

# Longman's Hill Community Primary School Prospectus 2018/19

Myrtle Avenue  
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Headteacher: Mrs J Elcock

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Headteacher: Mrs J Elcock

Chair of Governors: Mrs S Porter

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## LONGMAN'S HILL COMMUNITY PRIMARY SCHOOL

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Dear Parent,

Welcome to Longman's Hill Community Primary School. I am really pleased to be able to share with you all the great aspects of our school. When your child starts at our school we will together engage in a partnership: this partnership will be committed to helping your son or daughter reach their full potential.

We are proud of our school ethos, which is commented on by everyone who visits. We have approachable, professional and committed staff, dedicated Governors, supportive and caring parents and lovely children!

We have excellent resources and facilities which contribute to a wonderful learning environment.

It is essential for our children to feel safe and happy in school in order for them to thrive. We are committed to making school the most enjoyable time we possibly can. Our curriculum supports children as they learn and grow as individuals through exploring their emotions, formulating opinions and respecting those of others. Our Curriculum inspires and motivates children to achieve the best they possibly can through providing interesting stimuli and experiences.

At Longman's Hill we aim to create a safe and secure learning environment where children, parents, staff, governors and the community work together with a common aspiration of achievement for all.

Your sincerely

Jan Elcock  
Headteacher

## "Growing Hearts and Minds Together"

Longman's Hill School is a caring, community primary school.

We have always prided ourselves on the positive ethos of the school. People who visit often comment on the lovely 'feel' the school has when they walk around. Our children are amazing—they are thoughtful, kind and caring.

At our school we have high expectations of everyone. We are ambitious in seeking to ensure all children are successful. We feel strongly that success comes in many forms, not just academic. With that in mind, at our school we provide rich opportunities for children to be successful in a number of ways for example through the wide and varied sporting activities, clubs and competitions, through the extra-curricular clubs we offer, through school productions or Forest School, to name but a few.

The work undertaken within our school is based on our four key values:

**Ambition** - We are ambitious as a school. We want the very best for our pupils; your children. We have high expectations of their behavior and their learning. Like you, we want them to do their best and be their best. That is our ambition.

**Courage** - We support children to have the courage to challenge themselves, try new things and not be afraid to fail.

**Respect** - We are a welcoming community school where members are respectful and tolerant towards each other.

**Creativity** - We inspire children to be curious, enthusiastic learners by ensuring learning is fun and creative.

# About Our School

Longman's hill Community Primary School is a friendly, vibrant school providing education for children from 4–11 years in the north of Brayton and the south of Selby.

## Admissions

We have 7 classes in school—an early years (FS2) class, two Key stage one classes (Year 1 and Year 2) and four Key stage two classes (Year 3 to Year 6). Class sizes are approximately 30.

The Headteacher, Mrs Elcock, is always pleased to arrange for parents and children to visit the school.

Children start in our FS2 early years class in the September following their fourth birthday.

There is an induction programme where opportunities are available for children and parents to make visits to the Reception Class and meet the staff.

We also have meetings early in the term for parents/carers when any questions can be answered.

Parents considering a place at the school are welcome to contact the Headteacher for further information or to arrange a visit. Details of the LA's admission policy and the school's more detailed arrangements for implementing this policy are available from school.

All school places in the Selby Area are allocated by the Local Education Office who can be contacted on Tel: 08450349465.

Our classes are colourful and inviting: in addition we have a library, a resource room for teaching small groups, a spacious hall, office area and extensive grounds.



All teaching is usually undertaken in mixed ability classes for all curriculum subjects. The school covers three Key Stages: **The Foundation Stage**- FS2 (early years), **Key Stage One** (KS1) - Year One and Year Two and **Key Stage Two** (KS2) Years 3, 4, 5 and 6. Each Year group has one class.

Each key stage has a Phase leader and every member of staff has particular responsibility for an area of the curriculum.

We provide a purposeful, safe and secure environment for every child. We believe that children make best progress when they are fully involved in their learning, have high self esteem and feel confident about who they are and what they want to do. We foster a caring confident and a "can do" learning community.

# About Our School

## Pupil Conduct

If a child is to fulfil their potential in school they need to be attentive and apply themselves to learning. At Longman's Hill Community Primary School we expect a high standard of self-discipline and a good standard of pupil conduct at all times during the school day including times when pupils are off-site on visits. Our expectations are set out in our Behaviour Policy as well as in rules displayed around the school. We set an example by being caring, considerate and co-operative with everyone in school. Although we use sanctions when necessary our ethos is built on a culture of positive reinforcement. Good behaviour is always praised and a child may be rewarded with a golden token, or a certificate awarded in the Celebration Assembly on a Friday. Each week classes are encouraged to win the Tidiness Trophy awarded in Celebration Assembly (always to cheers from the recipients!)

## Attendance

Regular school attendance and punctuality is vital if a child is to take full advantage of the educational opportunities available in school. A telephone call should be made to the school on the first day of absence outlining the reason for absence.

