

LONGSHAW PRIMARY SCHOOL



PROSPECTUS

Amended Autumn 2006

PROSPECTUS

Dear Parents and Carers,

We warmly welcome you and your child to Longshaw School. This Prospectus will tell you about our School. It is a Community Primary School with a Nursery, which takes children from three to eleven years old. We also have a Pre-School Play Group on Tuesday mornings during term-time for children from birth to three years old.

We aim to create a friendly, secure and inviting atmosphere where all children are happy, eager and well motivated to learn. We have high expectations of the behaviour and the success of every child and children are given an equal opportunity to achieve their potential in all areas of learning.

We believe in close co-operation between School and home, and encourage you to share in your child's education. Members of staff are always willing to discuss any aspects of your child's development.

The information in this Prospectus will be updated from time to time, and you will be advised of the changes that are made. We hope that the Prospectus will serve you as a source of information, an insight into your child's School career and a reminder of their years at Longshaw.

We are sure that you and your child will enjoy Longshaw School and that your child's development here will provide a foundation for future success, both in academic achievement and as a responsible member of Society.

The Staff and Governors
Longshaw Primary School

SECTION ONE - THE SCHOOL

School hours

Nursery:	9.00 a.m. - 11.30 a.m. 1.00 p.m. - 3.30 p.m.
Infants:	8.55 a.m. - 12.00 a.m. (Morning break 10.25 a.m. - 10.40 a.m.) 1.15 p.m. - 3.30 p.m. (Afternoon break 2.30 p.m. - 2.40 p.m.)
Juniors:	8.55 a.m. - 12.00 Noon (Morning break 10.25 a.m. - 10.40 a.m.) 1.10 p.m. - 3.30 p.m.

The School Staff

Head teacher:	Mrs. Carol Kirkland
Assistant Headteachers:	Mrs. Helen Craddock Mrs. Lesley Yates
Senior Teachers:	Mrs. Lorna Heald Ms. Meena Subrian
Teachers:	Mrs. Angela Anastasiou Mrs. Mary Bennett (Mondays & Tuesdays) Mrs. Christine Daunton Mrs. Mary Lockett Ms. Shamaila Mahiz (Thursdays and Fridays, from January 2006) Mrs. Shirley Pike (Fridays only) Mrs. Pam Rainey Mrs. Karin Vorster Mrs. Margaret Woodley

Nursery Teacher:	Ms. Dorothy Lee
Nursery Nurses:	Mrs. Helen Beales Mrs. Amanda Harvey Mrs. Della Sparrow Miss Nicola Thorn
Office Manager:	Mrs. Pat Thorn
Clerical Assistants:	Mrs. Michele Moore Mrs. Beverley Turner
Welfare/Administrative Assistant:	Miss Elizabeth Glanville Mrs. Jennifer Jackson
Higher Level Teaching Assistants:	Ms. Kay Grant Mrs. Carol Murphy
Classroom/Welfare Assistants:	Ms. Jeanette Buckley Mrs. Karen Crumpton Ms. Natalie Day Mrs. Jenny Dean Mrs. Irma El Haj Mr. Darren Longhurst Mrs. Denise Moxey
Site Services Officer:	Mr. James Reeds
Mid-day Senior Supervisor:	Mrs. Jan Robinson
Play Leader - Teatime Club:	Mrs. Pauline Shearsby
Kitchen Supervisor:	Mrs. Norma Fitzpatrick

There are also a number of Mid-Day Assistants, kitchen staff and cleaners, all of whom contribute to the efficient and successful running of the School.

The Governing Body

Chair of Governors: Cllr. Marion Fitzgerald

L.E.A. Governors (Local Education Authority) (Three)

Mrs. Penelope Fitch	(Labour)
Cllr Marion Fitzgerald	(Conservative)
Mrs. June Tucker	(Conservative)

Parent Governors (Five)

Mr. Joseph Adjei
Mrs. Sonia Hallam
Ms. Sharon Henry
Mr. Darren Longhurst

Teacher Governors (Two)

Mrs Angela Anastasiou
Ms. Dorothy Lee

Non-teaching Staff Governor (One)

Mrs. Karen Crumpton

Co-opted Governors (Three)

Mr. Mohammed Manjra
Mrs Jean Honeyball
1 Vacant Post

Mrs. Carol Kirkland (Head Teacher) is also a member of the Governing Body.

Further information regarding the Governing Body is included towards the end of this Prospectus.

Local Education Authority

If any parent wishes to communicate with the Local Education Authority, the telephone number is 020 8527 5544. The address is:

The Chief Education Officer, London Borough of Waltham Forest,
Silver Birch House, Uplands Business Park, Blackhorse Lane, E17 5SD

Admissions

Arrangements to visit the School before applying for admission at either Nursery or Infant level may be made with the Headteacher via the PA to the Headteacher in the School office.

Primary Admissions

Longshaw Primary School operates its admission policy in accordance with the London Borough of Waltham Forest's admission procedures. Our current standard number is sixty children in each year group throughout the School. Placements are granted at the discretion of the LEA and queries should be referred to:

Pupil Admissions Section, EduAction, Graylaw House, 394 High Road,
Leyton, E10 6QE (Tel. 020.8496.5900)
e-mail: EduAction@edu.lbwf.gov.uk

The criteria are as follows:

1. Pupils with statements under the Education Act 1996 naming the School and issued by, or with, the support of Waltham Forest Special Services Section.
2. Children with disabilities who have limited mobility or invisible disabilities (for example a serious medical condition) acceptable to the Education Department should be admitted to a particular School. The needs of parents/carers with disabilities will also be taken into account.
3. Children who will have a brother or sister on roll at the School at the time of admission.
4. Distance of the School from your child's permanent place of residence. The availability of other nearby Schools may be taken into account when applying this criterion. If you move address you

should notify Pupil Admissions immediately as it may affect the possibility of you obtaining your preferred School.

Legally a child must attend School from the September prior to their 5th birthday, if their birthday falls between 1 September and the last day of February, or from the January prior to their 5th birthday, if their birthday falls between 1 January and 31 August.

Please note that attendance at Longshaw Nursery does not gain automatic entry into the School's reception class.

Nursery Admissions

In accordance with Borough policy, Nursery places are not offered on a basis of "first come, first served", so putting the child on the waiting list at birth will not increase the chance of a Nursery place. If there is an available place it can be offered to a child on the waiting list who has had his or her third birthday, after consideration of the following four factors, which are given equal importance.

Balance

The Nursery, as far as possible, should reflect the diversity of the local community. We aim to achieve a balance of culture, religion, ethnicity, gender, special needs and ability.

The individual needs of children and their families

This will cover special educational, medical, physical, linguistic and social concerns.

