USWORTH COLLIERY

PRIMARY SCHOOL

PROSPECTUS 2025-2026

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A MESSAGE FROM

THE HEADTEACHER

I'd like to offer you a very warm welcome to Usworth Colliery Primary School. I am extremely proud of our school and delighted that you are considering us as your child's school, or you have already chosen us!

Usworth Colliery is a well regarded, friendly and happy school. We are proud to boast of a highly skilled and committed team of staff and governors, who work together with our parents, in order to provide the very best education we can offer for our children.

Our children are the best! They are enthusiastic, well behaved and excited to learn. In return, we provide them with support and challenge. We have high expectations and aim for extremely high standards from everyone within the school. We have a philosophy of team work and a clear vision for continued success.

As a school we are always looking forward and working hard improve, in order to offer high quality teaching and learning for your children and to prepare them for the life ahead of them.

Your child's time at Usworth Colliery is very precious and we are pleased that we are able to share this with you. We recognise that as Parents and Carers, you play an important role in the education of your children and we welcome your support and co-operation. At Usworth Colliery, we want to be at the heart of our local community, working together as a team to meet the needs of our pupils. The Staff and Governors are continually seeking the views of Parents, Carers and visitors to our School. We encourage Parents and Carers to discuss any concerns or issues with us. Staff are usually available at the beginning and end of each school day, or alternatively feel free to call in and see me.

Although this prospectus can give you a flavour of our school, it doesn't give you a true picture. The best way to gain a true insight is to have a look around. Please do not hesitate to contact me to arrange a convenient time. Our website www.usworthcolliery.co.uk is extremely comprehensive and may answer further questions.

I know that both you and your child will be as happy at Usworth Colliery as I am!

Alison Forster, Headteacher

AIMS & ETHOS

Enjoy achieving together… to be the best that we can be!

Our Core Values are

Safety, Resilience Care and Aspiration

as we believe though nurture and enrichment our children can soar!

At Usworth Colliery, we:

- have **high expectations** and **aspirations** for everyone
- are **inclusive**
- provide a **safe, happy and healthy environment**
- develop **confident, caring and independent learners**
- prepare children for **modern day life** and their **next stage of learning**
- encourage **respectful positive relationships** for all
- are at the **heart of the whole school community.**

SCHOOL BUILDING

Usworth Colliery Primary School opened in 1929. The school is a traditional building which has undergone significant refurbishment over the last 10 years and we continue to make changes to meet the needs of education in the 21st century. This includes improved security, access, ICT facilities, outdoor areas and general quality of the environment for staff, pupils and the wider community.

There are currently 335 pupils on roll, all in single age classes. This two-form entry intake has remained relatively stable over the last six years, with an increase in pupil numbers resulting in some year groups being over-subscribed.

There are 24 members of teaching staff, including the Headteacher. Teaching staff are supported by 17 members of support staff (including 3 higher level teaching assistants). Four members of staff are based in the office - our School Business Manager, School Administrator, Family Liaison Officer & School Clerk. We also offer placements to students from local universities who complete their training in school as part of their Education degrees.

As well as the fourteen classrooms, we have several spaces which are used to accommodate small groups of children when working alongside a teacher or teaching assistant, or musical tutors. All children have access to dedicated Art and ICT facilities taught by specialist teachers in their own rooms each week. We have two library spaces in school; One for Reception, Years 1 & 2 and another for Years 3 to 6. They are frequently used and generously stocked. The whole school is wireless networked and we are continuing to increase the range of mobile devices which the children have access to in lessons. We have extensive outdoor areas, which are used frequently throughout the school day and after school. There are two hall spaces in the building. The larger of the two is used for PE sessions, whole school assemblies and performances, as well as lunches.

We work closely with the many other agencies to provide support for families to ensure that their children are achieving in School.

In September 2014, we opened a specialist provision to accommodate 26 children with ASD (Autism Spectrum Disorder) from across Sunderland Authority. This provision is well staffed and provides support for the children in their own classroom, as well as across mainstream.

In September 2018, we added a Thrive provision to enhance our school special educational needs offer. This effectively supports children within school who require increased emotional and behavioural support to engage in learning. Thrive is staffed by a specialist teacher and a thrive teaching assistant . Children accessing Thrive are supported both in the setting and within mainstream lessons.

STAFF

Teaching Staff	
Alison Forster	**Headteacher**
Victoria Moore	**Deputy Headteacher/Maths Lead**
Alicia Walker	**Assistant Headteacher**
Sarah Jones	ASD Base Lead Teacher **SENDCO**
Lesley Dickinson	Thrive Teacher / Behaviour Leader
Lauren Coxon	EYFS Teacher (ECT)
Jayde Davidson	Year 1 Teacher (PE Leader) (0.6)
Jessie Brown	Year 1 Teacher (**Reading Leader**)
Emma Prinn	Year 2 Teacher (**English Leader**)
Pauline Quinn	Year 2 Teacher
Bethany Burrell	Year 3 Teacher (RE Leader)
Rebecca Dixon	Year 3 Teacher (Maths Leader)
Ellie Henderson	Year 4 Teacher (Science Leader)
Sam Pearson	Year 4 Teacher (ECT)
Jimmy Millett	Year 5 Teacher (PE Leader)
Georgia Skeen	Year 5 Teacher (Assistant SENDCo & History Leader)
Jack Warner	Year 6 Teacher (Geography Leader)
Claire Swinburn	Year 6 Teacher (KS2 Leader/Science/ PSHCE/SMSC)
Philip Arthur	ICT/DT Teacher (0.8)
Clare Justice	SEND Teacher (0.9) (Environment Leader)
Sarah Raistrick	SEND Teacher (Equals Curriculum Lead)
Charlotte Hilton	SEND Teacher
Molly Sheldon Art/DT Teacher (0.8)	
Chloe Robertson	Lunch Supervisor

