



PROSPECTUS

2017/18

'Walking together and learning together through life's adventure.'

**The following poem written by one of our children
helps sum up our school:**

Our School

**Our School is a place where brains are thinking non-stop
Our School is a place where everyone learns to love and
loves to learn**

**Our School is a place for making dreams come true
Our School has a friendly environment
Our School is a place where targets are achieved
Our School is a place where we pray to God
Our school is a place where we move on
Our School is a place where teachers give us courage**

By James Norris (previous pupil)





Dear Parent/Carer

Welcome to Long Sutton Church of England (VA) Primary School including Toy Box pre-school

Whether you know the school well, or are making contact with us for the first time, I hope you will find this information interesting and informative. It reflects a school which aims to develop the full potential of each child, within a strong Christian context.

I am pleased and privileged to work with staff and governors, who care passionately about the welfare and education of the pupils here and look forward to sharing with you, the responsibility for your child's development during these important primary years.

Do not hesitate to contact me if you have any questions or would like to look around our school.

Yours sincerely

Head Teacher



Information

Address: Martock Road
 Long Sutton
 Langport
 Somerset TA10 9NT

Telephone: 01458 241434

Fax: 01458 241272

E-mail: office@longsutton.somerset.sch.uk

Web site: www.longsuttonprimaryschool.co.uk

Facebook: www.facebook.com/LongSuttonCofEVAPrimarySchool

Twitter: @longsuttonsch

<u>Head Teacher</u>	Mrs Lizzie Reynolds
<u>Chair of Governors</u>	Mrs Kirsty Jenssen Mr Roger Marriage
<u>Pupils on Roll</u>	95
<u>Type and age range</u>	Primary School 4 - 11 years
<u>School Hours</u>	9.00 - 12.30 1.30 - 3.30
<u>Local Education Authority</u>	Somerset County Council County Hall, Taunton, TA1 4DY
<u>Telephone</u>	01823 355455
<u>Diocese of Bath and Wells</u>	Education Dept The Old Deanery Wells Somerset BA5 2UG
<u>Telephone</u>	01749 670777



SCHOOL ETHOS and VISION

In our forward thinking Christian school we value and nurture all members of our school community and encourage everyone to reach their full potential. We offer a dynamic, challenging, and inspirational curriculum based on Christian values which stimulates curiosity, adventure and risk taking within a safe and secure environment; where children can achieve success today in order to prepare for tomorrow.

We aim for our children to leave our school as:

- Independent learners who are proud of their achievements and themselves
- Life-long learners ready to try new things and be able to reach their full potential
- Young people with a good understanding of Christian values that they can convey to others throughout their lives
- Good role models who care for others within our community without judging
- Respectful, polite and honest community members
- Resilient learners who can make good choice about their learning
- Young people with dreams and goals they strive to achieve
- Confident, happy people who believe they can and will succeed in all they do
- Team players who can work together to achieve more

At the start of the children's journey we strive to provide:

- A welcoming school where children of all ages play together and care for each other
- A place where they feel loved and part of our Christian community
- Learning experiences that enable them to reach their potential
- Learning that challenges and stretches within a secure and safe environment
- A safe place where children can develop resilience and learn that it is OK to make mistakes
- A school where children feel special and are able to develop into individuals



About our School

The original Long Sutton School was established in 1873 on the Village Green, but in 1975 the younger children moved into the first phase of the modern attractive building we now occupy. In 1992 the school became one, following a major extension and re-modelling.

Our school building comprises of three classrooms, a large spacious hall, an after-school club room, a library, and other small rooms for groups to work in. Our Reception Classroom has an outdoor soft play area with a shelter over this and a covered play area used as a role play space. The school is fortunate to have a large playing field with garden area, two hard playing areas and a swimming pool. Toy Box pre-school occupies a small building on the school field and has a purpose build outdoor play area attached to this.

The School is well equipped and resourced. Every classroom has an interactive whiteboard and the children have access to mobile units of laptops and ipads.

Our school is fully accessible and inclusive for all children. There is a lift and ramps to enable wheelchair access to all areas.

