

# **LONGTON LANE PRIMARY SCHOOL**



*Believe & Achieve*

**SCHOOL PROSPECTUS  
2025 / 2026**

# **Longton Lane Community Primary School**

## **Prospectus – 2025/2026**

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# Longton Lane Primary School

*'Believe and Achieve'*

Dear Parents and Carers,

On behalf of the Governors and staff of Longton Lane Primary School, it gives me great pleasure to introduce our school through our prospectus. The school serves the local community, and all children are encouraged to learn to live together and treat other people with care and consideration.

We hope you find the prospectus informative and useful and that it helps you to gain an understanding of how Longton Lane is organised and an appreciation of the exciting opportunities on offer to the children in our care.

Our school continues to develop in many exciting ways, providing an even more enriching experience for our pupils. We are proud of our care and nurture of pupils and the results we achieve together, working alongside our parents.

The best way to find out about our school is to come and visit, to see us in action and to meet the staff and children. You can also find out more about our vision via our website where you will have access to a wide variety of school-based information. We also have a school app for you to receive notifications from school.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our children and families.

Warm Regards

*Linda Speed*

Headteacher

## Introduction

Longton Lane Community Primary School is situated in Rainhill in the Local Authority of St Helens.

Alongside spacious class bases there are other rooms available for group use and community activities. Longton Lane has laptop trolleys and class sets of iPads for classroom use. All classrooms are equipped with interactive whiteboards.

On the first floor there is a designated wellbeing room, dance studio and specialist room for art, cookery and design technology. On the ground floor we have a separate school library and large hall which is used for assemblies, meals, PE and a variety of after school clubs.

The school has a kitchen adjacent to the hall which produces an excellent choice of healthy meals each day.

A breakfast club (from 7.30am) and an after-school club (to 6.00pm) is run on a daily basis during term time by Kidzone and caters for children from 4-11 years.

All the staff at Longton Lane, both teaching and non-teaching, form a hard-working team that provides a caring and stimulating learning environment in which your child can achieve their full potential.

In recognition of the hard work and achievement of both staff and pupils Longton Lane has been awarded National Healthy Schools enhanced status, Silver Sports Mark, Bronze Eco Award and is a model school for Read Write Inc.

## Our School Mission Statement *'Believe and Achieve'*

At Longton Lane we believe that each child is unique; that they deserve the best childhood and whole educational experience. This is at the heart of our ethos and everything we do in school. We are dedicated to providing and promoting a secure and stimulating learning environment where everybody feels safe and secure to attempt new challenges in life.

We believe that education is a key factor in transforming the lives of children so that they can be whatever they choose to be. We believe in nurturing children so that they thrive in school and as a result are ready to learn, achieve their goals and embrace individuality and independence. We believe that all pupils are entitled to an engaging and enriching curriculum, which should be accessible to them, enjoyed by them and which results in them knowing more and remembering more.

We aim to prepare our children to make a positive contribution as they live in today's society. Our commitment is to nurturing positive self-esteem and friendships that lead to a mutual respect for all. Our rich, diverse and enjoyable curriculum will help children develop the skills to live as valued members of the community. Within our school community we will encourage honesty, trust, friendship, kindness and respect to equip our children educationally, morally and spiritually for their future lives.

At Longton lane we aim to foster a love and passion for life-long learning. We will encourage responsibility, independence, resilience and respect at all times.

We will teach about the importance of physical exercise and a balanced diet whilst promoting the desire for a healthy body and mind.