Nearness/accessibility of the School

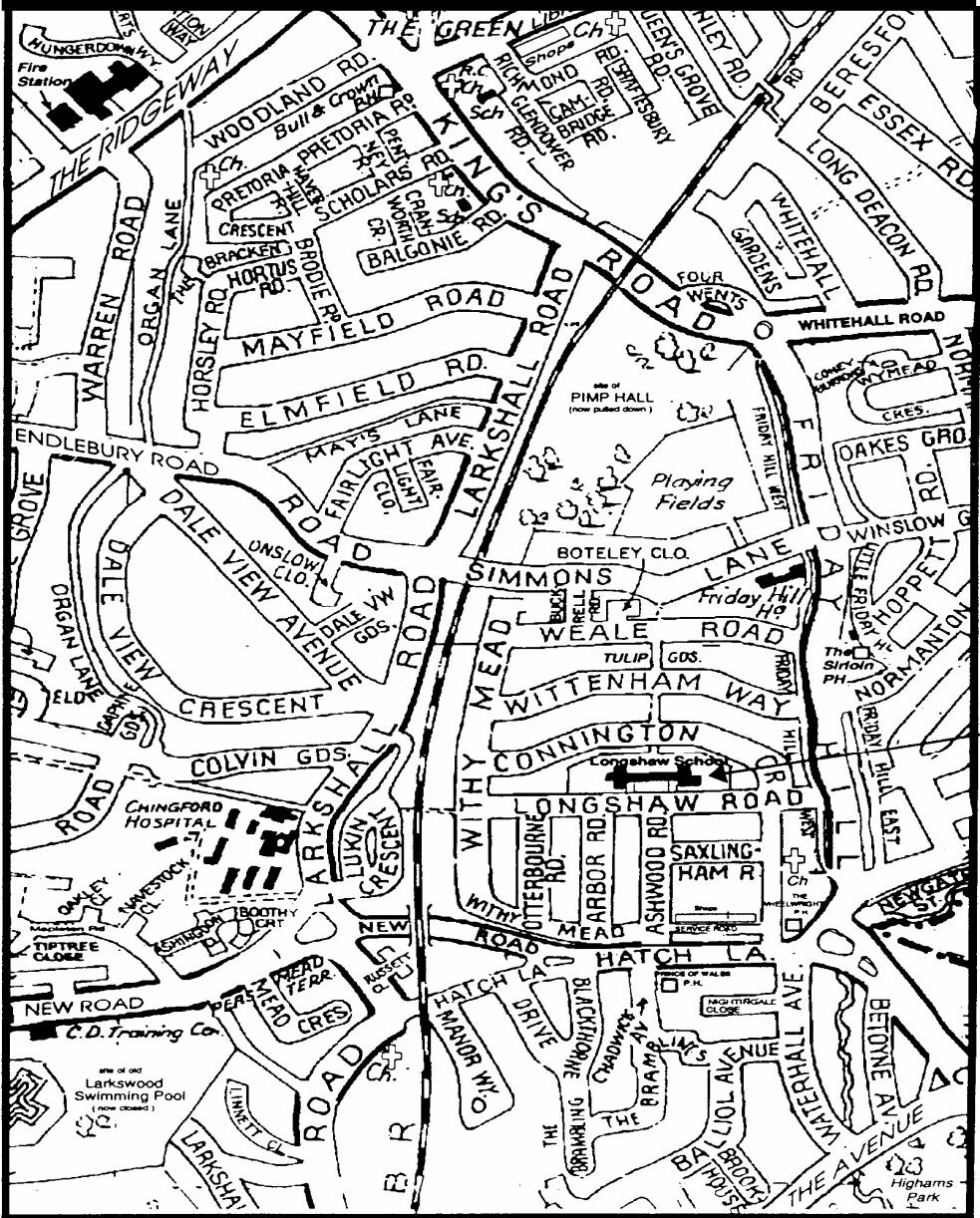
This is determined by the child's home, or that of the registered childminder or of a named relative, acting as a childminder.

Continuity & progression

Consideration will be given if a brother or sister is already on the roll of the Nursery class or of Longshaw Primary School.

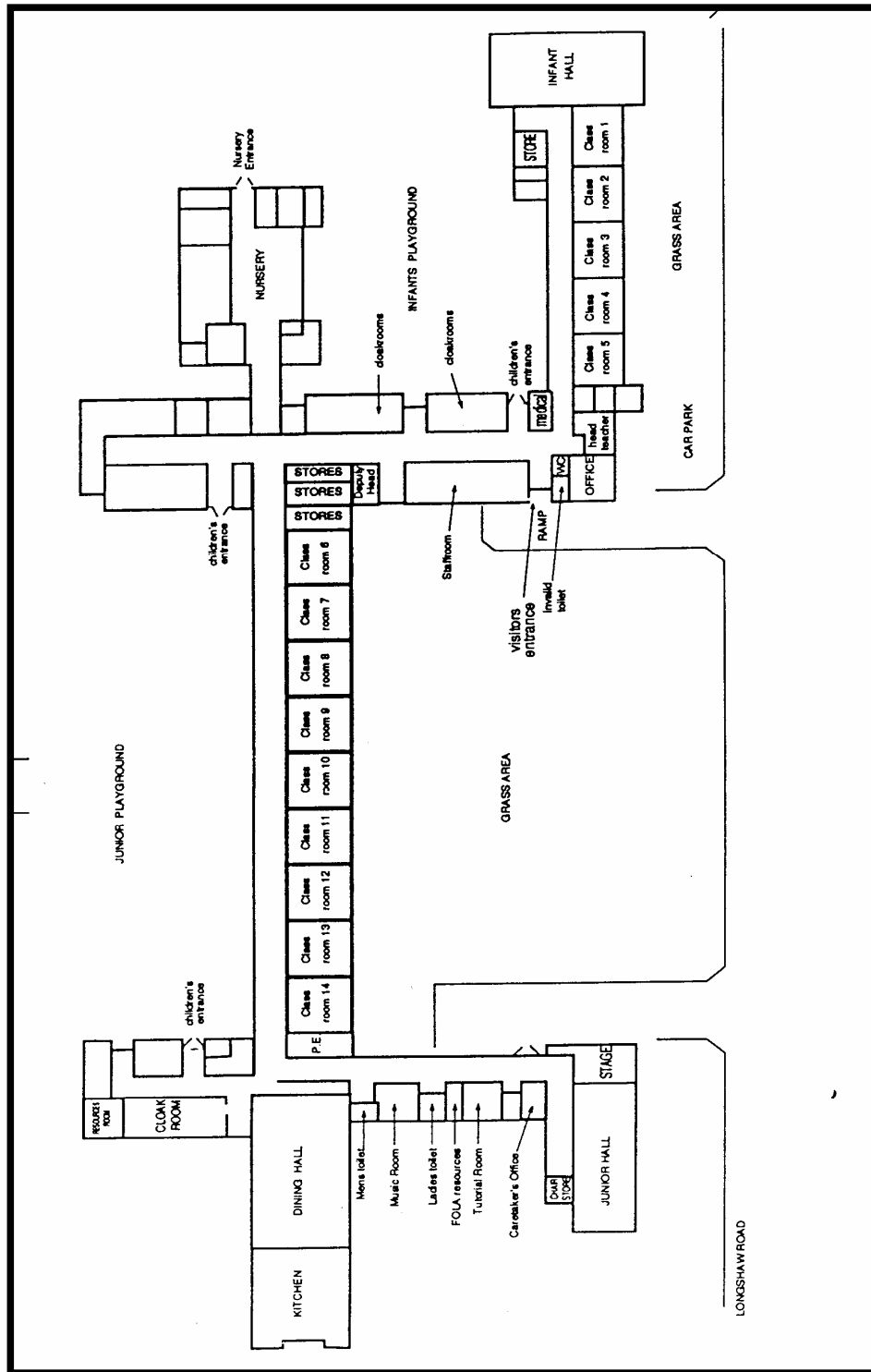
Towards the end of Nursery schooling, it is necessary to apply, through the LEA, for admission to this or any other Primary (or Infant) school.