Support Staff	
Jean Green	Higher Level Teaching Assistant
Lorraine Edmonds	Higher Level Teaching Assistant
Ellen Hickey	Higher Level Teaching Assistant (0.6)
Carole Allen	Teaching Assistant
Deb Andrews	Support Assistant
Amanda Robson	Teaching Assistant
Laura Calcutt	Teaching Assistant
Jackie Bloomer	Teaching Assistant / HLTA
Debbie Normanton	Teaching Assistant
Rebecca Irwing	Teaching Assistant
Eve Rodden	Teaching Assistant
Ravinder Kaur	ASD Base Teaching Assistant
Lisa Lines	ASD Base Teaching Assistant
Milly Davidson	ASD Base Teaching Assistant
Paula Wilson	ASD Base Teaching Assistant
Lara Clapperton	Teaching Assistant
Paula Thomson	School Business Manager
Pat Hall	Finance Officer and Administrator
Lauren Thubron	Family Liaison Officer
Melissa Jacobs	School Clerk
Ken Hall	Caretaker
Emma Swallow	Lunch Supervisor
Chloe Beston	Lunch Supervisor
Claire Curley	Lunch Supervisor
Victoria Morris	Lunch Supervisor
Alison Wiberg	Lunch Supervisor

Cara Barella (Music Leader); Rose Lowe (MFL Leader) Parental Leave

GOVERNORS

CHAIR OF GOVERNORS **Jonathan Chicken and Rosey Walker**
(Co-opted Governors)

VICE CHAIR OF GOVERNORS **Clare Seccombe** (Co-opted Governor)

Andrea Kent	Parent Governor
Vivien Okoye	Parent Governor
Amanda Robson	Staff Governor
Sarah Jones	Staff Governor
Gill Docherty	Co-opted Governor
Stuart Daly	Co-opted Governor
Craig Johnson	Co-opted Governor
Alison Forster	Headteacher
Victoria Moore	Associate Governor
Paula Thomson	Associate Governor
Laurence Andrews	Associate Governor

Clerk to Governors John Finch

School Improvement Partner Lucy Atkinson

ORGANISATION

We cater for children from the age of **4 to 11 years**.
The school is divided into what is known as Key Stages of learning:

EARLY YEARS FOUNDATION STAGE
4 to 5 year olds - Reception Classes

KEY STAGE ONE
5 to 7 year olds - Years 1 and 2

LOWER KEY STAGE TWO
7 to 9 year olds - Years 3 and 4

UPPER KEY STAGE TWO
9 to 11 year olds – Years 5 and 6

SCHOOL TIMES

8.00am	**Breakfast Club**
8.45am	**Doors open for all pupils**
9.00am	**Lessons begin and doors close**

Reception

9.00am to 11.30am	**Morning Session**
12.30pm to 3.00pm	**Afternoon Session**

KS1

9.00am	**Lessons**
10.45am	**Break**
10.30am	**Lessons**
12:00	**Lunch**
12.45pm	**Lessons**
1.30pm	**Break**
1.45pm	**Lessons**
3:15pm	**End of day**

KS2

9.00am	**Lessons**
10.30 or 10:45am	**Break Y3/6 / Y4/Y5**
10:45am	**Lessons**
12:15	**Lunch**
1:00pm	**Lessons**
1:45pm	**Break**
2:00pm	**Lessons**
3:15pm	**End of day**

NOTE: 15 minute assemblies take place each afternoon.
After school clubs run from 3:15pm to 4:15pm (clubs change every term)

UNIFORM

- **Navy sweatshirt or cardigan**
- **Gold or yellow polo shirt**
- **Navy, black or grey skirt or pinafore**
- **Navy, black or grey trousers or plain black cotton leggings (no panels or logos)**
- **Navy, black, grey, white or cream plain socks or tights**
- **Black flat school shoes, trainers or boots** (no stripes/logos or canvas shoes)

  Note: All shoes must have covered in heels and toes for Health and Safety reasons
- **School summer dresses in either blue or gold/yellow checks**

PE KIT

- **White short sleeved T shirt**
- **Navy or black shorts**
- **Track suit/jogging pants and sweatshirt for outdoor PE lessons**
- **Slip on black trainers and/or plimsoles.** *Note: plimsoles are for indoor use only and children must have shoes in school which they can use outdoors.*

ITEMS WITH THE SCHOOL LOGO ARE AVAILABLE FROM **'LITTLE GEMS'** IN WASHINGTON GALLERIES SHOPPING CENTRE, OR CAN BE PURCHASED ONLINE FROM **www.theschooloutfit.co.uk**

Competitively priced items in the 'school colours' are readily available from various chain stores.

We also have a pre-loved uniform stand in the Main Office area. All uniform on this stand is free to access for all parents. It has all been washed and ironed and ready to use again.

Uniform for the stand can be donated at the Main Office or through class teachers.

IT IS VERY IMPORTANT THAT ALL ITEMS OF CLOTHING ARE LABELLED WITH YOUR CHILD'S FULL NAME. IT SAVES TIME AND UPSET WHEN ITEMS INEVITABLY GO MISSING!

Make-up and Nail Polish are not allowed.

All long hair should be tied back. **Shaved heads (including shaved patterns or motifs) or hairstyles which are deemed by the Head Teacher to be extreme, are unacceptable.** Full head or 'chunked' dying is also unacceptable.

If in doubt, parents should consult the school in advance.

We operate a "no jewellery" policy.

This includes the wearing of earrings. A standard wristwatch may be worn.

Please note: Tattoos, either temporary or permanent are not permitted.

LUNCHTIME

A specially designed school meals menu is provided for primary school pupils through our supplier (Dolce), so that the changing needs of your child is met as they develop. Your child can choose from a variety of freshly home cooked food that change on a daily basis over a four-week menu cycle and include choices of desserts or fresh fruit. As part of Government legislation, we offer water to all children . The menus provide a range of traditional favourites, such as a Roast Dinner, pies, mince and dumplings, cake and custard as well as international choices such as pizza, curries and fajitas . A vegetarian option is always available. There is also the daily lighter bite option, such as filled jacket potatoes, a sandwich or pasta . These options are served with salad . Most special need diets can be catered for. A great deal of effort is put into making the lunchtime experience as enjoyable as possible and this includes running a variety of theme days throughout the school year, where a themed menu is served and dining halls are decorated according to the fun theme the school and children select. It is preferred that you choose your child's meal at home with them using the Schools Grid system in advance. However, your child can choose first thing on a morning in class. You need to make sure with the office that you are signed up for this system. Your child doesn't need to have school meals every day. They can swap between school meals and packed lunch as long as you pay online and choose the meals. In the lunch hall, children use a computer system to let the kitchen know who they are and it tells the staff what they have ordered, so they receive the correct meal. Any allergies are also shown to the staff at this stage.