Long Sutton School is a co-educational, group one, Church of England Primary School. As a Church of England Voluntary Aided school, the Governors have been the employers of the staff since the school's conception, and share a financial responsibility for the school building with the Diocese of Bath and Wells. Set in rural Somerset, the school serves the catchments areas of Long Sutton, Long Load, Knole, Pibsbury, Upton and Muchelney. The Governors are willing to consider out of zone admissions.

Our published admission number each year group is 17. The children are in mixed age classes. The current school capacity is 119.

School and Pre-school Session Times

School begins at 9.00am, although children and parents are allowed in from 8.45am. Lunchtime is from 12.30pm to 1.30pm (12.00pm for the pre-school) The afternoon session ends at 3.30pm.

During the first week Reception children attend part-time, for the morning sessions only which end at 1.25pm.

We ask parents arrive promptly to collect and deliver their children.

We have a Before School Club from 7.45am and



(3.30 Club) from 3.30pm to 5.45pm for parents who needs wrap around care.

Office Hours:

9.00 - 12.30 and 1.30 to 4.00

School Terms

Under the 1986 Education Act children are required to be in school for 190 days each academic year. These are divided up into three terms:

September - Christmas - Autumn term

January - Easter - Spring term

April - July - Summer term

During each term there is a half term break of one week. Teachers are in school for a further five days for professional training (Inset days).

Term dates for the current year are attached to this prospectus.

Schools Attendance Policy

We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. If your child is ill or unable to attend school, parents must inform the school at the earliest possible moment. An absence is authorised if the reason is legitimate and the school has been informed of the reason. If the school is not notified or there is no good reason for the absence it will be unauthorised. Registration is at 9.00am, any child arriving after 9.10am is



recorded as unauthorised late. If a child is not at school and the parents have not informed the school then the school will try to contact the parents by phone or text.

Requests for leave of absence:

These must go to the Head Teacher and will only be approved in exceptional circumstances e.g. compassionate grounds or a very significant family event or due to restrictive employment conditions of service e.g. forces.

Governors

The school governing body is responsible for working with the school to ensure that it delivers a good quality education for all children. Together with the Head Teacher, who is responsible for day-to-day management, it sets the schools aims, policies and strategic direction.

Therefore the key role of the governing body is:

1. To ensure clarity of vision, ethos and strategic direction.
2. To hold the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of the staff.
3. To oversee the financial performance of the school and make sure its money is well spent.

The Long Sutton Church of England (VA) Primary School Governing body meets 10 times a year excluding the month of April and August.

The Governing Body is made up of a maximum of 12 individuals, which comprises of nominees from the Local Authority Diocesan board for Education and Parochial Church Councils in Long Load and Long Sutton, members of the village as well as having 2 elected parents, and a member of staff. The Head Teacher and Local Vicar are ex-officio members of the Governing Body.

School Governors are fully involved in school life regularly support the school in many ways e.g. joining a staff for INSET days and meetings, visiting classrooms, attending Well Done Special Assemblies or Church Services, helping with general maintenance and much more.

As a Church of England Voluntary Aided School the Governors have a responsibility for financing 10% of all capital projects (these include any building work and ICT equipment) and are therefore committed to regular fundraising events to ensure we can continue to provide the children with the very best we can .

Your Child's Learning

We provide a happy, caring environment in which individual children learn to value excellence, achieve their potential and discover for themselves a genuine delight in learning. The broad and balanced curriculum motivates and excites the children to want to acquire knowledge and develop individual skills.

Children's achievements are celebrated in many ways and everyone enjoys success and praise regularly. We encourage all children to become independent and confident learners and pride ourselves in the development of well-rounded citizens with a love of learning.



Our classes are arranged chronologically and are of mixed ability. All our classes have mixed age groups. Individual, small group and whole class teaching methods are used to provide a range of stimulating opportunities for the children. Throughout the school the flexible approach to grouping children ensures that the learning and teaching is of the highest quality and appropriate to the needs of all children.

The Curriculum is based on the National frameworks in the core subjects and our own schemes of work, adapted from the National Curriculum key skills. We make cross curricular links where possible to provide creative learning opportunities. In the

reception year the Early Years Foundation Stage (EYFS) ensures balance across all areas of learning and development. All our classes benefit from the experience and expertise of our teaching and learning support staff. Our team works closely together across all key stages as well as working closely with colleagues from our Community Learning Partnership (CLP) and local secondary school (Huish Episcopi Academy).