Location of Longshaw Primary School



Longshaw
Primary
School

Plan of Longshaw Primary School



SECTION TWO - GENERAL INFORMATION ABOUT THE SCHOOL

The Nursery

Our Nursery offers morning places and afternoon places. It comprises an open plan area with two rooms for quiet activities, cloakrooms, toilets, a lunch room and a parents'/carers' room. Outside there is an extensive play area, part of which is grassed.

Parents and carers bringing Nursery children to Longshaw must wait outside until either 9.00 a.m. or 1.00 p.m., depending on the session their child attends. A member of the Nursery Staff will meet and greet children at the door of the Nursery.

One teacher and two Nursery Nurses work with two groups of children each morning and afternoon. Parents and carers are encouraged to assist in the work of the Nursery as much as possible and a parents'/carers' rota exists.

Nursery children play a full part in the life of the School.

Parents and carers are invited to visit the Nursery with their children before the children start School, by appointment with the Headteacher.

The Mainstream School

The mainstream School is for Infant and Junior aged children (Reception to Year 6). The building accommodates 420 pupils. The pupils are in mixed ability classes. Children are grouped according to their chronological age. This may mean that some pupils are in mixed year-group classes.

Parents and carers of reception age children are invited to visit before their children start in the mainstream School. Parents and carers of older pupils joining the School are invited to visit prior to the admission of their children.

Open Evenings

Open Evenings are held each term to enable parents and carers to meet with their child's class teacher, see their child's work and discuss progress.

At the end of each School year a written report is produced for every child.

Meeting Teachers

The School recognises that there may be other occasions, apart from open evenings, when a child's progress needs to be discussed. Teachers will be happy to arrange appointments for this purpose at mutually convenient times. Please note that teachers are busy with their classes at morning and afternoon registration so these are not suitable times for parents or carers to talk to the teacher.

Educational evenings for parents and carers are held from time to time to explain particular areas of the School curriculum. The Headteacher or Assistant Headteachers are always willing to meet parents and carers, but it should be appreciated that they may sometimes be teaching, meeting other visitors or attending meetings. It is, therefore requested that an appointment be made through the Office Manager.

All visitors are requested to report initially to the School office, after pressing the buzzer at the visitors' entrance. (See the School plan in this prospectus).

Educational Visits

From time to time, teachers may wish to take their classes to places of interest which link in with studies which are taking place during the term. Parents and carers will receive full details well in advance of any proposed visit and, in many cases, will be asked if they would like to assist with escorting the children.

We hope that all children will be able to take advantage of such opportunities, but funds are not available from School sources to finance this. Voluntary contributions are therefore requested. Please see the *Governors' Charging Policy* later in this Prospectus.

Homework

Our Homework programme aims to support our classroom teaching and provide the children with opportunities for consolidation and reinforcement of skills and understanding, with a focus on Literacy and Numeracy. We recognise that forming a partnership with parents and carers benefits children's learning. Parents and carers who support and encourage their children with their homework will see the greatest progress.

It is School policy that every child should have a Longshaw bag for carrying their reading book and homework. Please do not use a large bag as this can be a safety hazard.

Any lost or damaged books must be paid for in accordance with the Governors' Charging Policy. It is the responsibility of the parent or carer to ensure that children complete and return each homework task by the appropriate date.

Special Educational Needs

Every child at Longshaw is special, important and valued. Education is for all and we believe that every child has the right to share the opportunities, enjoyment, challenges and responsibilities of our School. We aim to support all pupils with special educational needs, whether they are learning, behavioural, social or physical, in a positive learning environment. The partnership between teachers and parents and carers is of crucial importance to make this support successful.

Our SEN policy is updated regularly to include changes in staff, current thinking and Government led initiatives. We feel our policy is successful because, although it reflects the uniqueness of our School, incorporating our aims and philosophy, it works hand-in-hand with Waltham Forest guidelines and policies regarding special educational needs. This close partnership with the LEA is vital.

If your child is on the Special Educational Needs register, you will have received a letter stating this, and telling you at which stage your child has been placed. You will also be told about the support he or she will receive. You will be sent an Individual Education Plan (IEP) once a term, and will be invited to meet with the SEN Co-ordinator to discuss your child's progress.

In addition to supporting pupils with educational needs we, at Longshaw, also have facilities to assist those with physical disabilities. There is an access ramp and two toilets for disabled people. We have contacted the London Borough of

Waltham Forest about the possibility of a ramp being provided for the Junior entrance to the School. Since the School has few steps and no stairways we are able to accommodate some wheelchair users, according to the extent of their needs.

We make individual arrangements for children who have disabilities. Waltham Forest has some excellent special Schools which provide support in the form of advice to our Staff and practical sessions to pupils enrolled at Longshaw, thus giving them specialised help whilst allowing them to stay in mainstream School.

As our young people prepare to leave Longshaw in year 6, we feel it is imperative to work with our colleagues in secondary Schools to pass on full details of themselves and their needs to ensure the smoothest of transitions.

For children to succeed they need to feel secure, supported and valued. This is always at the forefront of our minds when we consider their time with us at Longshaw and their future educational career.

Behaviour at Longshaw

Longshaw has a clear and well established behaviour policy. Our behaviour policy is based on:

- making clear to the children exactly what sort of behaviour we expect from them.
- being consistent in these expectations.
- praising and rewarding good behaviour verbally, via stickers and certificates. Consistent good whole-class behaviour is also rewarded.
- reminding children when they break rules and imposing sanctions if this behaviour continues.
- creating a working environment which focuses on teaching and learning.

At the beginning of each year, all classes, including the Nursery, agree a set of rules together. They also agree rewards and consequences. All behaviour is monitored on class, playtime and lunch time tracking sheets.

There are also playground, dining room, corridor and assembly rules, rewards and consequences. The rules are constantly reinforced in class, corridors, at playtimes, lunchtimes and in assembly.

In the case of misbehaviour during the dinner break, pupils will be placed in lunchtime detention. Bullying, in any form, is not tolerated.

Some children may occasionally need an individual behaviour programme. There are separate booklets for parents and carers about the Behaviour Policy and also regarding the School's Policy for Dealing with Bullying.

Arriving at School

No child should arrive, or be dropped off alone, before 8.45 a.m. Children arriving before the bell should enter the School via the Infant or Junior playground, as described below, and not through the main entrance by the School office.

Parents and carers of children attending the morning Nursery and Classes 1 - 5 should arrive via the Infant playground entrance in Longshaw Road. They should say goodbye to their children in class lines.