Reception, years 1 and 2

From September 2014, every child in reception, year 1 and year 2 have received a free school meal.
We are supporting the government funded initiative to give these children access to a hot and nutritious meal at lunch time, with the aim of:
Teaching healthier eating habits; Boosting children's performance in school; Saving families money.

In these year groups, it is still VITAL that if you think you qualify for free school meals (see below) that you still fill in the paperwork. School receive £1900 extra for your child to support their education (Pupil Premium). Your child's class teacher or our Parent Liaison Officer will talk you about this and support you in filling in the forms.

Years 3 and above

Children whose parents receive the following benefits and tax credits are entitled to receive free school meals:
Income Support; Income-based Jobseeker's Allowance; **Income-related Employment and Support Allowance; Support under part VI of the Immigration and Asylum Act 1999; 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 ; Guarantee element of Pension Credit; Universal credit (income less than £7,400 a year after tax not including benefits).**

How to pay for School Dinner

1. The cost of a school meal is £13.70 per week (£2.74 per day).
2. This is paid for online using the Schools Grid system. You need to contact the office to make sure that you are signed up for this. You can also choose which meal your child eats via this system.
3. Applications for free school meals need to be made online. (The office staff can help parents with this)

Packed Lunches

Your child is welcome to bring a packed lunch to school if you prefer.

1. Please label your child's lunch box clearly.
2. The packed lunch should be a healthy packed lunch. No chocolate or fizzy drinks. For health and safety there should be no hot foods.

BREAKFAST CLUB

We run a Breakfast Club from **8.00am each morning**, where children are able to have breakfast (toast, cereal, fruit etc.). The children have an opportunity to spend time with their friends and prepare for the day ahead of them. There is NO CHARGE for this facility. This is a drop-in facility and you can choose when or if you send your child to the Club. There is a registration form to complete, which is available in admission packs or from the school office. This is a well-subscribed facility and enjoyed by everyone.

THE BASE

In September 2014, we opened a specialist provision to accommodate 26 children with ASD (Autism Spectrum Disorder) from across Sunderland Authority. These children will have access to Mainstream, as well as small group teaching in The Base. The capacity of The Base has now increased and we have 20 commissioned places. Many children in school benefit from the expertise of staff in the provision. It continues to be excellent addition to the school.

THRIVE

In September 2018, we opened a Thrive provision to support children within school who require increased emotional and behavioural regulation to engage in learning. Thrive has the capacity to support 12 children at any one time and children access the provision in different ways according to need. As part of our social engagement curriculum, children have breakfast together every morning, where they work on manners, appropriate social interactions speaking, listening and attention skills. Children also look forward to Friendship Friday which involves celebrating their success with their school peers. Within Thrive, children are taught Maths and English tailored to their individual leaning needs. We enable the children to experience learning in different environments , not only the classroom but outdoor learning and beyond space, to provide children with as much experiential learning as possible. The arts, physical exercise, science and foundation teaching plays a pivotal role in keeping children engaged and increases participation in their leaning.

PARENTAL SUPPORT

At UCPS, we pride ourselves on having an excellent level of pastoral care and support available to children and their families. Lauren Thubron, our Family Liaison Officer, works closely with children, parents and external agencies to ensure every child receives the assistance they require to achieve their full potential whilst at UCPS. Lauren is based in the school office and is contactable for parents and pupils throughout the day to provide support whenever it is needed. She liaises with external agencies and service providers regularly so that specialist support can be put in place for families where it is required. In addition, we employ a School Counsellor, Judith Potelle who is based in the school two days a week. Judith works 1-2-1 with children and where necessary parents, to help them work through any difficulties or issues that they may be facing.

TEACHING & LEARNING

Enjoy achieving together… to be the best that we can be!

Our Core Values are:

Safety, Resilience Care and Aspiration

At Usworth Colliery, we:

have high expectations and aspirations for **everyone**; are **inclusive**; provide a **safe, happy and healthy environment**; develop **confident, caring and independent** learners; **prepare** children for modern day life and their next stage of learning; encourage **respectful positive relationships** for all; are at the **heart of the whole school community**; promote the **British Values**.

We are determined that children will make strong progress regardless of their starting points through a well sequenced, broad and balanced curriculum.

We aim to deliver a curriculum that supports our children to be ready for the real world with opportunities to be inspired, curious and creative and develop aspirations for their futures.

It is out intent that pupils are able to access a curriculum which is exciting, engaging and ambitiously designed to give **all** pupils knowledge and understanding of the world that they need to succeed. It starts with what the pupils know and what they would like to know, added to what they need to know and builds to an end product.

Over a number of years, we have delivered a **Learning Challenge** (enquiry led) curriculum, based upon the teaching of key skills (disciplinary knowledge), facts (substantive knowledge) and deep conceptual understanding through topic questions or core texts. As well as covering the National Curriculum, our curriculum addresses the needs of our pupils and community. Our pupils learn best through experiential learning and our curriculum is built around this.

CURRICULUM

The Early Years Foundation Stage (Reception)

We provide children with a rich variety of teaching and learning experiences which are appropriate to their needs. EYFS is about developing key learning skills such as listening, speaking, concentrating, persistence and learning to work and co-operate with others.

There are **seven areas of learning** made up of the specific and the prime.

Prime areas are fundamental in supporting development in all other areas:

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development.**

Specific areas include essential skills and knowledge for children to participate successfully within society:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design.**

Teaching is focused to enable children to achieve their early learning goals: this will be done through **first hand experience and structured play,** which stimulates the learning of **basic skills**, including daily opportunities to practise their mark-making and phonics skills.