## **Our School Aims**

We aim to nurture a love of learning by:

- providing a broad and challenging curriculum appropriate to individual needs
- creating a high-quality learning environment for all pupils and staff
- developing strong collaborative partnerships between school, home and the community
- encouraging independence and creativity

We aim to inspire our children to achieve their best by:

- encouraging positive self-esteem and confidence to try something new
- promoting high standards in teaching and high expectations for learning
- setting challenging targets and regularly reviewing progress
- appreciating and celebrating individual achievements

We aim to promote a positive environment by:

- encouraging a sense of curiosity and interest in the wider world
- providing a safe, secure and nurturing environment
- respecting and valuing the views, needs and contributions of every individual

## **Equality Statement**

At Longton Lane Primary School we are committed to inclusive education through the fair and equal treatment of all. We accept and agree with the Salamanca Convention: every child has a fundamental right to education which is free from discrimination, bias and advantage. This is constantly described through our culture, policies and practices. Reasonable adjustments will be made to accommodate all pupils regardless of race, religion, cultural background or disability.

## Governing Body:

|                 |                              |
|-----------------|------------------------------|
| Mrs C Swaisland | Chair Person/Parent Governor |
| Mrs L Speed     | Headteacher                  |
| Mrs C Andrews   | Co-opted Governor            |
| Mrs N Bond      | Staff Governor               |
| Mr R Bray       | Parent Governor              |
| Mr W Brooks     | Co-opted Governor            |
| Mrs H Cumpstey  | Parent Governor              |
| Mrs C Kwasnicki | Co-opted Governor            |
| Mrs W Ogilvie   | Co-opted Governor            |
| Mr D Leadbetter | Co-opted Governor            |
| Mr M Suleman    | Parent Governor              |



## Teaching Staff:

|                 |                             |
|-----------------|-----------------------------|
| Mrs L Speed     | Headteacher                 |
| Mrs C Andrews   | Deputy Headteacher / SENDCo |
| Mrs H Brougham  | KS1 Leader                  |
| Mrs S Southward | EYFS Leader                 |
| Mrs N Bond      | SENDCo                      |
| Miss H Austin   |                             |
| Mrs P Gargan    |                             |
| Mrs J Keevil    |                             |
| Miss A Owen     |                             |
| Miss C Richmond |                             |
| Mrs S Saphier   |                             |
| Miss C Thomas   |                             |
| Miss C Walker   |                             |
| Mrs C Wallace   |                             |

## Support Staff:

|                   |                                                                    |
|-------------------|--------------------------------------------------------------------|
| Miss T Bennett    | Learning Support Assistant                                         |
| Mrs H Burns       | Learning Support Assistant                                         |
| Mrs L Christian   | Learning Support Assistant                                         |
| Mrs D Dandy       | Learning Support Assistant                                         |
| Miss A Donnellan  | Learning Support Assistant                                         |
| Ms J Dubrovskaya  | Learning Support Assistant                                         |
| Mrs L Farrell     | Learning Support Assistant                                         |
| Miss N Hampson    | Learning Support Assistant                                         |
| Miss J Johnson    | Learning Support Assistant                                         |
| Mrs S Johnson     | Learning Support Assistant                                         |
| Miss K Longworth  | Learning Support Assistant                                         |
| Mrs S McTomney    | Learning Support Assistant                                         |
| Mrs P Mitchell    | Learning Support Assistant                                         |
| Mrs S Tarbuck     | High Level Teaching Assistant                                      |
| Mrs E Cass        | School Business Manager                                            |
| Mrs E Kempster    | Administrative Assistant                                           |
| Miss E Yates      | Administrative Assistant                                           |
| Mr T Robinson     | Caretaker                                                          |
| School Cooks:     | D Tierney, T Heaton                                                |
| Middy Assistants: | Mrs L Causer, Mrs M Duggan, Mrs S McCall, Mrs J Morris, Mrs Y Wang |
| Cleaners:         | Mrs L Beattie, Mrs L Shacklady, Mrs J Qualtrough                   |

## **Admissions Policy – Procedure**

The school follows the St Helens MBC Admissions Policy which facilitates admissions to school in September of each year of children who are four and whose fifth birthday falls between the first of September and the 31<sup>st</sup> of August.

Children admitted into the Reception class attend for half days for a week at the start of the term to help them settle in.

Parents wishing to apply for a place can do so by completing an application form, which can be obtained from either the Education Department, or online.