The Early Years Foundation Stage (EYFS)

We believe that the Foundation Stage makes a crucial contribution to children's early development and learning. We provide a rich variety of teaching and learning experiences that are appropriate to their needs. It is about developing key characteristics of effective learning: playing and exploring; active learning; and creating and thinking critically.

The main areas of the Foundation Stage learning are:

- Personal social and emotional development
- Communication and language
- Literacy
- Mathematics
- Understanding of the world
- Physical development
- Expressive arts and design

These are broken down into 17 Early Learning Goals that the children are assessed against on an on-going basis through observation, focused work with the teacher and their daily learning.

The outdoor environment is also a very special part of the Foundation Stage curriculum. As such it is carefully planned for and available each day. The reception class has its own specially equipped outdoor area as does the pre-school.



The Early Years Foundation Stage emphasises the importance of learning through play. The transfer from pre-school to school is a big event in a child's life and the EYFS ensures that the provision in school meets the needs of young children. In our Toy Box and the reception class the children's development and learning is assessed continuously in order for them to make progress at their own pace. The children will be learning new things about the world, developing thinking skills and

building relationships. We value the two way flow of communication between school and home, in order for your child to be happy and relaxed as they start their learning journey.

During their time in Toy Box and Reception all children are given opportunities to choose their own activity, to explore and experiment and above all to enjoy and be successful in their learning.

In the Reception class we...

- provide opportunities to learn through first hand experiences, encouraging the children to pursue their natural curiosity;
- help children gain confidence in themselves as learners;
- generate and promote enjoyment in learning;
- encourage active learning and self-motivation as a basis for learning through exploration, experimentation, investigation, listening and sharing with others;
- encourage and develop their communication with others;
- provide appropriate support for children with special needs;
- value and build on home and pre-school experiences and encourage a strong, supportive parental involvement.



Key Stage 1 (ages 5-7 years) and Key Stage 2 (ages 8-11 years)

THE CORE SUBJECTS:

English
 Mathematics
 Religious Education
 Science

THE FOUNDATION SUBJECTS:

Art
 Design Technology
 Computing
 Geography
 History
 Modern Foreign Languages
 Music
 Personal, Social, Emotional and Health
 Education and citizenship
 Physical Education (including swimming)



We have a broad and balanced inspiring curriculum. English and Maths are both taught separately and across the whole curriculum, whilst other subjects are linked thematically where possible. By adopting a cross-curricular approach in the delivery of our curriculum we ensure that equal opportunities, multi-cultural education, environmental education and sustainable schools are integral to our teaching and children's learning. Our curriculum is inclusive and adapted to suit the children's needs and abilities.

As a Church of England school strong links are forged with Holy Trinity Parish Church, Long Sutton. We are fortunate to have access to the 15th Century church to support children's learning across the curriculum at all stages of their development.



Parents have the right to withdraw their child from Religious Education. Alternative arrangements may need to be agreed with parents.

Collective Worship

Collective Worship is a very special part of each day, giving the children time to reflect, learn more about the Christian religion on which our school ethos and practises are based and how this is put into practise in our everyday lives. The school has good links with the local church and fortnightly members of the local church community come in to lead worship at the school through 'Open the Book'. The children attend key stage monthly services in the Church, led by one of the local vicar.



A 'Well Done' Celebration Worship is held at 3.00pm each Friday afternoon to which family members are invited, to share and celebrate in the wonderful things that have happened or been learnt during that week.

Parents have the right to withdraw their child from Collective Worship. Alternative arrangements may need to be agreed with parents.

Extra-Curricular Activities

We provide a wide variety of activities for the children outside teaching time, either at lunchtime or after school. These depend on the skills and interests of the staff involved and the sporting season. These are run by staff members, parents and outside agencies. Some of the clubs we offer are: Choir, Football, Netball, Country Dancing and Sewing. We also have one sporting club for each key stage, these vary but recently we have had Tag Rugby, Gymnastics and Netball. The majority of our clubs are free.



