



# **PROSPECTUS**

**2022/23**

**‘Learn to Love and Love to Learn’**

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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 each child to be the best they can, within a strong Christian context.

I believe that our school is special in the way that we are one big family. We nurture and love all the children and are very inclusive. I feel very lucky to work in such a school where I am able to know and teach every child and develop strong positive relationships with them and their families.

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 faithfully

**Head Teacher**



## **Information**

Address: Martock Road  
Long Sutton  
Langport  
Somerset TA10 9NT

Telephone: 01458 241434

E-mail: [enquiries@longsuttonprimary.co.uk](mailto:enquiries@longsuttonprimary.co.uk)  
Web site: [www.longsuttonprimaryschool.co.uk](http://www.longsuttonprimaryschool.co.uk)  
Facebook: [www.facebook.com/LongSuttonCofEVAPrimarySchool](https://www.facebook.com/LongSuttonCofEVAPrimarySchool)  
Twitter: @longsuttonsch

<u>Head Teacher</u>	Mrs Lizzie Reynolds
<u>Chair of Governors</u>	Mrs Emily Bowditch
<u>Pupils on Roll</u>	107 (October 2022)
<u>Type and age range</u>	Primary School (4 - 11 years) Toy Box Pre-School (2 - 4 years)
<u>School Hours</u>	8.45am doors open 9.00am - 12.00pm 1.00pm - 3.30pm
<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

### ‘Learn to Love and Love to Learn’

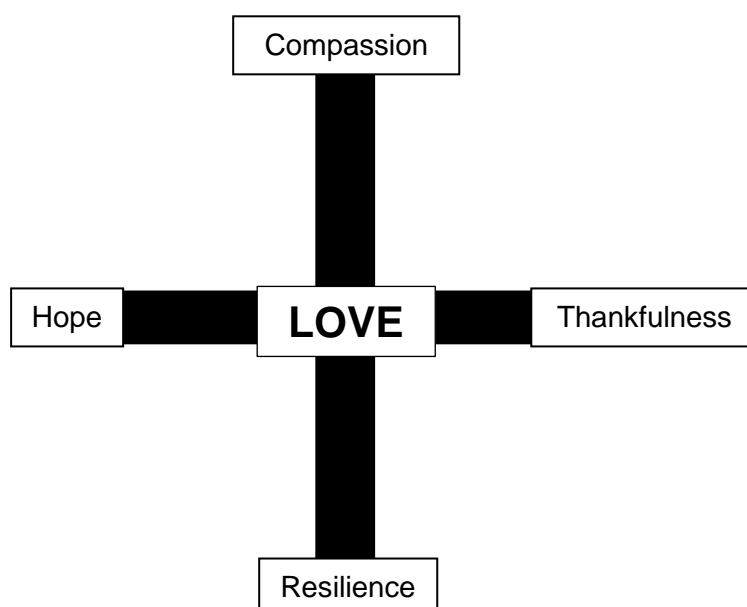
**Our school is an integral part of our village and everyone within this community is valued and nurtured as part of our school family and God’s family. Christian teaching and values are at the heart of all we do, to ensure that we develop well-motivated, independent, happy children who aspire to achieve their best in all they do, respecting and valuing themselves and others.**

‘Love your neighbour as you love yourself’ Matthew 22:39

Our vision for our children is that when they leave us they will:

- Strive to be the best they can be and achieve well in all they do
- Be resilient
- Be good communicators
- Value and respect themselves as well as others
- Show curiosity and have a love of learning
- Be compassionate, showing tolerance and accepting others
- Be excited about all they learn
- Be able to work well as part of a team

Our core values (Compassion, Thankfulness, Hope and Resilience) that run through all we do in school are show below. The children’s understanding and use of these is developed through how we treat each other, worship, playtime, personal social health education and across our whole curriculum.



## **School and Pre-school Session Times**

School begins at 9.00am, although children are encouraged to arrive at 8.45am, so they are settled and ready for learning by 9.00am.

Lunchtime is from 12.00pm to 1.00pm.

The afternoon session ends at 3.30pm.

During their first week Reception children attend part-time, for the morning sessions and lunch only going home at 1.20pm.

