SHINCLIFFE CE PRIMARY SCHOOL

Shincliffe CE Primary School is a school where pupils, staff and parents/carers enjoy working and learning together in a community rooted in our school Christian Vision.

Every member of the school community is valued as a child of God, made in his image and likeness. All are welcome and are encouraged to use their gifts and talents to contribute to the happy and caring environment we strive to create. We seek to develop the highest levels of academic achievement and personal well-being within a loving Christian context. We aim to provide a stimulating learning atmosphere in which the potential of all can be realised. We recognise and cherish our role within the wider community and seek to build strong links between home, school and local community.

Our vision is rooted in Jesus' promise:

'I have come in order that you might have life- life in all its fullness
Jesus**,** John 10:10

Every child matters because every child is special. Naturally they are special to you, their parent or carer, and to grandparents. They are also very special to the school. This is particularly true for us because of what we believe about the value God places on every child.

Education matters because it provides building blocks for life now and into the future. We seek to offer the very best education we can at Shincliffe CE Primary School. This is not simply about the important matters of reading, writing and maths. It is also about the values by which we behave, and the kind of people we want to be.

INTRODUCTION

Shincliffe C. of E. (Controlled) Primary School is a co-educational school for pupils aged 4 – 11 years old.

The School has capacity for 210 pupils and is organised into 7 classes – 3 Infant classes (Reception and Key Stage 1 - Years 1 and 2) and 4 Junior classes (Key Stage 2 - Years 3, 4, 5 and 6).

The School has close links with the Church as a Church of England Primary School, but is financed by the Local Authority.

A school has been established in Shincliffe since the 1850s. The new school building was opened in July 1969. It is a single storey building with separate Infant and Junior sections, linked by an assembly hall.

There are seven well equipped classrooms. The EYFS class has toilet facilities attached to the classroom. There are toilet facilities for boys and girls in both the KS1 and KS2 corridors. The school has toilet facilities for disabled pupils.

The School Hall is used as an Assembly Hall for Collective Worship, as a Dining Hall at lunchtime, and classroom for some PE, music and drama lessons.

The library is well stocked, and provides reading and reference material for pupils to engage with.

Foundation Stage

Reception Class	(R)	4 to 5 years of age

Key Stage 1

Year 1	(Y1)	5 to 6 years of age
Year 2	(Y2)	6 to 7 years of age

Key Stage 2

Year 3	(Y3)	7 to 8 years of age
Year 4	(Y4)	8 to 9 years of age
Year 5	(Y5)	9 to 10 years of age
Year 6	(Y6)	10 to 11 years of age

School Hours

Members of staff are in class to welcome the children from 8:45 to 8:55 for the start of the school day.

EYFS and KS1		KS2	
Start	08.55	Start	08.55
Morning break	10.30– 10.50	Morning break	10.30– 10.50
Lunch-time	12.00– 13.15	Lunch-time	12.00– 13.00
Finish	15.20	Finish	15.25

Total weekly teaching time:
22 hours 55 minutes

Total weekly teaching time:
25 hours 50 minutes

COME AND MEET US

Prospective parents and pupils are invited to look around Shincliffe School. Please telephone the School Office, to arrange a suitable time for your visit.

Telephone number: 0191 384 3739
e-mail: shincliffece@durhamlearning.net

SCHOOL VISION

Our school vision:

Every member of the school community is valued as a child of God, made in his image and likeness. All are welcome and are encouraged to use their gifts and talents to contribute to the happy and caring environment we strive to create. We seek to develop the highest levels of academic achievement and personal well-being within a loving Christian context. We aim to provide a stimulating learning atmosphere in which human potential can be realised. We recognise and cherish our role within the wider community and seek to build strong links between home, school and local community.

SCHOOL RULES and BEHAVIOUR

We have very high standards of behaviour at Shincliffe, maintained through respect for each other, continuity of discipline and an agreed set of school rules.

☺ respect ourselves
☺ respect others
☺ respect the environment.

PARENTAL INVOLVEMENT

Parents are welcome in school. If any matter is causing concern, appointments can be made to see the Class Teacher at the end of the day, or alternatively, the Deputy Head or Headteacher.

The school keeps detailed records of pupils' progress and teachers will discuss your child's work with you at Parents' Evenings held in the Autumn and Spring Term. In addition to termly progress reports, full written reports are provided at the end of the Summer Term.