Older Junior brothers and sisters should enter this way and say goodbye to parents and carers before proceeding to the Junior playground via the corridor.

In addition, children in Classes 6 - 14 who live on the Longshaw Road side of the School may enter via the Infant playground and say goodbye to parents and carers before proceeding to the Junior playground via the corridor.

Children in Classes 6 - 14 who live on the Connington Crescent side of the School should arrive in the Junior playground via Connington Crescent.

Children should say goodbye to parents and carers in class lines.

Please note that the Connington Crescent gate will be locked at 9.05 a.m.

Collection from School

Junior children who have younger brothers and sisters in Classes 1 - 5 should go to the relevant Infant classroom where their parents or carers will collect them, together with younger brothers and sisters.

Parents and carers should collect children from Classes 1 - 5 from OUTSIDE the external Infant classroom doors at the front of the School in Longshaw Road.

Parents and carers of children in Classes 6 - 14 may either wait for children in the Infant playground and leave via the Infant playground entrance or meet

their children in the Junior playground exiting via the entrance into Connington Crescent.

Parents and carers of children who attend the Tea-time Club should follow the usual collection arrangements.

Any children staying for after School clubs must leave via the main entrance next to the School office.

Please note, children are not allowed to leave the building via external Junior classroom doors, or the Junior entrance in Longshaw Road.

Absence from School

By law, all children of compulsory School age (between 5 and 16) must receive a proper full-time education. It is the responsibility of the parents or carers to ensure that this happens. (A leaflet called 'A Parent/Carer's Guide to School Attendance' is available from the School office).

It is a statutory requirement that schools record all absences in the School Register as either authorised or unauthorised.

An absence may be authorised for the following reasons:

- acceptable medical reasons or an unavoidable cause
- religious observance
- holidays (maximum 10 days) if permission is obtained from the Head Teacher in advance of the holiday
- non-arrival of your entitled transport
- exceptional circumstances

An unauthorised absence can be where no communication from home has been received, or if a child is absent for unacceptable reasons, such as a hair cut, or buying shoes.

Parents and carers are asked to avoid taking holidays in School time. In rare cases when it is necessary for a child to miss School, a holiday form should be completed. (These can be obtained from the School office). The legal entitlement to holidays during term time is up to 10 days. After that time the absence is considered to be unauthorised.

If your child is absent from School, for any reason, please send a note to School when your child returns. The School Education Welfare Officer is required to investigate all unexplained and recurring absences.

If you need to collect your child from School for a dental or doctor's appointment, please send a note to your child's class teacher to that effect. If you wish to take your child out of School, you will be required to sign him or her in and out in the book at Reception.

It is important that children do not miss School except for illness and emergencies.

Regular daily attendance at School provides many benefits, such as:

- the best possible start to a formal education
- a better chance of gaining qualifications and a job
- developing good habits of self-discipline and responsibility
- developing friendships
- reducing the risk of involvement in crime and anti-social behaviour

Punctuality

Parents and carers are requested to ensure that children arrive at School on time each day. Children should not arrive at School before 8.45 a.m.

It is very disruptive for staff and pupils when a child arrives late. The beginning of a School session is an important time. Children also need to be aware that punctuality and good time-keeping are disciplines for life.

Any child arriving late must enter by the main entrance, the names of all such children will be entered in the late book. Entries are followed up by a letter requesting the reasons for this. Where no response is forthcoming the School will request a visit from the Education Welfare Officer.

At the end of each term, certificates will be awarded to those children with 100% punctuality and/or 100% attendance. Those with 100% punctuality and attendance for the whole of an Academic Year will be awarded a prize, which will be presented by the Chair of Governors in Assembly. Photographs of the children awarded certificates for both 100% punctuality and attendance each term are taken and displayed in the School.

[Please note that the gate in Connington Crescent is locked at 9.05 a.m. The Infant/Nursery gate is locked at 9.15 a.m. Parents and carers leaving the School after these times must leave by the main entrance.]

Property

Jewellery, apart from watches, studs and sleepers, should not be worn at School.

No money, toys, mobile telephones or other articles should be brought into School, except when authorised by the class teacher, e.g. dinner money, money for trips, topic-related items, etc.

Personal items should be marked with the owner's name.

Neither the School nor the LEA are responsible for articles lost on the School premises.

Mobile telephones are not allowed in School. We accept, however, that there may be exceptional circumstances in which a child may need to have use of such a telephone after the end of the School day. In such circumstances, the child should take the mobile telephone to the School office with an explanatory letter from the parent or carer. The mobile telephone will be retained in the School office and returned to the child at the end of the School day.

School Uniform

Children of Infant and Junior age wear a simple basic uniform so that children can identify with Longshaw and take special pride in their School.

Following consultation with staff, parents and carers, the Governing Body adopted a formal uniform policy. The uniform consists of various practical items, suitable for all seasons, with the School logo.

From September 2007, the following School uniform will be mandatory at Longshaw:-

- ❖ red sweatshirts
- ❖ red polo shirts for PE or for trips out as representatives of the School
- ❖ white polo shirts when at Longshaw
- ❖ either grey or black trousers, skirts or pinafore dresses

- ❖ red and white checked dresses for girls in the Summer
- ❖ black shoes or black trainers, preferably plain; sandals will be allowed in the Summer
- ❖ shoes and sandals must have no heels and must have closed toes
- ❖ jogging bottoms will not be allowed

In the meantime, children may continue to wear their existing uniforms, but when these are replaced, the above uniform guide should be observed.

PLEASE ENSURE THAT YOUR CHILD'S NAME IS CLEARLY MARKED ON ALL ITEMS OF CLOTHING AND SHOES. THE SCHOOL CANNOT TAKE RESPONSIBILITY FOR UNITING UNMARKED GARMENTS OR SHOES WITH THEIR OWNERS.

Thrift Shop

The Thrift Shop is run by the Friends of Longshaw Association (FOLA), and is open on the last Friday of every month at 3.30 p.m. in the Infant Hall.

Donations of good, unsoiled, second-hand uniform items can be brought into the School office between 8.45 - 9.15 a.m. and 3.15 - 3.45 p.m.

If you would prefer to purchase uniform bearing the School logo, these can be obtained through the School at an appropriate price.

PE and swimming clothing

Each child needs the following clothing for PE lessons:

- ❖ black shorts
- ❖ red T-shirt
- ❖ thin soled black plimsolls for indoor work.
- ❖ trainers for outdoor work.

In winter a change of socks and trainers may be needed by older children, e.g. for cross-country activities. Track suits in School colours are also useful.

Please ensure that your child's PE kit is clearly named and in a named PE bag. Long hair should be tied back for PE for health and safety reasons.

From time-to-time Longshaw football teams play against other schools. For these games football boots are essential.

Some upper Junior classes go swimming once a week at Waltham Forest Pool. All children will need a swimming costume or trunks (shorts are not allowed), a towel and a swimming hat if they have long hair.

In the interests of health, safety and hygiene we ask for your co-operation in meeting these requirements.