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

We have a Before School Club (Breakfast Club) from 7.45am and an After School Club (3.30 Club) from 3.30pm to 5.45pm for parents who need wrap-around care.

The School Office hours are 9.00am to 12.00pm and 1.00pm to 4.00pm.



## **Toy Box Pre-School**

We are fortunate that Toy Box Pre-School is part of the school. The pre-school manager works very closely with our Reception teacher and the Head Teacher enabling the best possible transition from pre-school. Any enquiries for Toy Box can be made via the School Office.



## **Governors**

The school's 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 school's 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, 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 Primary School Governing Body meets 10 times a year excluding the months of April and August.



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

Governors are fully involved in school life and regularly support the school in many ways, e.g., joining staff for INSET days and meetings, visiting classrooms, attending Worship 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.

## Staffing

### Teaching Staff

Mrs Lizzie Reynolds (Head Teacher)  
Mrs Gabrielle Manzi (Cygnet Class) - Reception and Year 1  
Mrs Harriet Berkley (Kingfisher Class) - Years 2 and 3 (Mon/Tue/Wed)  
Mrs Elizabeth Brading (Kingfisher Class) - Years 2 and 3 (Wed/Thu/Fri)  
Mrs Madeline Pengelly (Kite Class) - Years 3 and 4  
Mrs Stephanie Janas (Harrier Class) - Years 5 and 6  
Mrs Julie Moseley (SENDCo) (Wed pm/Fri)

### Secretary/Admin/Finance

Ms Lauren O'Malley and Mrs Clare Cole

### Learning Support Assistance

Mrs Nicky Pilton, Mrs Margaret Cornthwaite, Mrs Michelle Rose, Miss Sophie Farmer, Miss Mia Pollard, Mrs Nikki Hazzard, Mrs Christine Unwin and Mrs Catherine Grice

### Emotional Support Learning Assistant

Mrs Caroline Astington

### Toy Box Pre-School

Mrs Julie Moseley (Manager), Miss Scarlett Rolls, Mrs Katie Charter and Mrs Amanda Epps



### 3.30 Club

Miss Scarlett Rolls, Mrs Caroline Astington, Mrs Margaret Cornthwaite, Mrs Nikki Hazzard and Mrs Yvonne Elston

### Breakfast Club

Mrs Chris Gundry, Miss Scarlett Rolls, Mrs Margaret Cornthwaite, Mrs Nikki Hazzard and Mrs Caroline Astington

### Midday Assistants

Mrs Chris Gundry and Miss Lorna Holly

### Cleaning

Mr Neal Barton and Mrs Chris Gundry

### Caretaker

Mr Neal Barton



## **Most Recent Ofsted Inspection (2018)**

**This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You provide strong and encouraging leadership which values the contribution of others. With good support from staff and the Governing Body, you have continued to lead the school in an open and collaborative way. You have successfully steered the school through a challenging period, which required reducing the number of classes from four to three. Staff morale is high. Governors also talk with pride about the school. They highlight 'a family environment where all associated with the school care about pupils and seek to do all they can to help them achieve well.' Everyone associated with the school rightly identifies the positive relationships between leaders, staff, parents and carers, and children, which help all children to make at least good progress.

March 2018 Report

For the full report see <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123835>.

## **Our Curriculum Information and Learning Environment**

We provide a happy, caring environment in which individual children learn to value excellence, achieve the best they can 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, and their achievements are celebrated in many ways.



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, our 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 Early Years Foundation Stage (EYFS)**

We believe that that by giving children the best possible start in the EYFS we are supporting them to develop the skills, learning attitudes and knowledge they need to become life-long learners. Children in the Early years learn more than at any other time in their lives and this motivates us to ensure that we are giving the children in our care every opportunity to explore and build their learning power. In our EYFS we aim to provide a learning environment in which every child feels cared for and nurtured,

challenged and supported. We provide a rich variety of teaching and learning experiences that are appropriate to each child's needs. We focus on developing the key characteristics of effective learning:

- playing and exploring - where children investigate and experience things, and 'have a go'
- active learning - where children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - where children have and develop their own ideas, make links between ideas, and develop strategies for doing things



The 7 areas of the Foundation Stage learning are:

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

The outdoor environment is also a very special part of the EYFS 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.