Educational Visits



Visits play an essential role in our learning and take place on a regular basis. These vary from places in the immediate locality e.g. the church, local walks etc, to local attractions e.g. Montacute House, Carymoor Environmental site etc. There is also an annual residential trip for children in years 5 and 6.

The Arts

The school curriculum is enhanced by the provision of peripatetic music tuition, whole class music, visiting artists and drama and dance workshops. Children are encouraged to display their talents by playing regularly in worship, entertaining the elderly in the community and by being involved in dramatic performances organised by the school, involving all of the Arts. These productions normally take place at Christmas and the end of the school year. The children are encouraged to take part in outside events and festivals involving the Arts.



Charging Policy

We invite voluntary contributions from parents to cover the costs of visits to theatre, museums and the like. Similarly we invite contributions to cover the cost of swimming for Y3-6 at Strode pool (transport only). There is no obligation to contribute and no pupil will be treated differently as a result. However, if insufficient contributions are made, an activity may not take place.

By employing the services of peripatetic music tutors from Champion music for individual or small group tuition, they charge for the cost of each lesson on a

termly basis in advance. Champion Music can support parents in finding instruments to hire for a period until a commitment is ready to be made by the individual. (more information is available from Champion Music 01458 741697 or email championmusicgroup@hotmail.com)



Sports

PE and sports are central to the school. Children have many opportunities to take part in these during the school day and after school. The children participate in many local tournaments and competitions as well as sporting festivals, giving them opportunities to learn new sports and skills.

Home Learning

All children are expected to read regularly as part of their daily home learning, either with an adult or by themselves, depending on their age. In addition, regular weekly home learning may be set, for example, spellings, tables and handwriting. As children progress through the school, other home learning tasks will be set. Some will involve consolidation of work done in school; others will be to extend areas of study by research done at home. We anticipate that parents will actively support their children's learning.

Assessment

Assessment is a part of teaching and learning. Teachers are continually assessing children's progress and learning.

In the Foundation Stage the EYFS is used to identify children's learning needs and their progress towards the Early Learning Goals is recorded in their Individual Learning Journey. In Year 2 and Year 6 children's basic skills are assessed using the National Standard Attainment Tests (SATs). This is a combination of Teacher Assessments and more formal tests. In Year 1 the children are assessed using the National Phonics screening test. All year groups will be continually assessed through teacher assessment on their progress towards National Age Related Expectations in Reading, Writing and Maths. The school uses a variety of assessment tools to monitor progress. Parents are



informed of children's progress through informal and formal reporting. There are termly Parents Evenings and a yearly written report towards the end of the summer term.

Summary of National and School SATS data

Summer 2016 Test Results

KS2 SATs Result 2017

This year we were particularly pleased with our results which were well above the National results. The children have worked hard and deserve these excellent results.

	School percentage at Age Expected Standards	National Results at Age Expected Standard
Reading	82%	71%
GPS	76%	77%
Maths	76%	75%
Writing	88%	76%
Combined Reading, writing and Maths	65%	53%

Attendance Data

September 2016 to August 2017

	Sessions	%
Attendances	34219	95.77
Authorised absences	1000	2.80
Unauthorised absences	489	1.37
Possible Attendance	35731	
Including		
Approved Educational Activity	770	2.15
Lates before reg closed	194	0.54
Lates after reg closed	13	0.04
Unexplained absences	0	0.00

Special Educational Needs (SEN)

Some children may need additional/different teaching resources for a short period or longer duration. These needs include those with physical disabilities, learning and communication difficulties. Children with special needs are identified as soon as possible and provision is made to meet individual needs. The School follows a staged assessment procedure identified in the SEN Code of Practice and provision is carefully monitored by the Head Teacher, Special Educational Needs Co-ordinator (SENCO) and Special Needs Governor. As well as school based expertise, the SENCO can initiate contact with external agencies for guidance and help when necessary, following the consent of parents and the Head Teacher. See Local Offer on our website.