Extra-Curricular Activities

Longshaw is fortunate in having a number of members of Staff who are willing to give much of their own time to run clubs and teams after School and during lunch breaks. The actual activities vary according to the availability of members of Staff and other adult volunteers, but usually include seasonal sports clubs and a Singing Club.

For most of these activities children may be chosen to represent the School at a sports fixture or a festival. We will always try to give plenty of notice to parents and carers. The School values volunteer drivers (who are required to be Police checked) to take our pupils to these events. There is a handbook for volunteer helpers and, for safety and insurance purposes, we must ask the driver to complete the forms it contains. If a child is not able to take part in an event as planned, a written note is appreciated, sent in time for us to select a substitute. As a result of legislation in 2006, all children under 135 centimetres (4 feet 5 inches) must use a booster seat. The Friends of Longshaw Association (FOLA) has purchased a number of booster seats for use by our volunteers when necessary.

All School sports teams wear kit kindly provided by FOLA.

School Fund

The School Fund exists to provide running expenses for the many small items which have to be bought and which cannot be provided from the School's financial allowance. Examples are food and housing for School pets and hospitality expenses for teams.

From time-to-time we organise events in support of the School Fund. We always appreciate help and support from parents and carers.

Friends of Longshaw Association (FOLA)

All parents and carers automatically belong to FOLA as soon as their child is admitted to School. FOLA is affiliated to the National Association of Parent/Teacher Associations, but it is more than a parent/teacher association because any adult who accepts our aims may become a member. Broadly our aims are to promote and foster relationships between staff, parents and carers and others associated with the School; to take an interest in, and support, many different aspects of School life, and to enhance the education of the pupils in the School by the provision of facilities for education not normally provided by the Local Education Authority.

Various events are run throughout the year. As well as fund-raising, members help in many direct ways, e.g. sports coaching and transport, outings, costumes, uniform, book sales and refreshments. Time, skills and ideas are all valued.

A Committee, elected at an Annual General Meeting each year, is responsible for basic organisation of functions and events, but the Committee relies heavily on the help, hard work and goodwill of as many people as possible. An excellent team work exists and FOLA events are always happy social occasions, with plenty of enjoyment for children and adults alike.

The School Book Fair

The book fair occurs once a term. Parents and carers and children can browse through, and buy, a wide variety of books.

Links with the Community

We all learn all the time from what we see and hear happening around us. Learning does not take place in isolation in School. In order to prepare children to become valuable members of their community in adulthood, they must be helped to understand the world around them.

As stated earlier, we very much regard learning as being a partnership between home and School. We aim to forge strong links with parents and carers, and

parents and carers are most welcome to help and join their children in and around School.

The School nurse visits Longshaw on a regular basis in order to carry out routine health checks. The children's teeth are also inspected regularly by the Borough dental team.

Visits by local fire officers and road safety personnel take place to instruct children on aspects of personal and community safety issues.

From time to time, the School links up with professional sporting bodies who offer specialist coaching for Schools. Examples are Leyton Orient Football Club, Tottenham Football Club, Arsenal Hockey, Chingford Tennis and the Essex Youth Cricket Scheme. This gives our young people inspiration and skills beyond the standard curriculum.

Recreation Services run a flourishing tea-time club after School hours each day. For further details please enquire at the School office.

In order to fulfil the requirements of the scheme of work for Religious Education, visits are made to places of worship. For a number of years Longshaw has established a close relationship with St. Anne's Church and members of the Church regularly visit the School to watch the children participating in festival assemblies and to lead us in our worship at some of our whole-School assemblies. At Christmas the whole School attends St Anne's for a Carol Service.

We often invite visitors to our assemblies, including representatives from Barnardo's, the Royal National Lifeboat Institution and Guide Dogs for the Blind. After the Harvest Festival each year some children take harvest gifts to local elderly and housebound people.

SECTION THREE - HEALTH, SAFETY AND WELFARE

Medication

You will appreciate that we are understandably cautious about administering medication to children. We request that pupils who are unwell and are receiving medication or have a contagious illness are not sent to School.

We recognise that some children suffer from allergies, such as asthma, or illnesses, such as diabetes, where daily medication in School may be necessary. We must point out that parents or carers are responsible for the administration of medicine to their children; this is not the responsibility of the School. If pupils need further medication at lunchtime then, ideally they should either return home for it, or the parent or carer should come to School to administer prescribed medicine. If neither of these options is feasible, we request that the smallest practicable amount be placed in a suitable receptacle and brought to the School office by the parent or carer. The parent or carer must remove the medication daily. A note must accompany the medicine (including inhalers) stating the date, the child's name and class, and giving clear, specific instructions about the administration of the medicine. Inhalers may be taken into class and must be given to the class teacher. They should be clearly named and have the instructions attached securely.

Head lice

The Health Authority no longer checks heads in School, therefore it is essential that parents comb and inspect their child's hair on a daily basis.

Outbreaks of head lice do occur from time to time and a letter will be sent home to parents and carers if children are found to have them. Combing with a fine toothed comb, through wet hair that has had conditioner applied, is still the recommended way to deal with the problem.

Regular combing first thing EVERY morning before School helps to catch lice that may have hatched out over night. In the same way, by combing your child's hair again EVERY evening when he/she arrives home from School deals with any lice that may have been picked up during the School day.

Accidents and Illness

Children who become unwell during the School day, or who suffer minor accidents, are attended to by one of our qualified first-aiders. If a child is not well enough to return to the classroom, then we shall need to contact the parent at home or at work, or a nominated carer should the parent not be available.

The School office **MUST** be kept informed of parents' or carers' up-to-date telephone numbers, including mobile and work numbers, and hours of work so that contact can be made without delay. A 'Change of Details' form is available in the School office for this purpose.

The School Nurse

The School nurse provides regular checks on children's sight and hearing, as well as a more thorough health check during a child's first term in the Reception class. She may be contacted at the Silverthorn Centre, on the site of Chingford Hospital, or via the School office for further advice and information.

The School Dental Service

The School dentists make dental checks on a regular basis.

The Buildings, Grounds, Security and Safety at Longshaw

We aim to ensure the safety and well being of everyone in the School: children, staff and visitors.

The School has *CCTV*, perimeter fencing, security doors and an entry 'phone.

All parents, carers and other visitors are asked to report to the School office upon arrival in order to sign the visitors' book.

In the interests of security, parents and carers are requested to ensure that any money brought into the School office/classroom is placed in a sealed

envelope and clearly marked with their child's name, class and for what it is intended, i.e. dinner money, educational visits, uniform etc.

Book bags and baseball caps are available all year round and can be purchased from the School office every day, between 8.45 - 9.15 a.m. and 3.15 - 3.45 p.m.

When applicable, tickets for music festivals, School performances etc. will also be on sale in the School office. The arrangements for purchasing these will be advised at the relevant time.

The whole School practises fire drill on a regular basis..

The LEA has a regulation that, for reasons of safety and hygiene, dogs are not to be brought onto School premises. Guide Dogs are, of course, exempt from this regulation.

In the interests of safety, please ensure that the playground and School are kept clear of bicycles, skates, skateboards, etc.

Children must not use the Agility Trail before 8.45 a.m. or after 3.45 p.m. It must be clearly understood that the School cannot accept responsibility for any injuries caused outside of these hours.