Parents and prospective parents are always welcome to look around the school. Please contact the school to make a convenient appointment. For more details about admission to Longton Lane Community Primary School parents may wish to see the School Admission Policy.

**The number of children in each year group in September 2025 was**

|                      |            |
|----------------------|------------|
| <b>Reception/FS2</b> | <b>45</b>  |
| <b>Year 1</b>        | <b>36</b>  |
| <b>Year 2</b>        | <b>29</b>  |
| <b>Year 3</b>        | <b>30</b>  |
| <b>Year 4</b>        | <b>59</b>  |
| <b>Year 5</b>        | <b>42</b>  |
| <b>Year 6</b>        | <b>39</b>  |
| <b>TOTAL</b>         | <b>280</b> |

## **Arrangements For Parents Wishing To Visit The School**

Parents considering applying for a place at the school for their child are welcome to contact the Headteacher and arrange an informal visit at any time.

Parents of children starting in the Reception Class in September are invited to visit the class on a number of occasions, usually in June. Parents are notified by letter of the actual times and dates when they can visit with their children. On the first visit parents may wish to stay in the classroom with their children but would be encouraged to leave on the following occasions.

As parents you will be invited to an informal meeting where the Reception teacher and Mrs Speed will outline our school's ethos, discuss various teaching approaches and school life in general. You will also be given an information pack and you can find lots more information, including how to order school uniform, on our website. Prior to your child starting school you will be able to make an appointment to see their class teacher, thus providing an opportunity to discuss your child and the processes of starting school.

These are not the only times when parents can visit – in line with our open-door policy we would hope that parents would come into school when problems arise. Often teachers are prepared to have discussions before or after school but at times an appointment may have to be made.

## The Curriculum

The curriculum offered at Longton Lane is both content and skills based. It is designed to provide all children with a broad-based educational experience which enables them to practice a variety of skills, develop understanding of a wide range of concepts, recall specific content and knowledge and establish positive attitudes to study, work and leisure time.

As far as possible the school aims to meet the educational needs of each child as well as provide opportunities for the development of individual talents. These include extra-curricular activities which will enable them to meet the challenges of life with increased confidence and growing maturity.



## Subjects

Subjects taught are English, Mathematics, Science, Computing, R.E., Design & Technology, Geography, History, P.E., Music, Art & Design, Languages and PHSE. In addition, Musical Instrument Tuition is offered in Years 3 to 6.

At Foundation Stage (Reception class), the curriculum is divided into two areas of learning:

**Prime areas:** Communication & Language, Physical Development and Personal, Social and Emotional Development.

**Specific areas:** Literacy, Mathematics, Understanding the World and Expressive Arts & Design.

Children in the Reception class are assessed on a regular basis throughout their first year at school. A robust tracking system is completed in line with the areas of learning and expected outcomes – Early Learning Goals (ELGs).



Through Year 1 to Year 6 Children are formally and informally assessed to ensure personalised progress. Each half term the children are tracked in line with average age expected levels. These will be shared regularly with parents.

Year 1 – children are assessed via the Phonics screening check in June.

Year 2 – children are assessed in May according to Teacher Assessments and backed up by the National Standard Assessment Tests/Tasks (SATs) for the end of Key Stage 1.

Year 3  
Year 4  
Year 5 } children are assessed in June with non-statutory tests which provide valuable information for future target setting for individual children.

Year 6, children are assessed according to the National Standard Assessment Tests/Tasks for the end of Key Stage 2



## **Additional Needs**

At Longton Lane Community Primary School we aim to create an environment in which all children, including those with additional needs, can develop physically, intellectually and emotionally at a rate which is suited to their individual needs.

The children will be given equal opportunities to progress within the National Curriculum at their own pace, whilst working alongside their peers. The school has a disabled toilet and access to the buildings for any pupils with a physical disability.

The procedures followed in school adhere to the Code of Practice whereby any concerns about a child's progress will require the development of a provision plan which will then be followed up by regular reviews of progress with the teacher, learning assistants, parents and the child.