A News Bulletin is sent to parents on a weekly basis. Parents are invited to attend special functions such as Harvest Festival, Sports Day, End of Term Services and Open Evenings. Some parents help regularly in school as part of our 'Helping Hands' scheme.

EQUAL OPPORTUNITIES

We are committed to equality. We aim for every pupil to fulfil their potential no matter what his/her background or personal circumstances.

We maintain the aim of embedding principles of fairness and equality across our entire curriculum, in assemblies and acts of collective worship, in break and lunchtimes, in pastoral support and in before and after school activities.

We must under the general duty of public sector equality duty, in the exercise of our functions, have due regard to the need to:

- ✓ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- ✓ Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- ✓ Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This will apply to all pupils, staff and others using the facilities. We will give relevant and proportionate consideration to the public sector equality duty.

SAFE SCHOOL

The school has a Safe School philosophy. All staff and volunteers have to apply to the Disclosure and Barring Service for clearance before being given permission to work in Shincliffe C. of E. (Controlled) Primary School.

All safeguarding concerns are taken seriously and are acted upon in line with the school's Safeguarding Policy. The designated Safeguarding leads are:

Mr Philip Rumbles

Mrs Laura Richardson

Mrs Elizabeth Bewley

Mrs Vicky Short

ADMISSIONS POLICY

By law children do not have to attend school until the beginning of the term after their fifth birthday. However, Durham Local Authority has made resources available to allow children to begin school at an earlier date.

Children are admitted to full-time primary education at the beginning of the school year in which they will be five years old.

Admissions to Shincliffe Church of England (Controlled) Primary School

Children will usually attend the nearest appropriate school for their home address. However, some parents may wish their children to attend a different school. The Local Authority Admissions team try to comply with parental requests wherever space is available in the requested school.

The Common Application Form may be obtained from the Admissions Department at the Local Authority.

Admissions Criteria

i. Children who are 'looked after' or a child who was previously looked after but immediately after being looked after became subject to an adoption, child arrangements, or special guardianship order.
A looked after child is a child who is, at the time of making an application to a school, (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).

ii. Medical reasons
Children with very exceptional medical factors directly related to school placement.

iii. Sibling links
Children who have a sibling already attending the school and who is expected to be on roll at the school at the time of admission.

iv. Distance
Children who live nearest the preferred school/academy measured by the shortest walking route. This will be based on the child's address. Where the last place to be allocated would mean that a multiple birth sibling group i.e. twins, triplets or other multiple birth sibling groups, would be split, the sibling group will be given priority over other children. Otherwise, if only one final place can be offered and two applicants live equidistant from the school, the LA's system of random allocation will apply.

Waiting Lists

If Shincliffe CE School is full in the appropriate year group, parents may ask Admissions Department to add their child's name to the waiting list. Names can be added to the waiting list at any time. When pupil numbers fall below the admission limit, children will be admitted from the list according to the priority order set out in the published criteria and not the length of time on the waiting list. Vacancies may arise at short notice and families on the waiting list should be prepared to take up a place as soon as it arises.

Parental Address

The parental address is used in applying the admission criteria. This means that when parents state their school preference, they should give the parental address at the time of application. The address of a child-minder or other family member who may share in the care of the child, should not be given.

The Local Authority reserves the right to withdraw any offer on the basis of an inaccurate address.

Any Other Change in Circumstances

It is important that parents notify the Headteacher of Shincliffe CE School in writing of any change in circumstances which would affect the offer of a school place, including a change in preference, or an intention to move out of the Local Authority, or place their child in an Independent School.

Appeals

If it has not been possible for Shincliffe CE School to offer a family a place for their child then the parents have the right to appeal against the decision of the Authority.

Parents wishing to appeal must complete the Notice of Appeal within 28 days and return it to:

schooladmissions@durham.gov.uk

PRACTICAL DETAILS

SCHOOL DINNERS and LUNCHTIME ARRANGEMENTS

Mid-day meals are provided at school and prepared on site. Pupils may choose to have a hot, cooked school lunch or may bring a packed lunch.

School lunches are £3.08 a day (£15.40 a week). We ask that this is paid in advance weekly, half termly or termly.

All infant children are entitled to a free school meal. In addition, children whose parents receive the following support payments are entitled to receive free school meals, and free or reduced fee school trips, and we ask that you let the Headteacher or School Secretary know if you eligible.