The outdoor environment is also a very special part of the EYFS curriculum. It is carefully planned and available each day. There are specially equipped areas, providing learning opportunities for these children.

CURRICULUM

CURRICULUM – CORE SUBJECTS

Key Stage 1 (ages 5 – 7) and Key Stage 2 (ages 7 – 11)

ENGLISH

The English Curriculum is delivered using the recommendations of the National Curriculum 2014. Early Learning Goals in the EYFS are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

The development of reading and writing along with speaking and listening, are key to progressing across the curriculum as well as achieving outside of education. From the beginning of Early Years, staff act as role models by constantly speaking to children and creating opportunities for shared conversations. An increasing range of reading material is introduced, which develops into supporting children's own mark-making and eventually their own structured writing. Children are given the opportunity to write for a variety of purposes, for a variety of audiences and in a variety of styles. The conventions of grammar, punctuation and spelling are taught from the beginning in a meaningful, but engaging way. Teaching uses high quality texts, real-life experiences as well as visual stimuli (such as film and pictures) to link reading and writing together in units of work and a long term plan ensures coverage of a range of text types and genres.

PHONICS

We use Floppy's Phonics as the main phonics programme to introduce our children to reading and writing. All of the aspects from the scheme are used in the following way:

- We teach pupils in EYFS and KS1 a discrete phonics session daily lasting approximately 50 minutes.
- A session consists of revisit and review, teach, practise, apply, consolidate and read.
- We share this approach to phonics teaching with parents during a workshop when their child enters reception.
- Children are grouped by ability. These groups are reviewed frequently.
- Children who need additional support are given this through small group or 1:1 intervention.

HOME-SCHOOL READING

Reading at home is an essential aspect of our Homework Policy. From an early age, we provide children with appropriate reading books to read at home with parents/carers. School staff and volunteers will hear children read at school, however parents are expected to support their children in reading. We encourage children to read at home daily and this is given high priority. Children's home school diaries are monitored by the child's class teacher.

Reading Teams are in place, linking KS1 and KS2 classes, where older children are supporting early reading skills for our younger children and older children are given an opportunity to demonstrate their fluency, expression and comprehension.

Children read a variety of books selected from the Oxford Reading Scheme and KS2 children have access to Reading Plus, an online reading platform. Children are encouraged to choose books of interest from our school libraries and class libraries. All libraries in school work on an honesty system where children are encouraged to borrow books and return them to recommend to a friend promoting a love of reading.

CURRICULUM

MATHEMATICS

We aim to help children develop their knowledge and understanding in an enjoyable way. We want children to be confident and flexible in their approach to Mathematics by having rapid recall of basic facts (such as number bonds, times tables facts and doubles and halves) which will allow them to reason and solve problems in all areas of Maths. The curriculum is carefully structured to enable progression through interesting and challenging ideas, using practical equipment, drawings and written calculations to represent what's happening.

Teachers create links to other subjects and the outdoor environment wherever possible to make Maths fun

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT is a key element of teaching and learning at Usworth Colliery Primary School. Specific targeted ICT lessons are delivered in our ICT suite by a specialist teacher. We also use ICT to support other subjects, with classes where appropriate having access to iPads, interactive screens and laptops.

RE (RELIGIOUS EDUCATION)/COLLECTIVE WORSHIP

Children follow the current agreed syllabus for Religious Education as recommended by Sunderland Local Authority. Each child also participates in a daily act of worship. The content of both classroom work and assemblies is predominantly Christian. We do, however, aim to develop a respect and understanding of other faiths. Parents do have the right to withdraw their children from RE and/or Collective Worship, but will be expected to provide their child with appropriate activities and work to complete, whilst other children are involved in these lessons. Please contact the Headteacher if you have any concerns.

MODERN FOREIGN LANGUAGES (MFL)

Conversational French is taught when children reach Key Stage 2 (Years 3 to 6) and is delivered following the recommendations of the National Curriculum. Lessons include opportunities for children to develop their listening, speaking, reading and writing of the French language.

SCIENCE

Children enjoy and are engaged in science throughout school. They are taught to ask scientific questions, plan practical enquiry, explain findings, research and make observations. This allows their curiosity to grow and to appreciate the awe and wonder of science in the classroom and the world around them. Although through lessons we focus on developing knowledge, we also promote the belief that each child is a scientist and support them to develop vocabulary and skills needed to work scientifically. Where possible, Science is taught through cross-curricular links and through out-of-school trips and through forest school - showing children that science is all around us.

PE (PHYSICAL EDUCATION)

The children are taught gymnastics, dance, athletics, net and wall games, striking and fielding games and a healthy lifestyle unit incorporating units on mindfulness, circuit training and mental and physical health. These skills are taught both indoors and outdoors, progressively building on skills learnt previously. Across all units, children are taught to build their confidence, independence and resilience as well as developing teamwork and leadership skills. Various sports clubs are available after school led by members of staff or visiting specialist coaches and can be used to signpost children to further sporting clubs in their local community. The School regularly engages in competitive sport accessed through our affiliation with Gateshead School Sports Partnership. We have thriving boys and girls football teams competing in local leagues and cups. Years 5 & 6 pupils have the opportunity to stay at Derwent Hill Outdoor Activity Centre for five days, which is situated in the Lake District. The centre provides for a range of adventurous activities which support the P.E. National Curriculum. Pupils in Year 5 swim across the year working towards being able to swim at least 25 metres independently. There is no charge for swimming. Throughout PE there is a focus on children being active and understanding the importance of living a healthy lifestyle.

CURRICULUM

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

The acquisition of skills, attitudes, values and understanding is essential to ensure pupils' spiritual, moral, cultural and social development and for their preparation for opportunities, responsibilities and experiences of adult life. At Usworth Colliery Primary School, we recognise that this personal development is extremely important and so weave our teaching of SMSC into every teaching opportunity. We aim to provide an education which provides all pupils with opportunities to:

- Develop confidence and responsibility and making the most of pupils' abilities.
- Prepare to play an active role as citizens.
- Develop a healthy safer lifestyle
- Develop good relationships and respecting the differences between people.