A small minority of pupils may require more intensive support and are put forward to the local authority for a formal assessment of their needs. If certain criteria are met, the local authority will occasionally allocate additional funding to enable the school to organise additional in-class support for the child.

Children who are gifted and talented are highlighted by staff on a regular basis and are taught using activities and materials appropriate to their individual needs. Learning is personalised to individual needs whatever they may be.

Any children that are looked after receive support from school and other agencies according to their individual needs.

## **Personal, Social and Health Education (including Sex and Relationships and Drugs Education)**

The inclusion of Personal, Social and Health Education is considered essential as it is seen as being closely related to the development of the whole child.

Children will be encouraged to develop their social confidence, their ability to share and co-operate, as well as their respect and concern for the welfare of others and other living things.

The Governing Body has adopted a policy for teaching Sex Education to the children.

KS1 – children learn about families, friendships and body parts.

Lower KS2 – children learn about relationships within families and between friends.

Upper KS2 – children learn about body changes during puberty, personal hygiene and the development of sexual relationships.

Parents may exercise the right to withdraw their children from all or part of the sex and relationships education programme.

## **Extra-Curricular Activities**

Although they take place outside class or lesson time and extend beyond the formal school day these successfully form part of our curriculum. A wide range of extra-curricular activities take place throughout the year. These include a variety of sports, music, singing, art, computing and dance.

## **Homework**

One aspect of the home/school partnership is the setting of homework. This is done to establish a good working habit in the child, to inform the parents of what is being done in school and to encourage their co-operation in what we are doing for the development of their child. The frequency with which homework is set varies according to the age group of the class and the ability of the children. Details can be found in our homework policy.

## **Assembly Time**

All children take part in assembly time on a daily basis either in the school hall or in the classroom in a smaller group. Parents have the right to withdraw their child from this activity, this right must be exercised through a written letter to the Headteacher.

## **School Council / Sports Council / Eco Council**

We believe that pupils should become partners in their own education, making a positive contribution to the school environment. Our Councils provide the opportunity for them to be involved in effective decision making that improves school life for everyone.

Our Councils meet on a regular basis and are made up of 2 democratically elected representatives from each class who are able to raise issues for discussion from their class meetings and then report back to their class. Our Councils have organised events to support causes beyond the school.

## **Parents in School**

Parents are actively encouraged to contribute to the life of the school by being involved in many of the activities which take place during the school day. These activities have included food technology, computer-assisted learning, helping with reading, art and craft, educational visits and a number of sporting activities such as football.

In addition, the school has an active PTFA who offer their help with various activities and events throughout the year, successfully fundraising for the school.

## **Keeping parents informed about progress**

During the Autumn Term we hold a parent's evening with the objective of finding out about children's aptitudes and interests from parents. This is also an opportunity for parents to advise class teachers about anything which may affect their children at school. This allows teachers to build a broader picture of their children than is normally seen in the school day.

In the Spring and Summer Terms we hold a parent's evening at which we discuss the children's educational progress more fully.

In the Summer Term we issue a detailed written report based on our full curriculum and the progress your child has made both academically and socially.

In addition to these occasions, parents are welcome to make an appointment to come and discuss their children's educational development.

## **Behaviour**

At Longton Lane Primary School we aim to create an atmosphere in which all members of the school community share a mutual respect for one another. We also aim to promote a caring, responsible attitude in all our pupils. A high priority is placed upon the development of self-discipline.

School rules for pupils are based upon the need for:

- a) respect for themselves and their own safety
- b) respect for the needs and feelings of other people.
- c) respect for school property.

These rules are set out clearly for all members of the school community, thus ensuring consistency of expectations by school staff, pupils and parents alike.

We believe that children thrive on positive feedback. Thus, we hope to achieve our aims by adopting a positive approach in which appropriate behaviour will be reinforced and rewarded. Inappropriate behaviour will be dealt with using an order of sanctions with which all members of staff, pupils and parents are familiar.