- Income Support (IS) ;
- Income Based Jobseekers Allowance (IBJSA) ;
- Income-related Employment and Support Allowance;
- Support under Part VI of the Immigration and Asylum Act 1999 ;
- Guaranteed element of State Pension Credit.
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, (as assessed by the Inland Revenue), that does not exceed £16,190);
- Working Tax Credit run-on – paid for 4 weeks after they have stopped qualifying for Working Tax Credit;
- Universal Credit

COOL MILK

Children under the age of 5 receive free milk at school. When a child turns 5 a parent has the option to pay for school milk at a subsidised cost. Milk is provided to pupils during the morning break. Parents order the milk direct from Cool Milk ☎ 0800 3897157 or e-mail www.CoolMilk.com

NATIONAL FRUIT SCHEME

The National Fruit Scheme provides a piece of fruit each school day to all pupils in Key Stage 1 (Infants). Parental consent is required and there is no charge.

SCHOOL UNIFORM

The school uniform is as follows:

- Grey / navy skirt, pinafore.
- Grey trousers/shorts
- White polo shirt
- Navy sweatshirt or cardigan
- Sensible, black school shoes
- House colour T-shirt
- Black shorts, gym skirts/skorts
- Trainers for PE

- Waterproof jacket

- In the summer term blue and white dresses or grey shorts may be worn
- No jewellery except for a watch is allowed in school.
- Please tie back long hair for school.

All children are allocated a School House:

Aidan -	Yellow	Bede-	Blue
Cuthbert -	Red	Godric-	Green

ABSENCES

If it is necessary for children to be absent from school because of illness, parents are requested to inform the school by telephone or note. We ask parents to notify us in advance if children need to be absent for medical/dental appointments and to arrange for them to be collected from school by a known adult. In cases of illness at school we try to contact parents, but in the meantime, teachers will take whatever emergency action is required. Special written arrangements are made where medication must be taken during school hours. No medicine, creams, lip salves etc are allowed in school without a prescription and appropriate forms must be obtained from the office and completed before these can be administered in school.

If a child is absent parents contact the school on the first morning of absence and send a note into school when the child returns.

SCHOOL VISITS

Educational visits are an integral part of Shincliffe School life.

Visits are arranged for all children throughout the course of the academic year. Costs for the visits are kept to a minimum, and are occasionally subsidised by F.O.S.S. (Friends of Shincliffe School) or from the school budget. However, there is often a need to invite parents to make a financial contribution.

Costs are calculated on the assumption that all children in the group will be participating and the cost is shared out exactly and equally. It is hoped that parents will pay the full amount requested or discuss any difficulties with the Headteacher, in confidence.

All children would be included in a visit regardless of their parent's willingness, or ability, to pay. If the School is unable to raise sufficient revenue from voluntary contributions it may be necessary to cancel the visit and return any monies paid.

COMPLAINTS

There is an agreed legal procedure in respect of complaints about Curriculum and Collective Worship. There are three levels of complaint: informal (to the Headteacher), formal (to the Governing Body), formal (to the LA)**.** A complaint could be considered at more than one of these stages. We strongly

encourage all parents to discuss any worries or problems with the Headteacher first.

SCHOOL STAFF

Headteacher	Mr. Philip Rumbles
Deputy HT	Mrs. Laura Richardson
Teachers	Mrs. Helen Armstrong Mr. Mark Gowan Miss. Lisa Newman Miss Emily Smithson Mrs. Vicky Short Mrs. Elizabeth Bewley Mrs. Nicola Claydon Mrs. Ashleigh Crook Miss. Alex Parker
Support Teaching Staff	Mrs. Debbie Caygill (Teaching assistant) Mrs. Valeria Deitz (Teaching assistant) Mrs. Janet Horton (Teaching Assistant) Mrs. Deborah Marsden (Teaching Assistant) Mrs. Fiona Silvester (Teaching assistant)
School Office	Mrs. Gillian Wilds Mrs. Sarah Hutchinson Mrs. Lyn Luke-Taylor
Caretaker	Mrs. Tina Irwin
Cleaner	Mrs. Anita Pickard
Wraparound Care	Mrs. Vanessa McEwan Mrs. Michelle Cahill
Supervisory Assistants	Mrs. Deborah Galloway Mrs. Sharon Hutchinson Mrs. Dawn Sanderson Mrs. Kay Smith

GOVERNING BODY AS FROM SEPTEMBER 2026

Appointed by the LA

Mr. David Duell

Parent Governors

Mr. Adam Henderson
Mrs. Daniela Slanickova
Mr. Jonathan Ayre
Mrs. Jo Davie

Foundation Governor
Mrs. Helen Tait
Rev. Fr. Peter Kashouris

Community Governors

Mrs Clair Barbour
Mrs Lesley Kirkup

Staff
Mr. Philip Rumbles (Headteacher)
Mrs. Laura Richardson (Deputy Headteacher)

The Chair of the Governors is Mrs. Daniella Slanickova

The Clerk to the Governors is provided by School and Governor Support Service, County Hall, Durham DH1 5UJ.