Our pre-school, Toy Box, and the Reception class work closely together to ensure a smooth transition into school. Children progress and learn through play and are assessed against the Early Learning Goals. 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 but above all to enjoy and be successful in their learning.

In EYFS (Toy Box and Reception) 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 7-11 Years)**

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 where possible. Science is a core subject across the school and is taught at least weekly. 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. In KS1 we believe that play and exploration are very important, and the children have daily opportunities to practise skills and learning through enhanced play provision.



### **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 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.

### **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. There are free sports clubs daily for the children to attend after school which are well attended and enjoyed. The children also participate in many local tournaments and competitions as well as sporting festivals, giving them opportunities to learn new sports and skills.



We are lucky enough to have a learner swimming pool on site. This gives us the opportunity to teach all the children to swim during the summer term. The younger children swim twice a week in small groups to develop their water confidence and swimming skills. The older children swim at least weekly when the pool is open but also have one term swimming at Huish Leisure to extend their stamina and skills. The pool is also available to hire outside school hours.



### **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., Somerset Rural Life Museum, The Egg Theatre, Gore Farm etc. There is also a bi-annual residential trip for children in Years 5 and 6 which in recently years has been to Mill on the Brue, although this may vary.



## **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 practise are based, and how this is put into practice 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 monthly services in the church led by one of the local vicars.



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 large 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. They are run by staff members, community members and outside agencies. There are free clubs every day after school:

Monday - KS1 gym or athletics

Tuesday – Dance

Wednesday – Tag Rugby/Gym/athletics for KS2 and Country Dancing

Thursday – Choir

Friday - Football

At lunchtime we also run a football Club and netball/basketball club weekly and Lego Club.

## **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, e.g., 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 extend areas of study by research done at home. We anticipate that parents will actively support their children's learning.

## **Special Educational Needs and Disabilities (SEND)**

We provide for pupils with a wide range of needs - learning, physical, medical, and social and emotional. 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 SEND Code of Practice and provision is carefully monitored by the Head Teacher, SEND Co-ordinator (SENDCO) and SEND Governor. As well as school-based expertise, the SENDCO 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 at <http://www.longsuttonprimaryschool.co.uk/>.

### **Assessment**

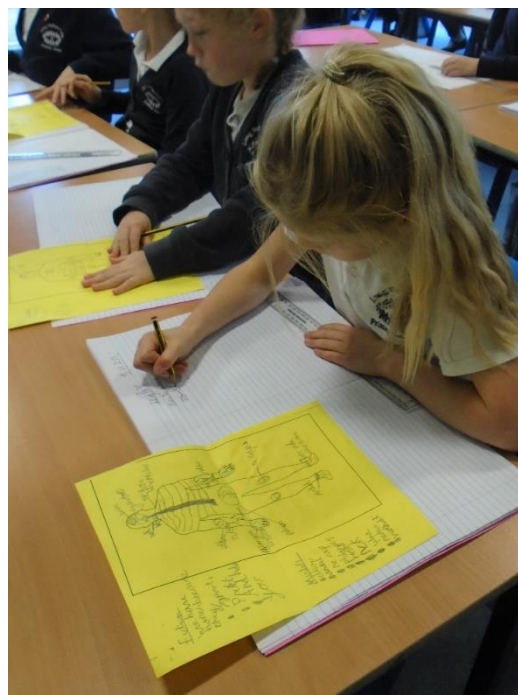
Assessment is a part of teaching and learning. Teachers are continually assessing children's progress and learning, towards the end of each term teachers will carry out in-school more formal assessments.

The children complete national formal assessed as follows:

EYFS - Baseline on entry  
Year 1 - phonics test  
End of KS1 SATs  
End of KS2 SATs

### **Key Stage 2 Performance Data**

See <https://www.compare-school-performance.service.gov.uk/school/123835>.