Parents will be encouraged to support the school's policy on behaviour. They will be kept informed on all aspects of their own child's behaviour.

In accordance with Government policy parents, children and staff complete the relevant section of the Home-School Agreement.

## **Bullying**

Bullying, which involves dominance of one pupil by another or group of others, is usually deliberate and forms a pattern of behaviour rather than just one incident.

If either pupils or parents feel that bullying is taking place they should report it without delay to the child's class teacher who will investigate and take appropriate action.

The school will not tolerate bullying and pupils who persist in this anti-social behaviour and do not respond to encouragement to reform will be severely dealt with.

There is a section in our Discipline Policy regarding bullying and school has an Anti-Bullying policy in place.

## **Courtesy to School Staff**

As professionals the school staff will be courteous to parents and family and we expect the same level of respect in return.

Anti-social behaviour is unacceptable and will not be tolerated by the school staff. Any incidents of verbal aggression, either directly or indirectly will be dealt with by the Headteacher and/or the Governors.

## Safeguarding Children

The school has comprehensive procedures in place for the safeguarding of children. Copies of school policies relating to safeguarding issues can be obtained from the school on request. All staff, volunteers and students are required to have advanced checks before working within the school. All new staff will receive an induction pack and are required to attend school-based induction training. The school has a designated lead child protection person, Mrs Linda Speed, and two deputy child protection persons, Mrs Claire Andrews and Miss Claire Patino. School has signed up to Operation Encompass.

Teaching staff have a duty to act in *loco parentis* in the manner of caring and reasonable parents. If a child has been seriously injured the school will ensure that he/she receives prompt medical attention. All reasonable efforts will be made to inform the parents of the action taken. Where parents are unavailable, a member of the school staff can act in *loco parentis* and accompany the child to hospital. Where the injury arises out of abuse, the school must ensure that the abuse is investigated by a referral to the Social Services Department and/or the local casualty department.

## Health and Safety

The health and safety of pupils is seen as a shared responsibility between school and home. Staff work in partnership with parents and, where appropriate, the police, to reinforce safety messages such as always using the school crossing patrol and not talking to strangers. Parents should be aware that the school has a legal responsibility to take steps to ensure the safety of all children. Where their safety is in doubt, action will be taken as outlined in our Safeguarding Policy.

In the interest of the safety of all pupils, cars should not stop or park on or opposite the zig-zag markings at the beginning and end of the school day. Children arriving at school should go straight to their classrooms or onto the playground and should not linger outside the gates. At the end of the day, parents and others meeting children from school should ensure a clear path is left alongside the railings so that children are not forced to walk on the road.

## Medicines in school

Children who suffer from asthma, diabetes or require an Epi-pen may bring medication to school. The school's Administration of Medicines Policy and Guidance clearly states the school and parent responsibilities in the management of medicines and indicates the appropriate documentation that will need to be completed. If a child needs regular long-term medication parents should contact the Headteacher and discuss their child's needs. We are able to administer medicines on request, but parents must fill in a permission form at the school office first and then drop off/collect medicines each day at the school office.

## First Aid

The school has many trained First Aiders. Children with minor cuts and scrapes will be given appropriate attention and a note sent home explaining our actions. In the case of a more serious injury or illness, we will contact you and ask you to come to school and take your child to the doctor or hospital for treatment. **It is important that you give us the telephone number of at least one person who can come to collect your child in an emergency.**