Each Governor is responsible for an area of school life and liaises closely with staff in school.

A termly meeting for Governors is held. However, the Governing Body is divided into sub-committees who are responsible for finance, staffing, buildings and the curriculum.

The Governors serve a four-year term of office and re-elections take place at the end of this period.

CURRICULUM

The National Curriculum

Shincliffe School's schemes of work have been carefully structured to match the National Curriculum. We aim to develop skills across all subjects, providing a balanced, broad and interesting curriculum for all. Acquisition of basic skills during the Foundation Stage and Key Stages 1 and 2 provides a good preparation for the next phase of their education.

English

English is taught in distinct English lessons, and as part of other subjects, across the curriculum. Pupils are introduced to the 'Little Wandle' scheme of work in the Reception Class. Key Stage 1 use the Oxford Reading Tree scheme as the backbone of their reading programme, but this is supplemented by a wide range of other books which are colour-coded into levels. This system extends right through the school. Every child is provided with a book to take home. We have a school library from which all children are allowed to take home books of their choice also.

We place a lot of importance on teaching children to write accurately, spell, well punctuated, Standard English. Children are regularly given spellings to learn at home. The looped, cursive style of handwriting is taught from Y3 onwards.

In addition to developing a broad range of writing styles children are given regular opportunities to develop the important skills of listening and clear, confident speaking.

Mathematics

It is the stated aim of the school to develop confidence, skills and knowledge in maths so that children can communicate through and use maths in everyday life. The hierarchical structure of maths is recognised, as is the network of patterns and relationships within maths: we attempt to link the two. Skills may be taught in isolation, and practised, but there is also a place for open-ended investigations which give opportunities for children to apply previous learning – or even to find the need to initiate new learning.

Work may be individual, group-based or independent, investigative work with children developing their own way of working, choosing their own apparatus and seeing the task through from beginning to end.

To support the teaching of mathematics we have a resource base of maths equipment which is regularly examined and updated if necessary. Some of the more frequently used equipment is stored in classrooms. *White Rose Hub* and *Classroom Secrets* are used as a resource to support our Scheme in conjunction with teachers own worksheets or those derived from our school resource base.

Science

Science is taught in order to develop within the children an increasing awareness of the world around them. We attempt to create an interest in science and at the same time encourage awareness and enjoyment through environmental experiences. Our aim is to follow and develop

the scientific skills as set out in the National Curriculum by making science available to children across the entire ability range.

A variety of resources are available. The majority of materials are stored in 'boxed units' or made up by class teachers to meet the needs of their own class.

Computing

Shincliffe School aims to develop children's confidence and skills in the use of computing and digital literacy.

The school is well-resourced in terms of computing and our provision is regularly reviewed and updated.

The children have the opportunity to develop computer skills throughout the curriculum. Children have access to the Internet. However, parents are requested to read the school's policy before signing a consent form to allow their child access.

Religious Education (RE)

Shincliffe School's policy is based on the Government's legal requirements and the Durham Agreed Syllabus which is supplemented by the Durham and Newcastle Diocesan syllabus.

The children are given an understanding of Christianity, its origin, development and beliefs.

The children are also encouraged to develop an awareness and understanding of other religions.

History

In History we aim to stimulate curiosity about the past in Britain and the wider world.

Children in Key Stage 1 learn about the past through people, places and things they know about which are relevant to their experiences. They begin to develop a knowledge of significant events and people.

Children in Key Stage 2 learn about a variety of periods in History ranging from ancient civilisations for example Ancient Egypt, up to the recent past, for example, Britain since 1930. They develop their research skills, examine evidence and realise that there is more than one point of view.

Geography

In Geography, the children learn about the world around them. In Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, find out about the environment in both areas and the people who live there.

During Key Stage 2 pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They also find out how people affect the environment and how they are affected themselves.

The children develop their geographical skills and understand how to use resources such as maps, atlases and photographs**.**

French

French is taught as part of the curriculum to all pupils. In EYFS and KS1 the language is introduced through lots of songs, rhymes and familiar stories focusing on the importance of good aural and oral skills. In KS2 the Durham Scheme of work is followed and cross-curricular links to the children's learning in other subjects are made wherever possible. Children build up their confidence as language learners and progress in their speaking, listening, reading and writing is monitored throughout the year groups.