PSHCE and RELATIONSHIP & SEX EDUCATION

At Usworth Colliery Primary, PSHCE (Personal, Social, Health, Citizenship Education) and RSE (Relationship and Sex Education) is delivered explicitly and implicitly through both PSHCE and Science lessons and through occasional visits from the school nurse.. PSHCE lessons throughout our school enable our children to become independent thinkers who are confident to challenge the unknown and think deeply about the 'real' issues. They leave our school with shared values and experiences which prepares them for life in the 21st century with a particular focus on developing good mental health, emotional wellbeing and happiness. High-quality Relationship and Sex Education is vital if we are to expect our children to learn essential life skills for building positive and respectful relationship with those around them, both off and online.

We teach through 6 main areas:

Me and My Relationships; Valuing Difference; Keeping Myself Safe; Rights and Responsibilities; Being my Best; Growing and Changing.

Our school is committed to working with parents/carers. Any RSE taught in school will compliment and support the parents/ carers role at home. Parents/carers do have the right to withdraw their children from any RSE (except what is expected as part of the National Curriculum). Anyone wanting to exercise this right are asked to contact the Headteacher.

FOUNDATION SUBJECTS-History, Geography, Art, Music & Design Technology

At Usworth Colliery much of our curriculum work is based on a particular topic or theme. Children are introduced to topics through questions and/or experiences as the starting point. There is a 'Big Question', which may tie the topic together or be linked to the content of the unit of work. Such questions could be:

Why do we remember the 5th of November? Has coronavirus happened before? What have the Romans done for us? Where does our food come from? Why should I worry about wasting water when it rains so much?

Progression in the curriculum is built around **essential knowledge, understanding and key skills** within each subject . These are broken into year group expectations and have additional challenges for able learners. English, Mathematics and ICT skills are applied where it is appropriate to do so.

Time for children to **reflect upon or review their learning** is central to the whole process.

Learning is shared with parents and our curriculum documents can be found on our school website. There is also a copy of the learning overview in home-school diaries so parents always know what children are learning.

D&T at Usworth Colliery focuses on giving pupils the opportunity to build on essential knowledge and key skills across a range of key disciplines (structures & mechanisms, electronics, textiles, food & nutrition). Children complete projects that allow them to explore, design, make and then evaluate their finished products and pieces. Smaller topics also focus on developing key skills such as circuit design, cutting and shaping and computer aided- design (CAD).

Visits and visitors are imperative to answering our learning challenge question. Learning challenges will differ from year to year depending upon the interests of the children and staff, although will cover the main skills, knowledge and understanding for the year group, set out by the national curriculum.

INCLUSION

We are an inclusive school and work closely with parents of pupils who have learning difficulties and/or disabilities, and outside agencies to ensure children's well being, and to ensure they reach their full potential.

The **Special Educational Needs Coordinator** and our ASD Provision Lead in school is **Mrs. Sarah Jones.**

If you are concerned about your child's progress in school, discuss this with the class teacher or Headteacher. If you are concerned about a pre-school child, see your Health Visitor or ask at school about how you can see an Educational Psychologist to seek advice. A summary of the school's SEND Policy is available on the school website.

Many services are available through school to support pupils, including Community CAMHS, CYPS, Educational Psychologist and Speech Therapy. These Agencies, after consultation with parents, can be called in if it is mutually felt to be in the child's best interest. At all times the school tries to be aware of each child's emotional, social and physical development. Early reference is made to parents if we have any concerns in these areas.

At Usworth Colliery Primary School, we ensure that all children have equal access to the school building and environment and to the curriculum where possible:

- **The Curriculum** covers not only teaching and learning but also the wider curriculum of the school such as participation in after-school clubs, leisure, sporting & cultural activities and school visits;
- **The Physical Environment** includes improvements to the physical environment of the school and the provision of physical aids to education, for example, ICT equipment or specialist desks or chairs;
- **Written Information and Information in Alternative Formats** should take account of pupils' disabilities, pupil and parent preferred formats and these will be made available within a reasonable time frame.

Usworth Colliery Primary School strives to provide an inclusive ethos for all pupils; a broad, balanced and enriched curriculum; systems for early identification of barriers to learning and participation; high expectations and suitable targets for all pupils.

Our SEND Offer, policy and details for arrangements we can make for children with SEND can be found our school website.

ABLE, GIFTED & TALENTED

We recognise that children within our school may vary greatly in academic and other achievements. We have pupils who are more able, as well as gifted and talented (A,G&T). Provision is made both within the school curriculum and in extra curricular activities to stimulate and enrich those pupils who are identified in this category. Parents views are enlisted to find out more about their children's talents.

SCHOOL RESULTS

Latest published results—2025

EYFS & KS1 RESULTS

Reception children achieving a Good Level of Development = 61%
Y1 Phonics Screener = 52%
Y2 phonics Screener (including those passed in Year 1) = 80%

MULTIPLICATION CHECK

Scored 21+	Scored 25/25	Average Score
51%	29%	22.3

KS2 TESTS

	EXPECTED	GREATER DEPTH
Maths	83%	38%
Writing TA (above)	69%	10%
Reading	79%	44%
RWM Combined	69%	6%
SPAG	75%	29%

KS2 TEST AVERAGE SCALED SCORES	
	2025
Reading	109
SPAG	107
Maths	110

KS2 – PROGRESS DATA

Please note that due to COVID-19 pandemic, progress measures are un-available for the 2024 KS2 Cohort.