## Times of The School Day

| <b>Reception / Key Stage 1</b> |              | <b>Key Stage 2</b>     |           |
|--------------------------------|--------------|------------------------|-----------|
|                                |              |                        |           |
| Entrance Gates Open            | 8:40am       | Entrance Gates Open    | 8:40am    |
| Doors Open                     | 8:45am       | Doors Open             | 8:45am    |
| Registration                   | 8:50am       | Registration           | 8:50am    |
| Break                          | 10:00am      | Break – Y3 & Y4        | 10:15am   |
| Lunchtime                      | 11:45am      | Break – Y5 & Y6        | 10:45am   |
| Registration                   | 12:30pm      | Lunchtime – Y3 & Y4    | 12:10pm   |
| Break                          | 2:10pm       | Registration – Y3 & Y4 | 12:55pm   |
| Gates Open                     | 3:15pm       | Lunchtime – Y5 & Y6    | 12:35pm   |
| End of School Day              | 3:20pm       | Registration – Y5 & Y6 | 1:20pm    |
|                                |              | Gates Open             | 3:15pm    |
|                                |              | End of School Day      | 3:20pm    |
|                                |              |                        |           |
| Celebration Assembly           | Whole School | Friday 9:05am → 9:30am | Main Hall |

## Planned Pupil Absence

Holidays must be taken in school holidays except under very exceptional circumstances and proof of this must be provided by parents to the Headteacher in writing. We have a pupil planned absence form for any such requests, please ask at the school office. Any holidays taken without the headteacher's agreement will be coded as unauthorised. The governors have agreed to adopt the L.A.'s system of 'Fixed Penalty Notices' for unauthorised absences.

## Illness

If a child is unfit for school, parents should contact the school by 9am on the first day in person or by phone. If no reason is received for an absence at registration the school will phone for a verbal explanation on the first day of absence. Absences will not be authorised without this procedure. If a child's attendance is below 90% medical evidence will be required in each instance of absence.

## **Every School Day Counts and Every Day is Important!**

### HOLIDAY DATES 2025 - 2026

|                                                |                                               |
|------------------------------------------------|-----------------------------------------------|
| Open – Thursday 4 <sup>th</sup> September 2025 | Close – Friday 24 <sup>th</sup> October 2025  |
| Open – Tuesday 4 <sup>th</sup> November 2025   | Close – Friday 19 <sup>th</sup> December 2025 |
| Open – Tuesday 6 <sup>th</sup> January 2026    | Close – Friday 13 <sup>th</sup> February 2026 |
| Open – Monday 23 <sup>rd</sup> February 2026   | Close – Friday 26 <sup>th</sup> March 2026    |
| Open – Monday 13 <sup>th</sup> April 2026      | Close – Friday 22 <sup>nd</sup> May 2026      |
| Open – Wednesday 3 <sup>rd</sup> June 2026     | Close – Wednesday 22 <sup>nd</sup> July 2026  |

### ADDITIONAL DAYS SCHOOL IS CLOSED TO CHILDREN 2025 – 2026

|                                           |
|-------------------------------------------|
| MAY DAY – Monday 6 <sup>th</sup> May 2026 |
|-------------------------------------------|

### STAFF INSET DAYS 2025 – 2026

|                                          |
|------------------------------------------|
| Wednesday 3 <sup>rd</sup> September 2025 |
| Monday 3 <sup>rd</sup> November 2025     |
| Monday 5 <sup>th</sup> January 2026      |
| Monday 1 <sup>st</sup> June 2026         |
| Tuesday 2 <sup>nd</sup> June 2026        |

## Dress at School, School Uniform

School Uniform has been agreed in consultation with the Governors in an effort to produce distinctive but serviceable and readily available items of school wear. Co-operation is sought from parents to ensure that pupils attend school correctly dressed. We also ask parents not to send children to school in trainers but in appropriate footwear.

All items of uniform and equipment must be marked clearly with pupil's names and lost property should be reported promptly to the class teacher. Every encouragement is given to all pupils to take care of their belongings and parents are asked to reinforce this. Shoes should be black and flat heeled. Boots or trainers are unsuitable.