Sex and Relationships Education Policy

The School uses a cross curricular approach to develop a gradual understanding and appreciation of self-growth, relationships with others, love, marriage and family life within the Christian tradition, recognising that parents are the constant teachers of their children. Sex education is taught as part of the PSHE and Science curriculum. Parents are able to withdraw their children from all or part of the sex and relationships education provided, except that which is required as part of the National Curriculum. There is an opportunity for parents to view resources prior to lessons.

Equal Opportunities

Only through the promotion of equal opportunities is it possible to ensure that all pupils regardless of race, ethnicity, religion, gender, background, disability or special need, receive the broad, balanced and relevant education to which they are entitled. Equal opportunities are integral to all topics and subjects of the school's curriculum. We believe it is essential that all our children should develop an understanding of a variety of cultures and consider them with respect. This education should enable them to develop their potential and become skilled, confident and fulfilled members of society.



Community Links

The school actively promotes Community Cohesion through village events, charity fund raising, working with visitors and members of the local community and links with other schools both local and abroad.

Safeguarding

At Long Sutton C of E Primary School, the safeguarding and welfare of children is of paramount importance. Our aim is to safeguard and promote our pupils welfare, safety, health and guidance by fostering an open, honest, caring and supportive climate. We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with trusted adults help all children, and especially those at risk.

Everyone working in the school has to be cleared via the disclosure procedure and a detailed Single Record is maintained at the school. Key members from both the Governing Body and staff are trained in *Safer Recruitment*.

We recognise that safeguarding is the responsibility of **all** adults in the school and all staff therefore receive appropriate training. The designated lead for Child Protection is the Head Teacher and the deputy designated lead is the Senior Teacher and Office Manager. There is a full Safeguarding Policy available on request which is reviewed annually.

Starting school

Before your child joins us there will a number of opportunities for them to come in to school to get to know school staff and the environment. These will involve story time, structured play sessions and playtime. There will also be an opportunity for you to come in to meet school staff and see the school in action.

During their first week in school, your child will attend part time only. This will enable them to get used to the environment and being with the other children in a school setting. We intend that the majority of children will then go full time but for some children this may not be appropriate. This will be a joint decision with the school.

Admissions Policy

Please see the website for our current Admissions Policy
www.long Sutton primary school.co.uk

Preparation for Secondary Education

During year 6 parents must apply for a place at a secondary school through the Local Authority. As a parent you have a right to express your choice of preference for secondary education and the LA will consider your request. We are a feeder school for Huish Episcopi Academy.

During Year 6 pupils are invited to Huish Episcopi Academy to take part in various events, to familiarise themselves with the new surroundings. Evenings for new parents are also arranged.

Pastoral care, behaviour and discipline

All our staff take responsibility for Pastoral Care. We believe in promoting good behaviour and positive attitudes in a safe and caring environment. In order to achieve this we expect high standards of behaviour, where adults and children alike respect other people, their opinions and property. We encourage everyone to respect the school building, its grounds and resources. We use Restorative Justice and this supports our approach to maintaining positive behaviour.

We use reward systems of stickers, team points, certificates, golden tickets, behaviour awards and hold a special 'Well Done' celebration, where children are praised and congratulated for good work and good behaviour.



Some children on occasions exhibit behaviour which may be considered unacceptable. This may include the use of bad language, fighting, bullying and ignoring or disobeying any adult who works in the school. We therefore use Restorative Justice, in conjunction with sanctions such as withdrawal of privileges, missing an enjoyable activity, extra work or missing a playtime.

Parents will be invited to discuss continued unacceptable behaviour, or any incident which we consider of a serious nature. In extreme cases Governors have the right to exclude pupils for a limited period.

If you, as parents, have any concerns that may affect your child and their schooling, no matter how small they may be, then please come and see us. We will do our best to listen to you, and arrange any further meetings that may be necessary with any individuals or members of staff. It is in the interests of

your child that matters of concern are not allowed to escalate and get out of hand.

All reported incidences of prejudice are followed up, dealt with, recorded and reported to Governors.



Anti-bullying Policy

We believe that bullying behaviour is totally unacceptable and that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares. We work with all children so that they understand what bullying is and what to do if they feel they are being bullied.