BEHAVIOUR

Our School Ethos

We are a rights respecting school, whose values are built on mutual trust and respect for all and expect this in the behaviours of our students. The school aims to promote an environment where everyone feels happy, safe and secure. Everything we do in school is focused on meeting the social, emotional and developmental needs of every individual child. We believe an emotionally safe environment is an essential prerequisite for successful learning. We understand that feeling emotionally secure is fundamental for effective teaching and learning. In order to achieve this we implement a mindful approach to teaching, learning and pastoral care. Adults within our school play an instrumental part in creating socially and emotionally supportive learning environments for children in their care whilst appreciating their delicate sensibilities. By adopting a mindful approach we aim to create learning environments that are places where children feel safe to express emotions, have the confidence to take risks and feel challenged and excited to try something new. As a school we have invested in the Thrive Approach. The philosophy of this programme encompasses mindful practices looking at ways in which to facilitate the development of happy, confident children who are ready and open to learning.

Aims and expectations

Children are expected to: Follow the Colliery Code

1. Listen carefully
2. Respect other people's property
3. Keep hands feet and objects to yourself
4. Be polite and honest
5. Be responsible for your own behaviour and learning

Staff are expected to:

- To treat all children fairly, honestly and with respect.
- Tailor our expectations of children's abilities and behaviour taking into account their age and stage of development.
- To raise children's self-esteem and develop their full potential.
- To create a safe environment both physically and emotionally.
- To use rules and sanctions clearly, fairly and consistently.
- To be a good role model.
- To help children grow in a safe and secure environment and help them to become positive, responsible and increasingly independent members of the school community.
- To form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.
- To know their pupils as unique and exceptional individuals.
- To develop children's emotional literacy and improve the emotional health of children staff and parents.
- Offer a developmentally appropriate framework for social education.
- To track pupil progress, set challenging, achievable targets and support children in achieving them, so that they know their efforts are valued and that progress matters.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children and supporting emotional development needs using the Thrive approach

We encourage outstanding behaviour for learning by:

- Using the Thrive Approach
- Making clear our expectations of good behaviour.
- Discouraging unsociable behaviour by promoting mutual respect and honesty.
- Encouraging children to take responsibility for their own actions and behaviour.

BEHAVIOUR

The Traffic Light System

In school we use a Traffic Light System to support and mange behaviours. This approach is always used in a calm, non-confrontational way. This sets out clear expectations and gives children positive, visual reminders about their behaviour and what is expected. Positive behaviour is praised and rewards such as house points are given.

If a child's behaviour is seen to be escalating the teacher will their judgement and knowledge of the child to decide whether a warning should be given. In the first instance a verbal warning is given to remind the child of the expectations and why it is important to be on the green traffic light. If the unwanted behaviour continues the child will be moved to the amber traffic light. At this point the teacher will give success reminders and talk to the child about what success feels like. Positive behaviours will be encouraged: to support the child to return to green. A child will only be moved to the red traffic light when behaviours displayed require increased support or where there is a risk of harm and further emotional regulation is needed

This poster is displayed in all areas of school to support the children's understanding of behaviour expectations within the whole school community.

ANTI-BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.
We cover all types of bullying through the curriculum, assemblies and events, including **Physical, Verbal, Cyberbullying, Homophobic/Transphobic/Biphobic, Racist, Sexist and Social/ Environmental.**

ATTENDANCE & PUNCTUALITY

Regular and punctual attendance is crucial for a child's future life chances and establishes a positive work ethic early in life. Pupils will be encouraged to aspire to achieve 100% attendance but we appreciate that some absence may be unavoidable. Where this is the case, parents/carers should inform school of their child's absence promptly on the first day of absence.

Excellence in attendance is recognised and rewarded at UCPS and we have many incentives and competitions taking place throughout the year to promote this. This includes an attendance lottery and prize draw which takes place half-termly, reward assemblies, attendance league tables, updates in the weekly newsletter and an annual attendance World Cup competition.

The doors are opened daily at 8.45am and close at 9am (when school begins). If children arrive after this time, they will need to enter via the main school office. If a child arrives after 9am, late slips are filled in and recorded on your child's record. At the end of the year, you will receive a copy of their attendance record, however you can request this at any time throughout the year.

Dental and medical appointments should, whenever possible, be made outside of the school day. If this is not possible, you will need to provide evidence of the appointment/s to the school office for your child's attendance record. Children must attend school prior to or following on from the appointment where possible.

Head teachers can no longer authorise holidays or leave in term time, and applications for this will be denied unless there are exceptional circumstances. All applications for term time leave must to put in writing to the Head teacher to enable him to consider each case individually. Parents are liable to receive a Fixed Penalty Notice from the Local Authority where unauthorised leave is taken.

If school is not informed of an absence Lauren hubron (Family Liaison Officer) will contact parents/carers. Attendance is closely monitored as we take our safeguarding responsibilities very seriously. Where attendance is a concern, we will look to support parents in any way we can. We also work very closely with the Local Authority and can refer cases through to their team when attendance, despite support, fails to improve. The Local Authority have the power to issue Penalty Notices or pursue further legal action where required.

HOMEWORK

There are generally three lots of homework each week for all children:

Basic Skills homework

Maths and Spelling homework is sent out each week by class teachers. It will be stuck into homework books. Details of which day it will be set and due to be returned will be set out in the 'Welcome to Year..' letter sent to parents in the first week of each new school year. Maths homework will revise previous learning and Spellings will cover the pattern being covered in school that week, a curriculum area or words from the Statutory Spelling List for their year group. There will be no weekly spelling test, but children are expected to show that they are spelling these words correctly in their writing across the curriculum.

Reading

Children should read at least three times a week at home. Reading records to be checked **once a week by teacher** and heard read (although this might not be the home reading book).

Homework clubs run weekly in school for children who would like to access help from a teacher in their Key Stage to complete their homework. This can also be really helpful for children reluctant to complete their work at home too.

CLUBS

There are a number of extra curricular clubs and activities run on a weekly basis. At our school we consider that school does not end during the lunch hour or after school. We firmly believe that a great strength of our school is the wide variety of clubs and interests we offer pupils in addition to the National Curriculum. After School Clubs are either run voluntarily by staff, or by paid outside staff. The majority of the clubs are free but some incur a minimal charge in order to cover costs.