### **Key Stage 2 SATs Result 2019**

	<b>Nat EXP</b>	<b>Age Expected +</b>	<b>Greater Depth</b>
<b>Reading</b>	75%	67%	17%
<b>GPS</b>	64%	72%	11%
<b>Maths</b>	76%	67%	22%
<b>Writing</b>	78%	67%	17%

Combined R, W, M - 56% (National 64%)

**2022 – the school's data is not published due to the small number of children in the year group (9 children)**

### **Our Village Church**

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.

## **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.



## **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. 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 practice, and this supports our approach to maintaining positive behaviour.

The behaviour of our pupils is very good but sometimes children will misbehave, and this is dealt with according to our Behaviour Policy. 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.

Our definition of bullying is:

*...ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.*

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 that 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.**

## **Parents as Partners at Long Sutton Primary 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.

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



## **Information Updates for Parents**

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

Each class sends home a termly curriculum letter 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 term for parents to come in and share their children's books and learning with them, but if you are unable to attend 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 PTFA which 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. To find out more, please contact us.

### **Meals**

Children have a choice between hot school meals which are brought into school from Figs Catering in Somerton or bringing their own packed lunch. All children sit together to eat in the school hall and KS1 children are entitled to a free hot school meal. We also have special meals to celebrate festivals and special times, e.g., Christmas, and all children are invited to take part in these.

If you are in receipt of Income Support, income-based Jobseeker's 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](http://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.

### **Before and After School Care**

We have a popular Breakfast Club that runs from 7.45am until school begins. 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 School Office or see the school website for costs.



After school we run our 3.30 Club for parents who need after school care for their children. The club is open from 3.30pm to 5.45pm and the children have a variety of activities to choose from. The session begins with a sit-down snack and drinks together. Sessions need to be pre-booked via the School Office. See the school website for costs and details.



## **School Uniform**

The school has a uniform which helps to develop a sense of community.

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



Our uniform is supplied by Price and Buckland (<https://www.pbuniform-online.co.uk/>). Orders can be delivered to school twice a month free of charge or direct to your home for a small fee (if you are unsure of sizing, we hold sample sizes for you to try). Or <https://myclothing.com/collections/long-sutton-cofe-primary-school-8018>  
Main website link <https://myclothing.com/>

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. We ask for all children to bring wellies or outdoor shoes for playtime.

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.





### **Transport**

Depending on where you live, you may be eligible for assistance with transport on designated routes. Enquiries may be made at the Transport Section, County Hall, Taunton, TA1 4DY (0845 3459155).

### **Safeguarding**

At Long Sutton Primary School, the safeguarding and welfare of children is of paramount importance. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers, visitors and outside agencies to share this commitment and to follow the school's policies and procedures.

The school's Governing Body is accountable for ensuring effective child protection policies and procedures are in place in accordance with guidance issued by the Secretary of State and Local Authority, and locally agreed inter-agency procedures.

The designated lead for Child Protection is the Head Teacher, and the deputy designated leads are the School Office staff. There is a full Safeguarding Policy available on our website and can be requested from the school office, which is reviewed annually.

### **Attendance and Absence**

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 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 such as HM Forces.

### **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.

## **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 Years 3-6 at Huish Academy (transport only). There is no obligation to contribute, and no pupil will be treated differently as a result. However, if insufficient contributions are made then an activity may not take place.

The school employs the services of peripatetic music tutors for individual or small group tuition, with the cost of lessons charged in advance on a termly basis. For more information speak to the School Office.



## **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 and relationships education is taught as part of the Personal, Social, Health

Education (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.

## **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.

## **Parent and Family Support Advisor (PFSA)**



Our PFSA can provide advice and guidance to parents, families and schools to improve the learning opportunities for children. She is able to support families who are experiencing difficulties which may be having an effect on their child's education, e.g., housing, finance, ill health, relationships, family issues, behaviour issues, attendance, bullying etc. This is accessed by referral from the school.

## **Starting School**

Before your child joins us there will be a number of opportunities for them to come into 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 school website for our current Admissions Policy.

## **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 Local Authority 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.



## **Concerns and Complaints**

We provide a variety of opportunities to keep parents informed and involved in their children's education.

We aim to deal with questions and concerns as quickly and efficiently as possible once we are notified of these. The 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 Authority, and the school's policy and procedure are available from the School Office and on our website.

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.*