We follow 5 key points:

1. Never ignore suspected bullying
2. Don't make premature assumptions
3. Listen carefully to all accounts - several pupils saying the same thing does not necessarily mean they are telling the truth
4. Use Restorative approaches to solving the issues
5. Follow up repeatedly, checking bullying has not resumed

For further details of School Policies and other information about the school:

Either contact the School Office or look on the school website.

Pastoral Care

The Church and School are a partnership aiming to provide a caring environment in which your child can thrive and grow. Naturally, pastoral care is extended to parents too. Personal matters may be referred, in confidence to -

Rev. Jane Twitty, The Vicarage, New Street, Long Sutton, Langport, Somerset
Telephone 01458 241460.

Parent and Family Support Advisor (PFSA)

Our Parent and family support adviser can provide advice and guidance to parents, families and schools to improve the learning opportunities for their child(ren). She is able to support families who are experiencing difficulties which may be having an effect on their child's education. For example things like: Housing, finance, ill health, relationships, family issues, behaviour issues, attendance, bullying etc. This is accessed either by referral from the school or by parents making contact. Nicky Buckler 07825 833556

Parents as partners at Long Sutton School

Parents will always be the greatest influence in the lives of their children. Within the school we welcome parental involvement and encourage parents to take an active part in the life of the school. We appreciate parental help, which supports both children and staff and this may take many forms. The important point is that parents feel part of the school. We require a DBS check for all adults who volunteer or work in our school. Further information about this can be obtained from the school office.

If you are willing to give voluntarily of your time to assist in the school, please do not hesitate to get in touch with us.

Information updates for parents

We recognise that many parents work, but still wish to be involved in the life of the school when they are able. We try to include in newsletters sent home the forthcoming events and important dates at school, to give plenty of warning of activities - these are also posted regularly to the school website : <http://www.longsuttonprimaryschool.co.uk/>

Each class sends home a curriculum letter termly to explain what they will be learning that term and how parents can support their children's learning.

We also have open sessions towards the end of each half of term for parents to come in and share their children books and learning with them but if you are

unable to attend to these sessions you only have to ask and the teacher will send the books home for you to share.

Parent Teacher Friends Association (PTFA)

We have a very strong and supportive Parent Teacher Friends Association who helps us to maintain a high level of resources and equipment. All parents/guardians of children registered at the school are automatically members of the PTFA.

Their Committee is elected annually and all parents are entitled to be nominated to serve. Meetings are held regularly to organise fund raising functions - such as pledge auctions, children's' discos, sponsored events, School/Church fair, annual Christmas party for the senior citizens in the community etc.

General Information

Meals

Children have a choice between hot school meals which are cooked on site or to bring a packed lunch to eat. All the children sit together to eat in the school hall. All children in Reception and KS1 are entitled to a hot school meal free. We also have special meals to celebrate festivals and special times e.g. Christmas and Easter, all children are invited to take part in these.



If you are in receipt of Income Support, Income-based Job Seekers Allowance etc your child is entitled to free school meals please contact the school office or you can apply online at www.somerset.gov.uk/freeschoolmeals. Any meals provided in this way are done so in the strictest confidence.

Children are encouraged to bring a fruit/vegetable snack for mid-morning playtime. KS1 children are provided with free fruit or vegetables at playtime. Children are also encouraged to bring a bottle of water.

Transport

Depending on where you live, you may be eligible for assistance with transport upon designated routes. Enquiries may be made at Transport Section, County Hall, Taunton TA1 4DY. Telephone 0845 345 9155

Before and After School Care

We have a Breakfast Club that runs from 8.00am until school begins. The children can have breakfast and also play a variety of games. We also offer a short session from 8.30am for those who need to drop off a few minutes early. This can be booked via the office. See website for costs.



After school we run our 3.30 club for parents who need after school care. The club is open from 3.30 to 5.45pm. The children have a variety of activities to choose from e.g. badminton, board games, table tennis, craft, cooking, wii, dressing up, outdoor play, computer work etc. There are snacks and drinks available. The club has gone from strength to strength over the past few years and the children love it. Sessions need to be pre booked via Steph on **07771 696058** or email **SPattenden@educ.somerset.gov.uk** See website for costs and details.

Concerns and complaints

We aim to provide as many opportunities to keep parents informed and involved in their child's education as possible.