Pupils have the opportunity of multi-cultural learning through our partnership schools, international visitors and themed events to embrace the global world into our classrooms to help develop global citizens of the future

Art and Design Technology

This area stimulates the children's imagination and creativity and provides opportunities for visual, tactile and sensory experiences.

The school has a progressive scheme of work which begins in EYFS and gives the children the opportunity to use a wide range of materials, developing techniques and skills previously learned.

The aim of DT is to encourage children to learn and think about the uses and effects of past and present designs in a rapidly changing technological world.

The children are encouraged to develop and communicate their ideas through careful research, planning and investigations.

Models are constructed using their plans as a guide. The children evaluate their finished product.

Physical Education (PE)

The children receive two hours of Physical Education per week. In Key Stage 1 the lessons may cover dance, gymnastics or games. In Key Stage 2 the children also take part in athletics, cricket, netball and tennis.

During their time in KS2 pupils take part in swimming lessons at Brandon swimming working towards the national standard of at least 25m by the end of KS2.

Our aim is to encourage all children to adopt and enjoy an active and healthy lifestyle.

Music

In EYFS and Key Stage 1 children are encouraged to develop the technique of listening and learn basic rhythms, introducing them to simple percussion instruments.

Children from Year 4 have the opportunity to learn to play the violin, cello, a brass instrument, or guitar, receiving weekly tuition from a peripatetic music teacher. Through Durham Music Service, pupils in KS2 learn to play the Ukulele.

The children in Key Stage 2 are able to take part extra-curricular music clubs.

Collective Worship

We are proud of our distinctive nature as a Church school and regular school worship is led by the Vicar from St Mary's Church, Shincliffe, Fr. Peter Kashouris, Fr. Bill Rigby and Mrs Pat Matthews. Each day children gather together in the hall for a short act of Collective Worship. Parents have the right to withdraw their child(ren) from Collective Worship – please see the Headteacher if this applies to you. However, withdrawing a child from Religious Education or Collective Worship cannot guarantee exclusion from the religious character of the school, and the Governors hope that in choosing a Church School, parents are thereby committing themselves to their child's participation in the religious life of the school.

PSHE / RSE

The children are encouraged to develop the knowledge, skills and understanding they require to lead confident, healthy and independent lives to become informed, active and responsible citizens.

We teach PSHE/RSE Curriculum throughout School, which aims to develop children's interpersonal skills and understanding of healthy relationships.

The School Council meets every half-term and the Class Representatives discuss relevant issues raised by the children of Shincliffe School.

We specifically deliver sex and relationship education through its RSE Programme, RE and Science lessons at EYFS, KS1 and KS2. Much of the sex and relationship education takes place within PSHCE lessons. There is some discrete teaching as is appropriate. Teachers generally deliver the curriculum with support from professionals where appropriate. School staff are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHCE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also taught as part of National Curriculum Science. Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.
When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the ground rule established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Shincliffe School has an inclusive approach to education and addresses the needs of all pupils who may have special educational needs either throughout, or at any time during their school

career in accordance with procedures of the Education Act and the current SEN Code of Practice. For most of the pupils these needs are met within the school, by means of quality first teaching and a graduated approach to SEND. Support plans are written for those children with SEN and reviewed by the Class Teacher, SENCO, the child and parents of the child. Some children may have special needs which require the Durham Local Authority to determine and provide for them and this is set out in an Education Health Care Plan.

Shincliffe School is equipped with disabled toilet facilities. Ramps are provided to allow safe access in and out of the school building and to and from the playground.

Any parent who may have concerns of a specific nature regarding their child's educational development are encouraged to discuss the problem initially with their child's class teacher then the SENCO or Headteacher.

EXTRA CURRICULAR ACTIVITIES

Shincliffe School offers a wide range of extra-curricular activities for pupils before and after school. Some are offered free of charge by School Staff and some incur a small charge to cover the cost of outside tutors and coaches.

Children who stay behind after school must return a signed parental permission form. We ask that all parents collect their children from after school clubs, unless they give their written permission for their child to return home unaccompanied.

Some examples of the extra curricular activities available are:

- Netball
- Eco Club
- Wellbeing Club
- Breakfast Sport Club
- Football
- Art
- Gymnastics
- Singing Club
- Communion and Confirmation Preparation Groups
- Coding Club