Regular visits are made by the fire service and road safety officers to raise children's awareness of how to keep safe, e.g., fire precautions, green cross code, etc.

Parking on the yellow lines outside the School is dangerous and illegal. It also restricts the ability of the emergency services to reach access points. Anyone stopping, or parking, on the lines is liable for a fine.

SECTION FOUR - LONGSHAW SCHOOL PHILOSOPHY AND AIMS

Our aims in educating children

- To teach children how to learn.
- To develop skills.
- To broaden each child's knowledge, experience and imaginative understanding.
- To make learning a positive, worthwhile, happy and enjoyable experience for every child.
- To provide opportunities to foster awe and wonder.
- To develop each child's awareness of moral, religious, cultural and personal values.
- To develop each child's self- esteem.
- To encourage each child to be a responsible, caring member of the class, School and community.

How we develop these aims

1. We believe that home and School contribute equally to a child's development and, therefore, close liaison between them is vital. This partnership encourages the development of a positive self-image. As all children become aware of their strengths and limitations it is crucial to create conditions which lead to success.
2. We expect children to behave in a responsible way and encourage them to exercise responsibility by showing each other consideration. We give reasons for desirable behaviour, emphasising courtesy and good manners. We try to ensure that each member of the School is valued and respected.
3. Children need to learn skills of co-operation in work and play. We aim to give each child opportunities to develop both as an individual and as part of a group. By participating in a collaborative activity, each child will be helped to learn to co-operate socially.
4. We have high expectations of work and presentation. Children are encouraged to display their work attractively and take pride in all the work they do. We welcome parents and carers to class assemblies where children have an opportunity to present their work to a wider audience.

5. Our curriculum is designed to give all pupils a broad and balanced education allowing each child to develop his or her potential. In common with all Schools, Longshaw follows the National Curriculum - the core areas of Mathematics, English and Science, and the foundation areas of Geography, History, Technology, Information and Communication Technology, Art, and Physical Education, together with Music, Religious Education and Personal, Social and Health Education. Equal opportunities and multi-cultural education form an integral part of the whole curriculum.
6. Each child needs to be educated according to individual needs and abilities. At Longshaw we follow the Waltham Forest guidance in accordance with the Code of Practice for Special Educational Needs.
7. We aim at all times to create an atmosphere which will assist the development of multi-cultural education. We encourage children to develop positive attitudes towards, and respect for, people of all nationalities and cultures. Religious education plays a major part and we do regular assemblies focusing on different festivals. Books, pictures, artefacts and music are all chosen with care to reflect many different aspects of a variety of cultures. We regard racist attitudes and remarks as totally unacceptable and we aim to avoid racial discrimination in keeping with our anti-racist policy.
8. We regard equal opportunities for girls and boys as being of the utmost importance. We ensure that all children participate equally in every aspect of the curriculum. Boys and girls are given opportunities to have responsibility for a variety of different jobs. We make a conscious effort to avoid gender discrimination.
9. Extra curricular activities form a valuable part of School life. Children benefit from working together with members of Staff in a variety of activities and thus enjoy a wider contact with other children whilst, at the same time, benefiting from shared activity in an informal setting.

In addition we value the part played in School by parents, carers, teachers, Governors and friends working alongside each other to benefit the School socially, educationally and financially.

Equal Opportunities and Multicultural Education

The London Borough of Waltham Forest recognises and welcomes the Equal Pay Act of 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the measures for disabled persons, and their attempts to provide equal opportunities for all.

The Borough has a clearly stated policy regarding multicultural education which is supported by the School. It is:

"To demonstrate through a policy statement and ensuing action that the education service of Waltham Forest welcomes cultural and linguistic diversity - rejects and opposes racism, and is concerned to promote equality of opportunity, racial justice, and good relationships between all groups".

Longshaw Primary School's multicultural policy statement is as follows:

"In order to establish an atmosphere of understanding and respect in all aspects of School life, we welcome cultural, religious and linguistic diversity.

We reject and oppose racism. We are committed to the promotion of equality of opportunity, and good relationships between all groups.

We aim to raise pupils' awareness and develop a positive attitude and response towards cultural diversity throughout the curriculum.

Children should be encouraged to be curious and interested, open to new ideas, and to discuss issues in an informed and balanced way.

A multicultural perspective will be integral to all staff in-service training.

The School also has a clear policy opposing racism. We regard racism as:

"Any action, comment or other form of discrimination, intentional or unintentional, which is likely to be offensive or erode the self-esteem of an individual or group based on race, colour, or nationality, religion, culture or dress on the assumption that the individual or group is of different or inferior status, and therefore less important".

The general principles of the School's policy are:

That positive action should be taken to educate and encourage children to live in harmony. If an incident of racism takes place then the action taken should include both the perpetrator and the insulted. The importance of involving parents and carers following any action is emphasised.

SECTION FIVE - LONGSHAW CURRICULUM

Introduction

Longshaw School delivers a broad and balanced curriculum in line with National requirements. Records are kept of the work covered by individual pupils.

Parents and carers of children in the Nursery will be asked to assist in compiling an entry profile for their child which will be continually updated as the child progresses through his or her pre-School education.

Every child is continually assessed by the class teacher. Standard Assessment Tasks (known as SATS) in English, Mathematics and Science (core subjects) are carried out by pupils in School Year 2 and Year 6 during the Summer Term. Also non-statutory assessments are carried out within Key Stage 2.

Every local authority and School is required by law to have a National Curriculum Complaints Procedure. A copy is available for reference from the School office.

Nursery curriculum

Children's early experiences are of vital importance, having an effect that lasts throughout their lives.

In the Nursery we therefore provide a warm, safe and stimulating environment in which children can gain confidence, understand their emotions, learn to get on with other people, think for themselves and, above all, be happy.

At this early stage much of the children's learning will have occurred at home. The staff make time to talk to parents and carers and we hope to establish positive relationships which continue as the child moves through the School. The best learning occurs when pupils are completely engrossed in situations and for young children this means playing and talking. We therefore make learning interesting and fun and provide a wide range of stimulating activities and experiences, which cover the following areas of learning:

- ❖ Personal, social, and emotional, which includes spiritual and moral
- ❖ Communication, language and literacy
- ❖ Mathematics
- ❖ Knowledge and understanding of the world
- ❖ Physical
- ❖ Creative

We believe that all children have equal value, regardless of race, gender, class, ability and culture. We strive to create equal opportunities for all children and teach respect for all people and cultures.

Our provision is tailored to meet the needs of individuals with differing personalities, interests and abilities. The activities offered to your child will change and become more advanced as they progress, as our aim is to give your child the best possible start to their education.

English Curriculum

The ability to communicate through reading, writing and speaking and listening is fundamental to all other activities in the curriculum. Therefore great emphasis is placed on the teaching of these skills, both formally and informally.

Reading starts in the Nursery, including the care of books. Rising fives are encouraged to take home a reading book.