### Winter uniform

Red sweatshirt / cardigan / fleece  
Grey trousers / skirt / pinafore  
White polo shirt  
Sensible black shoes  
Grey / White / Red tights / socks

### Summer uniform

As winter uniform  
Grey shorts  
Red and white  
gingham dress

School uniform may be purchased from Touchline via links on the school website or from any other outlet. Please note, sweatshirts and cardigans do not have to have the school logo, plain red is acceptable



## PE Kit

White t-shirt (we do ask that children wear the school PE kit if possible)

Red shorts

Black pumps - not trainers for PE (soles are too rigid for apparatus work)

Trainers / football boots / tracksuits as required for outdoor PE (parents will be informed when needed)

Earrings are to be removed for PE (except covered studs) teachers cannot assist with this.

## P.E. & Games

Physical Education is an important part of the curriculum. All children will have both indoor and outdoor P.E lessons. (We suggest that P.E kits are kept in a drawstring bag and are taken home for washing each half term). Tracksuits and trainers may be worn for outdoor games. We ask that long hair is tied up for P.E.

## Jewellery

Pupils do not need to wear jewellery at school, and we ask them not to do so. Watches may be worn. From a health and safety point of view, pierced ears can cause many problems for children in school. **STUDS MUST BE REMOVED BEFORE SWIMMING LESSONS.**

Staff cannot carry out removal of stud earrings. All watches must be removed for all PE lessons and stud earrings covered. We will do our best to look after such valuables, but we cannot accept responsibility for any loss or damage. We ask parents to support us by checking pupils do not wear jewellery each morning before coming to school.

## **Food in School**

School Meals – There is a daily choice of healthy school meals available which are cooked on the premises. The menu changes on a weekly basis and you will be asked to select menu options in advance by School Grid. Children who opt for a school dinner do not need to bring extra food in for dinner times but may wish to bring a piece of fruit for playtimes. The preferred method of paying for school meals is School Money, our online payment facility.

If you opt to send your child to school with a packed lunch we ask that this does not include sweets, as, in the interest of dental care, these are discouraged in school. No fizzy drinks, including energy drinks, are allowed in school. Please do not send any drinks in glass bottles or cans for safety reasons.

All children are encouraged to bring in water bottles with a sports style lid to school each day, this should only contain water.

If you would like your child to have a healthy playtime snack these are available to purchase online\* from school on a termly basis. Further information will be provided in advance of each term.

\*If you are unable to make payments to school via our online payment facility the school office will accept cash payments. Weekly dinner money should be brought to school on Monday morning and snack payments on request. All cash should be presented in a sealed envelope with the child's name and class marked on it.

## **Breakfast, After-School & Holiday Club**

This provision is provided by KIDZONE, a private provider set within the school building, owned by Sarah Hunt.

Children are taken to classes each morning following Breakfast Club and picked up from class each afternoon to attend the After-School Club.

Parents wishing to attend this facility need to contact and register directly with Kidzone, who can be contacted for prices and booking on 07585 283335 or by dropping in to visit KIDZONE which you are welcome to do at any time. Further information is also available on the school website.

## **Concerns About Your Child**

If you have any worries, questions, or concerns about your child at school, the first point of contact is your child's class teacher. Teachers are normally available in their classrooms immediately before and after school, although this may not be the best time or place to discuss the issue.

An appointment can be made with the class teacher at a mutually convenient time. Parents wishing to see the Headteacher, or a Key Stage Leader should arrange an appointment through the school office.

## GOVERNOR RESPONSIBILITY 2025-2026

| Name            | Type of Governor   | Area of Responsibility                                                                                                       |
|-----------------|--------------------|------------------------------------------------------------------------------------------------------------------------------|
| Mrs C Swaisland | Chair of Governors | Teaching & Learning/Standards Committee                                                                                      |
| Mrs L Speed     | Headteacher        | Premises, Health & Safety/Safeguarding<br>Staffing, Personnel & Finance Committee<br>Teaching & Learning/Standards Committee |
| Mrs N Bond      | Teacher Governor   | Staffing, Personnel & Finance<br>Teaching & Learning/Standards Committee<br>Premises, Health & Safety/Safeguarding           |
| Mrs C Kwasnicki | Co-Opted Governor  | Premises, Health & Safety/Safeguarding<br>Staffing, Personnel & Finance Committee                                            |
| Mrs H Cumpstey  | Parent Governor    | Staffing, Personnel & Finance Committee<br>Teaching & Learning/Standards Committee<br>Premises, Health & Safety/Safeguarding |
| Miss L Parr     | Parent Governor    | Teaching & Learning/Standards Committee                                                                                      |
| Mrs W Ogilvie   | Co-Opted Governor  | Teaching & Learning/Standards Committee                                                                                      |
| Mr D Leadbetter | Co-Opted Governor  | Premises, Health & Safety/Safeguarding<br>Teaching & Learning/Standards Committee                                            |
| Mrs C Andrews   | Co-Opted Governor  | Teaching & Learning/Standards Committee                                                                                      |