Some activities include: -

Extra Tuition	Art	Football	Netball	Dance
Performing Arts	Rugby	Gymnastics	Lego Club	Athletics
Craft Club	Choir	Drumming Tuition	Maths	Guitar Tuition
Board Games	Science	Gardening	Peer Mentoring	Homework Club

We are always open to new suggestions for clubs and activities for our pupils. Children may begin learning a musical instrument from a young age. Please enquire at the School Office if you wish to know more about music tuition or clubs in school.

PUPIL VOICE

Where possible, we like to seek the advice and support of the children when decision making. This may be through our regular pupil discussions on aspects of our School Development Plan, or even with appointing members of staff.

We also have a School Council, which is made up of a representative from each class from Years 2 to 6. The aim is to improve the school with everyone's ideas and comments. The School Council meetings are held regularly. Each representative can share ideas for and with their class.

COMMUNICATION

At Usworth Colliery, we have an open-door policy. Parents are encouraged to contact the class teacher with any messages or issues at the beginning or end of the school day. If the class teacher is unavailable, then you can contact the school office to arrange a convenient time to talk. You can also contact the senior leaders or senior management with any issues. We will also contact you if we need to discuss anything, either by phone or in person. Text messages are also used to send reminders and messages. It is vital that we have up-to-date contact details.

Weekly Newsletters will inform you of special events, outings and school activities, as well as giving information on day-to-day school life. These are sent out by email, available on the school website and paper copies are available at the school office.

Regular concerts, assemblies and celebrations are organised, which give parents an opportunity to enjoy Music, Drama and other work performed by the children. We also plan and organise an annual programme of **workshops/events** for parents and carers to enable you to have a better understanding of the work we do and specific aspects of our provision. **Parent Meetings** take place termly and these provide essential opportunities for parents/carers to discuss children's learning and progress together. These meetings take place during the day from 1.30pm to 6:00pm. Attendance at these events is an essential aspect of our home-school partnership. **Reports** are sent out three times a year, sharing progress, strengths and areas for development.

EDUCATIONAL VISITS

It is the policy of the Governors not to charge for activities which form part of the curriculum. However, it is the policy of the school to ask for voluntary contributions towards certain events, for example Educational Visits. Contributions may be paid to the School Office or class teacher. Letters will be sent home asking for voluntary contributions towards your child's trips.

Similarly, specialist teaching of musical instruments will involve the maintenance and tuition fees for each child per instrument. Nothing in legislation prevents a school Governing Body or Local Authority from asking for voluntary contributions for the benefit of the school or any school activity. There is, however, no obligation to make a contribution and no child will be excluded from an activity because his or her parents/carers are unwilling or unable to pay. However, if the activity cannot be funded without voluntary contributions, the Governing Body or Headteacher will make it clear to parents at the outset, that if insufficient voluntary contributions are raised to fund a visit, then it will be cancelled.

The school is mindful of the financial burden that can be placed on some parents when asking for contributions to some school activities. In order to minimise the impact, the school regularly reviews its school visits programme to ensure that costs and frequency of visits are not escalating. In most year groups, only one visit requiring voluntary contributions is undertaken each term and a full breakdown of costs can be provided to parents on request. We try to keep the cost down by using public transport. In exceptional circumstances it may be possible to subsidise pupils to attend Educational Visits. Further details are available from the Headteacher.

VISITORS

We have many visitors in school who support us in promoting academic achievement, as well as well-being. We have high aspirations for our pupils and often have visitors in school to show the children what they can achieve if they work hard, e.g. Olympians, Authors, Lawyers, etc. The Police, Fire Service, Coast Guard and Road Safety Team come into school periodically to give presentations on safety . The local Community Police Officer also visits school regularly and 'Bikeability' lessons take place for pupils annually.

PARENT SUPPORT

Lauren Thubron is our Family Liaison Officer. She monitors children's attendance and punctuality; works closely with Parents/Carers to ensure we support you in getting your child into school; looks at ways to involve the community in school life; and provides Parents/Carers with advice and guidance whenever issues arise.

The Family Liaison role is centred around offering support not only to children but to you as Parents/ Carers so that you do not have to face adversity or challenges alone.

We aim to build excellent relationships, so that you feel welcome in school and supported to help maintain your child's personal well-being throughout their school life. As such, Lauren has no teaching commitments to allow her to be readily available to parents over the phone and in person as much as possible when you need support.

WORKSHOPS

Throughout the year, we try to offer you a range of workshops (either during school hours or after) which will help you support your child in their learning. Sometimes these workshops are for adults only, but often they are for families to work together.
We also often ask Parent's opinions on changes in policies, such as homework, behaviour or uniform. Details can be found in weekly newsletters or on our website.

VOLUNTEERS

We hope that any Parent/Carer with free time will come into school to help, both inside and outside the classroom. If you are interested in helping, please talk to Mr. Wright or any of the Office Staff. All voluntary support workers must be DSB cleared (police checked) for the safety of your children. This includes those who offer to go on trips. Again the Office Staff will advise you about this procedure. We are very grateful for the help Parents give us in school.

ADMISSIONS

All requests for admissions into Reception are dealt with by the Schools Admissions Department at Sunderland City Council.

Admissions are made online via **https://www.sunderland.gov.uk/schools-admissions-infant-junior-primary**

Deadlines for admissions vary from year to year and prospective parents need to check the closing date. Children are usually admitted to school in the September of the academic year in which their fifth birthday falls. Below is the statement about how places are allocated.

All other places higher up the school or in year transfers are dealt with by application to the school directly using the following form https://www.sunderland.gov.uk/school-transfers

……...

Initially places are allocated using the following criteria:

'Cared for' child – a child that is 'cared for' by a Local Authority in accordance with Section 22(1) of the Children's Act 1989 and a child who was cared for, but ceased to be so, because of adoption (or has become subject to a residence order or special guardianship order). Please see admissions policy for further clarification if required.

A sibling link - an older brother/sister or older child (including adoptive, foster or step-children) who shares the same parent/carer and lives at the same address, who will still be attending the preferred school, or the junior school for which the preferred school is the feeder infant school, at the time of admission.