From Reception to Year 6, teaching is planned according to the principles of the National Literacy Strategy. This may be a one hour daily lesson, or in the case of children new to Reception, parts of a literacy lesson in smaller, more manageable chunks. Teachers also take advantage of nationally published guidance about strands such as grammar and spelling, to support and enhance the Literacy Strategy.

Reading strategies and comprehension are taught through 'guided reaching', where children work in a group of up to six with a teacher or Teaching Assistant. Individual reading to the teacher, Teaching Assistant or volunteer helper also takes place and is reinforced by regular practice at home.

Reading books are 'banded' throughout the School, according to the level. Children are encouraged to read across schemes and within bands, to ensure variety and interest.

Reading leads into writing and Literacy lessons introduce children to reading a wide variety of genres, including information reading. Children then learn to write in similar genres, using checklists and models provided by the teacher. Children learn to write for a particular purpose and audience. They learn to plan their writing, which may be talking to a partner or completing a framework. As they progress, children are expected to adapt the routine of checking, editing and improving their work.

Presentation is important and children are taught to follow the style of the 'Nelson' handwriting scheme.

Children are expected to take books home and a home/School reading diary is also useful for parents and carers and teachers. To keep books clean and safe, red reading bags with the School logo may be purchased from the office.

Spelling is seen to be of great importance. The children are taught using Jolly Phonics. There is also some supplementary work using the Progression in Phonetics (PIPs) scheme (games, a phonics boxed programme and spelling of high frequency words). In Key Stage 2, children consolidate their phonic knowledge and find out and learn about different spelling patterns through spelling investigations.

Speaking and Listening is also part of the English curriculum and children are encouraged to speak clearly and fluently in a variety of situations, including small groups, whole class and whole School assemblies. Drama, both formal and scripted drama, and more informal improvisation, extends children's experience and plays an important part in using their skills of presenting work to an audience.

The School Library is open to all pupils. Classes have a timetabled lesson which may be used for research skills, story-telling or quiet reading. Children in Key Stage 2 are currently able to borrow books at lunchtime and it is hoped to extend this opportunity to all children, from Reception upwards, in the near future.

Mathematics Curriculum

Mathematics is a key National Curriculum area which underpins the preparation of children for adult life.

Number, data handling, shape and problem-solving are everyday occurrences which we tend to take for granted. Children need to acquire the skills and

confidence to find the methods and to think logically how to overcome mathematical problems in the outside world.

Practical experience when teamed with focused learning allows the children to develop fluency with numbers and understanding of mathematical concepts.

We were amongst the first to adopt the National Numeracy Strategy. The approach to the teaching of Numeracy is based on three principles:

- Regular lessons every day.
- A clear focus on direct, instructional teaching and interactive oral work with the whole class and with groups.
- An emphasis on mental calculation.

We aim to produce children who understand and achieve in Mathematics, giving them a confident basis for their later years.

Science Curriculum

Science at Longshaw starts in the Nursery where children are encouraged to learn through play and "hands on experience". The children are helped to extend their scientific skills through sand and water play, the care of pets and looking at growing plants, magnets, mirrors and mechanical toys.

At Key Stages 1 & 2 pupils are encouraged to ask questions related to their everyday life and experiences. The experimental and investigative work is achieved through three areas of study: life processes and living things; materials and their properties; physical processes.

Pupils are taught:

- to use appropriate language when describing scientific phenomena and processes,
- to present scientific information in a variety of ways, e.g. diagrams, tables, charts.
- to recognise the health and safety aspects when working with materials, tools and living things.

The children are encouraged to work co-operatively and they have access to a wide variety of resources, including an outdoor environmental area.

Geography Curriculum

This is taught at Key Stages 1 and 2, mainly through topics. Children develop their geographical knowledge and understanding by studying the local area as well as a contrasting locality. Practical geographical skills, including map work, are developed through visits in and around the School, and also in Key Stage 2 by studying a part of Epping Forest.

History Curriculum

In History at key Stages 1 and 2, children are given opportunities to develop an awareness of the past and the ways in which past times differ from the present. Children are helped to set their studies of the past into a chronological framework using a variety of primary and secondary sources.

These aspects of history are also developed through teaching content relating to local, national, European and world history.

Design and Technology Curriculum

Education in Design and Technology promotes an active participation in devising, making and using many materials and components. It brings together all the skills necessary for children to successfully learn about a wide range of products, showing how they work and therefore generating creative ideas. "D & T" is combined successfully with other subjects in a cross-curricular approach, particularly with Art and Science.

Information and Communication Technology (ICT)

The School has an ICT Room with a number of PC's, a scanner, digital camera, web-cams and colour laser printer. The School has three interactive whiteboards. All classes and the Nursery have a weekly timetabled lesson in the ICT Room. Parents, carers and grandparents provide invaluable support during these lessons. The School also has a variety of computers in the library, classrooms and the Nursery. Lap top word processors are available for children to use to support Literacy or for those children with special education needs.

From the time they enter Nursery to the time they leave at the end of Year 6, children learn ICT skills in: word processing; art; music; data handling; modelling; multimedia; control; monitoring and spreadsheets. All pupils have individual e-mail accounts through the London Grid for Learning.

Children learn how to use these skills to support other areas of learning, in particular Literacy and Numeracy. IT has strong links with all areas of the curriculum other than PE.

Extra curricular IT includes an 'Internet Club' run by teachers. The School has its own web site (www.longshawprimaryschool.co.uk) and would welcome contributions from pupils, staff, parents, carers and Governors.

Physical Education Curriculum

We provide a balance of physical activities which include gymnastics, dance, small apparatus skills, athletics, games and outdoor adventurous activities. In accordance with the National Curriculum for Physical Education, children in Year 5 participate in weekly swimming tuition at Larkwood Leisure Centre and walk to the Pool. Children also participate in the Borough Sports and the Waltham Forest Swimming Gala and Diving Competition.

Religious Education Curriculum (RE)

Religious Education and daily acts of collective worship (Assemblies) are statutory requirements in Schools but parents and carers may withdraw their children from RE and Assemblies if they wish. They should see the Head Teacher to discuss their request in the first instance.

In Religious Education, we aim to help children to understand, reflect upon and respond to religious and spiritual beliefs, practices, insights and experiences that are expressed in humanity's search for meaning in life.

We encourage children to develop appropriate skills and positive attitudes for exploring life experiences and religions in order to continue in, deepen or come to their own understanding of the meaning of life.

We encourage children to develop feelings of awe, wonder, fear and admiration which arises from our contact with the natural world, in our relationships, our responses to good and evil and in our own self-awareness.

We share with the children some of the religious feelings, which have been the source of much inspiration in art, music, poetry and literature.

The LEA agreed syllabus (September 1998) states that:

"The agreed syllabus for Waltham Forest has been developed in the belief that Religious Education should play a central role in the promotion of the spiritual, moral, social and cultural development of pupils."

The main world religions included in the syllabus are Christianity, Buddhism, Hinduism, Islam, Judaism, and Sikhism. Longshaw is following this syllabus together with all the other non-denominational Schools in the borough.

Assemblies

Daily assemblies play a vital part in the life of the School for they strengthen our School community. They include as much participation by the children as possible.