Questions and concerns are usually dealt with quickly and helpfully. Initial contact should be with the class teacher and, if the matter is not resolved, then the Head Teacher needs to be informed.

Procedures for unresolved complaints are outlined fully in the Complaints Procedure Guide for parents, available from the school office or from the local LEA. and the school's policy and procedure available from the office and on our website.



School uniform

The school has a uniform, which helps to develop a sense of community. **Sweatshirts and ties are available from the school office;** a stock is held for these items.

<u>The Uniform</u>	<u>Recommended P.E. Kit</u>
<ul style="list-style-type: none"> ○ White polo shirt, shirt or blouse ○ Knee length charcoal grey skirt or pinafore ○ Charcoal Grey trousers or shorts ○ Navy sweatshirt/jumper or cardigan (preferably with school logo) ○ Dark shoes (no trainers or boots) ○ Blue check summer dress ○ Optional School tie in KS2. Year 6 are expected to wear one. 	<ul style="list-style-type: none"> ○ Navy blue polo shirt, preferably with school logo ○ Navy shorts ○ Navy sports socks (for outdoors) ○ Plimsolls for Indoor P.E. ○ Trainers for Outdoor P.E.(KS2) ○ Swimming costume/trunks and towel ○ Blue tracksuit for outdoor PE in the Winter <p><u>This should be provided in a clearly labelled bag</u></p>

Embroidered Uniform is available from Price & Buckland at:-

www.pbparentsonline.co.uk/longsuttonprimary



All clothing and footwear should be clearly marked with the child's name. Parents are advised that the school does not accept responsibility for the loss of, or damage to, personal property, whilst on, or left on the school premises.

No jewellery other than a watch should be worn in school as it is a hazard for playtimes and in PE. For children with pierced ears, only small studs are suitable for school. These must be removed or covered for PE.

Toybox Pre-school

We are fortunate that Toybox Preschool is now part of the school. The pre-school manager works very closely with the Reception teacher and the Head Teacher enabling the best possible transition from pre-school. Any enquiries for the Toybox can be made via the school office.

Most recent Ofsted Inspection 2013

Inspection dates 12-13 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

SUMMARY OF KEY FINDINGS FOR PARENTS AND PUPILS

This is a good school.

- Achievement for all groups of pupils has improved significantly since the last inspection. Attainment in Year 6 is above average in reading, writing and mathematics and pupils are now making better than expected progress, particularly in writing.
- This is because the effective development of teaching skills has raised the quality of teaching so that it is now consistently good with some that is outstanding.
- The marking of pupils' work is a particular strength. It is ensuring that pupils are very sure how to improve their work, enabling them to make more rapid progress.
- The behaviour of younger pupils in lessons has improved considerably. They are attentive and listen carefully to the teacher. This supports their learning very well.
- Pupils feel very safe and well cared for. They enjoy school because teachers plan lively and interesting lessons.
- The provision for pupils' spiritual, moral, social and cultural development is very strong and is a major contributory factor in pupils' very positive attitudes to learning.
- The determined leadership of the headteacher, along with help from senior teachers and active governors, has improved the quality of education substantially over the last two years.
- The whole school community is now a strong team focused upon a drive towards excellence in all areas of the school's work.

It is not yet an outstanding school because:

- Pupils are sometimes over reliant on adults and have too few opportunities to work on their own and use their own initiative.
 - Some middle leaders do not have all the skills they need to lead and manage the raising of achievement in their subject.
- [Link to Ofsted](#)

The following poem demonstrates the philosophy of our school:

*If a child lives with criticism,
They learn to condemn.*

*If a child lives with hostility,
They learn to fight.*

*If a child lives with ridicule,
They learn to be shy.*

*If a child lives with jealousy,
They learn to feel guilty.*

*If a child lives with tolerance,
They learn to be patient.*

*If a child lives with encouragement,
They learn confidence.*

*If a child lives with praise,
They learn to appreciate.*

*If a child lives with fairness,
They learn justice.*

*If a child lives with security,
They learn to have faith.*

*If a child lives with approval,
They learn to like themselves.*

*If a child lives with acceptance and friendship,
They learn to find love in the world.*