of Careers Benchmark Primary Pilot schools. Our focus is to raise aspiration and awareness of the world of work and give pupils the drive to achieve.



We achieved the International School Award from the British Council by embedding International work into our school curriculum.

We absolutely love sport at East Boldon Juniors. The pupils follow the Olympics principles of Excellence, Respect and Friendship.

We are currently working towards The Rainbow Flag Award. This is a commitment to improve the lives of all the young people, as , those from LGBT+ families and LGBT+ staff members.



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# School Performance

Attainment is good at East Boldon Juniors:

Year 6 test results 2025 (most recent SAT tests)

Percentage of children working at the expected standard:

	School	National
Reading	95%	75%
Writing	81%	72%
Maths	93%	74%
GPS	88%	73%
RWM Combined	81%	62%

Percentage of children working at greater depth:

	School	National
Reading	56%	28%
Writing	18%	13%
Maths	54%	24%
GPS	47%	32%



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# Transition

We work closely with feeder infants' schools and our local secondary schools with great success. We work together with our main feeder infants 'East Boldon Infant School' in order to help the Y2 pupils' transition to junior school be as seamless and smooth as possible. Key members of staff visit the infants to talk to the students and staff and to ultimately ensure a friendly face to children when they arrive at our school. We hold an annual Year 2 Open Evening in the summer term. Parents of children coming from other schools are invited too.

We also work closely with local secondary schools to ensure that pupils' transitions reduce anxiety and provide support for all. This includes visits to the schools, bus induction and summer school for our Year 6s.



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# Communication



We produce a fortnightly newsletter for parents/carers where we celebrate achievements, share exciting events and inform our community. They are a labour of love but our families love to see and hear about all that we do. They are all posted on our website [here](#) and our annual calendar is [here](#).

Class Dojo is an amazing tool for school staff and parents/carers to communicate with one another. Staff use it to share work or images of pupils with parents on a secure and safe platform. It is also used for reminders of upcoming events and for one-to-one messaging.

However, if parents/carers have an urgent message for school, please call the school office on 0191 5362030 .



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# Uniform



School uniform comprises a school sweatshirt or cardigan in navy; a white polo shirt; navy trousers or navy skirt; pinafore or shorts. You can order uniform from [Initial Images](#).



For PE, the pupils wear a School PE Shirt with plain navy shorts. The PE shirts are held in stock at school and can be bought at any time. PE shoes or trainers are required for PE.

Please name all clothing, especially jumpers, cardigans, polo shirts and PE t-shirts.

## Swimming



All year groups go swimming every year—the pupils will need a costume, hat and towel.



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**University of  
Sunderland**

# Partner School

We work very closely with the University of Sunderland. The school is a university partnership school and the Head Teacher, Tim Shenton, Chairs the Primary Partnership Committee.

The school gains many advantages through this partnership:

- Work with tutors and university leaders to stay abreast of the latest developments in educational practices.
- Pupils are supported by additional adults in school, enabling us to support and offer additional intervention and small group learning opportunities.
- Develops leaders in school and our ability to mentor and support.
- The school has developed links with tutors and leaders at the university which has led to extensive support in our curriculum delivery (for example: Y5 met Andrew Aldrin, son of Buzz Aldrin, and learned lots from their foundation project).



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# Admissions: How to apply

If you would like your child to attend our school, please see full details of our admission arrangements below:

<https://www.southtyneside.gov.uk/article/1494/Primary-infant-and-junior-school-admissions>



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