Exceptional medical or psychological reasons (you must include a medical/psychological report, prepared by a professional, to confirm information that you include in this section. This report should explain why only this school can meet your child's medical or psychological needs. Common childhood medical conditions such as asthma or giving a child's nervousness at starting new school as a psychological reason for choosing a particular school are unlikely to be accepted as exceptional). If you intend to use this criterion when expressing a preference, please contact the School Admissions Team before completing the application form. (Eligibility under this category will be considered by a meeting of Senior LA Officers).

Pupils for whom preferences are expressed on grounds other than those outlined above.

Within each of the above, places will be offered on the basis of distance from the centre of the home address to the main entrance of the school with priority being given to those living closest to the school. Distance is measured by the shortest/safest walking distance, using a geographical information system (GIS).

At the first stage of allocations there will be no distinction between 1st, 2nd, 3rd etc. preference applications. All applications will be considered equally against the admission criteria. If a pupil then qualifies for a place at more than one school, the parent's highest ranked preference will be offered and any lower ranking offers will be disregarded. In determining allocations, priority will be given to those applications where the parental preference is received by the published deadline date.

Where a pupil has a statement of special education need naming a school, a place will be offered at that school (subject to confirmation by the SEN Unit).

Parents who are awarded a place for their child may request that the date their child is admitted to school is deferred until later in the year or subsequent year, for example, until the start of the term when the child reaches compulsory school age. Parents can also request that their child takes up the place part time, if it is in the interest of the child, until the child is of compulsory school age. In this instance, parents must discuss this with the Headteacher. Compulsory school age is determined as the term after the child's fifth birthday.

Where it is not possible to offer a place at a school, the child will be placed on a waiting list. The waiting list is sorted using the admission criteria and will be held until the end of the Autumn term, after the children start school in September. Parents who are refused a place have a statutory right of appeal. Further details of the appeals process will be included with the notification letter but are also available from the School Admissions

ILLNESS & ACCIDENTS

Please let us know if there are any special circumstances relating to your child's health, physical condition or anything occurring at home which may affect his or her schoolwork and which may need special care or attention. All medication prescribed by the doctor, which needs to be administered 4 or more times a day can be administered in school. The medicine should be handed into the office, labelled with the child's name and a disclaimer must be signed. Mrs. Edmonds and Mrs. Newall are designated staff who manage medication and health issues in school. A high percentage of staff are First Aid trained and can assist in administering basic First Aid as appropriate. Parents will be alerted when First Aid is administered when it is felt appropriate.

If your child is ill or has an accident at school, we will make every effort to contact you. Please make sure we have up to date information and contact us about any changes. If parents cannot be contacted when an accident has occurred, then a member of staff will take the child to hospital if necessary.

There are regular health checks, including vision, hearing, heights and weights for Reception and Year 6 children, carried out in school.

Please let us know if your child has Impetigo, Head Lice etc. In this way we can stop the spread of the infection, which should be treated as a matter of urgency.

E-SAFETY

Children at Usworth Colliery use the Internet on a regular basis as part of their learning. In school, we cover 'e-safety' as part of the curriculum for every year group in order to remind children of the importance of keeping themselves safe online.

At home, sometimes children can be given unsupervised access to the Internet. This potentially allows them to access all kinds of society (both good & bad) and bring them virtually into their homes.

Here are some tips and useful links to help you keep your children safe online:

- ***Explore e-safety sites*** *- There are lots of links to useful e-safety sites for children on our website. They are great fun to explore, so why not browse through them with your children?*
- ***Facebook/Twitter/Instagram*** *- Many of these sites have a minimum age limit, therefore our pupils should NOT be using them. They do not offer appropriate levels of protection, often allowing children to communicate with anyone.*
- ***Keep your computer in a shared area*** *- Talk to your child about what they are doing online and, if possible, set up your computer in an open area at home so that you can all share in the wonderful opportunities that the internet brings.*

Further information can be found on the E-Safety page of our website under the "Children" heading in the menu.

HOME SCHOOL AGREEMENT

We have negotiated with our parents, staff and governors a Home/School Partnership Agreement. This will be explained to all new parents before entry to school. We hope new parents will support school by signing this, so that we can work together for the benefit of your child. It will be included in your Admissions Pack.

OFSTED

Below is a link to our latest Ofsted report from September 2020.

https://reports.ofsted.gov.uk/provider/21/108799

We were graded as 'good'.

You can have your say about Usworth Colliery on the Ofsted website by answering questions (Parent View) using the same link above. These are the same questions you are asked in any parental survey we take in school. However, there is no space for comments. Remember this is not a space to air grievances as nothing will be done about issues. If you have any issues the best thing to do is to contact your child's class teacher, Senior Leader or Mrs Forster, where they will ensure action is taken. The current surveys are very positive!

FUNDRAISING

The school will continue to support a variety of charities, hoping to demonstrate to pupils that there are millions of people in the world less fortunate than ourselves. Charities to receive donations from the school will be selected seasonally by pupils/staff according to specific needs/conditions. The school does not support charities targeting pupils for sponsorship solely to raise funds. We try to be very mindful of the amount of money we are asking from you.

We also complete fundraising for the school to buy extra equipment and we do this through raffles at events, tombolas, discos, etc. In the summer term, we also hold a Summer Festival which is open to the community. We encourage parents to become involved in the organisation of these events where possible.

COMMUNITY

We want Usworth Colliery to play an active role within the local community. We have close connections with various local groups such as the Rotary Club. We visit local care homes with our choir. We host annual Christmas Parties/Remembrance Day events for Senior Citizens and also provide food hampers for local families. We promote local events in our newsletter.

COMPLAINTS

The Governing Body anticipate that any complaints will be dealt with in an informal way by direct contact with the Class Teacher in the first instance and then Headteacher, if necessary. If this does not resolve the matter then the Governors have a Complaints Policy, which is available on the website or from the School Office.

USWORTH COLLIERY

PRIMARY SCHOOL

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https://www.usworthcolliery.co.uk/

Headteacher: **Mrs Alison Forster** *BA (Hons) NPQH*