## Key Stage 1 Data July 2019 (31 children in total) – No 2020 or 2021 data due to Covid-19

Achieved EXPECTED in Reading, Writing and Maths 68%

Achieved EXCEEDING in Reading, Writing and Maths 13%

|      | Numeracy | National 19 | Reading | National 19 | Writing | National 19 | Science | National 19 |
|------|----------|-------------|---------|-------------|---------|-------------|---------|-------------|
| WTS  | 23%      |             | 16%     |             | 23%     |             | 16%     |             |
| EXP+ | 77%      | 76%         | 84%     | 75%         | 74%     | 69%         | 84%     | 82%         |
| GDS  | 26%      | 22%         | 32%     | 25%         | 26%     | 15%         |         |             |

## Key Stage 2 Data July 2019 (30 children in total, inc progress on 29 children)

Progress in Reading 2.27 (-5) Progress in Writing 0.83 (-7) Progress in Maths 1.14 (-5)

Achieved EXPECTED in Reading, Writing and Maths 73% (National 2019 65%)

Achieved EXCEEDING in Reading, Writing and Maths 13% (National 2019 11%)

|                  | Numeracy Actual | National 19 | Reading Actual | National 19 | Writing Actual | National 19 | GaPS Actual | National 19 |
|------------------|-----------------|-------------|----------------|-------------|----------------|-------------|-------------|-------------|
| WTS              |                 |             |                |             |                |             |             |             |
| EXP+             | 77%             | 79%         | 90%            | 73%         | 77%            | 78%         | 83%         | 78%         |
| GDS              | 43%             | 27%         | 23%            | 27%         | 23%            | 20%         | 47%         | 36%         |
| Av. Scaled score | 105             | 105         | 106            | 104         |                |             | 107         | 106         |

## Year 1 Phonics screening check

35/38 passed check (32+) 92.1%. Average score 36.6 National 2019 – 82%.

## Year 2 Phonics screening check

1/2 passed check (32+) 50%. Average score of resits 32.00

So Year 2 as a whole now 30/31 passed 96.8% Average Score 37 National 2019 91%

## Foundation Stage Data July 2019 (31 children)

Good progress indicator 24/31 77.4% National 2019 72% Total average point score 35.03

| Area of Learning                | 2019 % at expected (2) and above | 2019 exceeding (3) |
|---------------------------------|----------------------------------|--------------------|
| Listening and attention         | 90%                              | 23%                |
| Understanding                   | 87%                              | 19%                |
| Speaking                        | 90%                              | 23%                |
| Moving and handling             | 90%                              | 16%                |
| Health and self -care           | 90%                              | 16%                |
| Self confidence                 | 94%                              | 16%                |
| Managing feelings and behaviour | 90%                              | 16%                |
| Making relationships            | 94%                              | 16%                |
| Reading                         | 77%                              | 16%                |
| Writing                         | 77%                              | 16%                |
| Numbers                         | 77%                              | 26%                |
| Shape, space and measure        | 81%                              | 19%                |
| People and communities          | 90%                              | 16%                |
| The World                       | 90%                              | 23%                |
| Technology                      | 94%                              | 10%                |
| Exploring media and materials   | 94%                              | 16%                |
| Being Imaginative               | 90%                              | 19%                |



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