In our broadly Christian worship, we share aspects of School life, the immediate School environment and the wider world. At times we also share different beliefs, customs, festivals and lifestyles so that children have an opportunity to experience values, attitudes and responsibilities of members of the School and its community.

Every member of Staff leads assemblies. One full assembly is held each week, plus two Junior and two Infant assemblies and each class holds a room assembly once a week.

Parents and carers are most warmly invited to attend any of our assemblies. Please let the School office know the day before in order to help us with seating arrangements.

Religious Education and Acts of Collective Worship (Assemblies) are statutory requirements in Schools but parents and carers may withdraw their children from RE and Assemblies if they wish. They should see the Head Teacher to discuss their request in the first instance.

Personal, Social and Health Education (PSHE)

This is a very broad area of the curriculum. It covers food and nutrition, body systems, dental and foot care, hygiene, exercise and leisure pursuits, accident prevention and safety education. Smoking, drugs, alcohol and sex education are discussed with great sensitivity at the appropriate stages. (See the Governors' Statement on Sex Education).

PSHE helps to develop and enhance the individuality of the children. It aims to broaden each child's experience and knowledge, and raises their self-esteem. It encourages them to be helpful, responsible, kind, sensible and friendly. It helps them to understand that they influence others and that self-discipline is important. Children learn to value and appreciate all races, cultures and creeds. Everyone is valued as an individual.

Art Curriculum

All pupils participate in a wide range of activities, using a variety of quality materials. The children progress from early "mark making" to being able to represent observed, remembered and imagined objects and scenes in a range of media. Children usually have experience of working in pencil, charcoal, pastel, paint, clay and fabrics. Using artefacts and reproductions of art from a variety of cultures, children acquire the vocabulary of "visual literacy" to describe their responses and incorporate these into their own work. Art and display relate closely to topics and themes throughout the whole curriculum.

Music Curriculum

Above all, it is perhaps important that we try to ensure that children enjoy music. Within the National Curriculum opportunities are provided for children to perform, listen to and compose music. There are opportunities for children to join clubs, if they wish to, from time to time, e.g. Singing Club, Recorders, Music Festivals.

SECTION SIX - THE GOVERNING BODY

Duties of the Governing Body

The *Governing Body* of a School is made up of people who represent the different sections of the community who have a concern for the nature and quality of the education being provided by the School. Education clearly impacts on the pupils' lives but also on the whole community both now and into the future.

Longshaw may have 15 *Governors*. Of these, eight are elected: five to represent parents and carers, two to represent teachers and one to represent support staff. Three *Governors* are appointed by the LEA in proportion to the political party representation in the area of the School. These eleven *Governors* can co-opt three others, including one or more to represent the local business community. The Headteacher is entitled to be a *Governor*, and has opted to take up this entitlement. *Governors* carry out their duties on a voluntary basis. Their term of office runs for four years.

School *Governors* are just one strand in the management of a School. They work in partnership with the Head Teacher and Staff of the School, with parents and carers, with the LEA and the DfES (Department for Education and Skills).

In general the *Governors* have responsibility to see that the School is run effectively and to promote high standards. They act within the framework set by National Government and the Local Education Authority.

The day-to-day management is the responsibility of the Head Teacher. Areas for which the *Governing Body* is responsible, or partly responsible, are:

- The aims and policies of the School and the means to improve standards
- The conduct of the School - in general terms, the way it should be run, including the care and safety of the premises and behaviour within the School
- The School Development Plan
- The School budget
- Ensuring that Religious Education and the National Curriculum are taught, and the assessments reported
- The policy, procedures and monitoring for pupils with special educational needs (SEN)
- Selecting the Head Teacher and Deputy or Assistant Head Teacher(s)

- Framing the staff structure and selecting Staff
- Acting as a link between the local community and the School
- Producing an Action Plan subsequent to an inspection and monitoring its implementation

Longshaw's full Governing Body holds several meetings in the course of the year and has also formed six committees in order to manage the workload in an efficient manner. These are:

- ❖ Curriculum and Governor Training.
- ❖ Ethos
- ❖ Finance
- ❖ Finance and General Purposes
- ❖ Personnel
- ❖ Premises, Health and Safety

In addition, it has a number of committees which meet on an ad hoc basis to consider disciplinary, personnel and other matters.

Information from the Governing Body

A clerk, appointed by the LEA, takes the minutes of Governing Body meetings and these can be referred to on the Governors' notice board near the School office.

The School Development Plan, Action Plan, School calendar, this Prospectus, policy statements and National Curriculum Complaints Procedure are also available in the School for consultation. The two statements below have, by law, to be included in the Prospectus.

The Chair of Governors or any member of the Governing Body may be contacted via the School office.

Annually, in the Autumn Term, Governors issue a report to parents and carers and offer them the opportunity to meet to discuss the report and raise any other general issues that concern them. Matters relating to individuals are not appropriate at this meeting. (For concerns about an individual child the procedure is first to approach the class teacher then, if necessary, the Head Teacher.)

Each term the newsletter "GOLD" (Governors of Longshaw Digest) is distributed.

When a vacancy for a Parent Governor occurs, an election is held. Parents or carers may nominate themselves or another parent or carer (with their permission). Anyone wishing to become a Community Governor at a school in Waltham Forest should apply, giving reasons, to the Local Education Authority. If eligible, they will then be put on the selection list.

Governors' Statement on Sex Education

There is a legal requirement for every School's Governing Body to produce a Sex Education policy:

We, the Governors of Longshaw, agree to the principle of Sex Education being included in the Health Education curriculum, the teaching of which has been a continuing part of education at Longshaw. The Governors fully support the Staff in their total commitment to this topic.

This area of the curriculum is taught by the class teacher and consists of a basic understanding of anatomy and reproduction. The class teachers, as they see appropriate, will continue follow-up work as is relevant at that particular time and for their particular class. Any video that may be shown will be available at a meeting for parents and carers first, and time for discussion and questions will be given to parents and carers before the pupils start the Sex Education topic.

We feel, as Governors, that it is important that this subject is taught with great sensitivity. We also believe that every child benefits by participating.

Any parent or carer who has concerns about the syllabus should make an appointment to discuss them with the Head Teacher.

The Governors' Charging Policy

Under the 1988 Education Act, all Schools are required to produce a written statement outlining their policy for charging parents for School-based activities. This was first brought to the attention of parents and carers in May 1989. The School Governors have a duty to review the policy regularly and advise parents and carers accordingly.

The School budget is no longer able to support pupils' travel costs to off-site activities and therefore contributions from parents and carers are essential in order for these to take place.

Whilst there are not enough funds in the School budget to meet any costs relating to educational visits, the Staff and Governors believe that such visits are of immense value in the topic work. Unfortunately, however, if insufficient contributions are received the School will be forced to cancel that particular educational visit.

The School has adopted the common practice to levy a charge for attesting photographs and signatures on legal documents, such as passports. This is in line with other schools in the Borough.

The Governors have agreed that charges may be made to cover the cost of repair or replacement of library books borrowed from the School Library.

We shall continue to review the Charging Policy regularly and address any changes in legislation.

Revised
Autumn 2006