Details of holiday dates are sent out well in advance. Since September 2013, Headteachers can no longer authorise term time leave of absences for holidays. Therefore, holidays should not be taken during term time.

Parents wishing to remove their child during termtime need to complete a form requesting leave of absence, stating the exceptional circumstances for the absence and where necessary providing evidence. The headteacher's decision about authorising such absences is final. Absences for which a reason has not been given, unauthorised absences or patterns of absence are recorded and monitored and in cases where there are significant concerns about attendance, the Education Welfare Officer may be notified.

## Pupil Welfare

It is important to us that our pupils are safe and healthy at school. We take all reasonable measures to protect our pupils and provide a high level of supervision at all times.

We know that healthy children are better learners, so we want children to come to school fit, well and rested. We provide First Aid training for our staff in order to ensure children are cared for in school. Information is regularly made available to parents and pupils about a range of health and welfare issues such as diet and head lice. Children are encouraged to walk to school - a healthier and safer alternative to the car journey.

## Prevention of Bullying

We work towards a school community free from bullying by creating a caring, friendly and happy school environment. Respect for others is fostered and children are encouraged to behave responsibly. Any report of bullying is taken extremely seriously and is followed through according to school policy.

## Security

We take the security of the children, staff and the building seriously. The school is protected by a secure fence and door entry systems. All staff and volunteers, including parents who help in and around the school, whether on a regular or irregular basis, are DBS checked through the Independent Safeguarding Authority.

## Access for pupils with disabilities

Special features which increase or assist access to the school for pupils with disabilities include:

- wheelchair access to all parts of the school
- an indoor disabled toilet

Parents are not permitted to drive onto the school grounds or park on the school grounds unless their car displays a disability badge.

## Safeguarding

The purpose of Longman's Hill School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Our Safeguarding policies will give clear direction to staff, volunteers, visitors and parents about the expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

To support our Safeguarding Policies and Practice ALL staff, governors and adult volunteers undertake an enhanced DBS check before they work in our school.

Longman's Hill Community Primary School is committed to ensuring the welfare and safety of all children in school. All North Yorkshire schools, including Longman's Hill Community Primary School, follow the North Yorkshire Safeguarding Children Board procedures. The school will, in most circumstances, endeavour to discuss all concerns with parents about their child/ren. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

ALL visitors are requested to report to the main office on arrival and departure, to inform the Secretary of the reason for their visit and to receive and display the appropriate Security pass with safeguarding details.



## Contact Details

It is most essential that we have an **up-to-date** telephone number, mobile telephone number, to contact you and/or an additional contact we can call during the working day in case of your child's illness or accident. Please let us know **at once** if your contact number changes.

## Illness

Please do not send your child to school if obviously unwell, or if you have reasonable doubts, as they rarely improve during the course of the day. We are always pleased to see such children later in the morning session or after lunch if their symptoms do disappear.

**CHILDREN SUFFERING FROM DIARRHOEA OR SICKNESS SHOULD NOT RETURN TO SCHOOL FOR AT LEAST 48 HOURS AFTER THE FINAL BOUT.**

Information and advice is readily available from the school about the current exclusion periods for infectious illnesses. We do not like to see children missing school unnecessarily or returning too soon. If in doubt please telephone the Secretary.

**HEADLICE** - Parents are advised to be vigilant in checking heads for head lice. Should your child be infected the procedure is to collect the treatment from the Doctor/Pharmacy and treat the whole family.

**MEDICINE** - School will only accept medicines that have been prescribed by a Medical Practitioner. Medications must be in original containers and include the name of the pupil, the name of the medication, the expiry date and the name of the dispensing pharmacist/doctor. Before school can administer medication detailed written instructions and authorisation from the child's Parent/Guardian to administer the medication, must be obtained on the appropriate form. It is recognised that certain medication such as asthma inhalers may need to be immediately available to a pupil. Other medications will be stored securely, in a locked cabinet or secure refrigeration



It is a Health and Safety requirement that Children **MUST NOT** keep medicines in pockets or school bags.

# The School day

The school sessions are

9.00am—12.15pm

and

1.15pm—3.15pm



Lessons start promptly at 9am and it is important that your child is punctual. The doors open at 8.50am. Children should not be left at school before this time.

We welcome parents of FS2 children into school to help with cloakroom routines until Easter, but politely request that parents of children in other classes do not come into school to drop off their child as it causes congestion in the corridors.

If you arrive after the doors have closed, please bring your child via the school office. We can then ensure that they are signed into the building in case of emergency evacuation. Register opens at 9am and closes at 9.15am. Children arriving after 9am but before 9.15am will be marked as 'L' (late before register closes). Those arriving after 9.15am are given the code 'U' (unauthorised absence due to being later after the register closes).

If you have to enter the building for any reason, please come via the school office where you will be asked to sign the visitors book and given a visitors badge. Please be aware that if you are not known to the office staff you may be asked to produce photographic identification before being admitted to the building. If this is the case, please do not be offended and bear in mind that the safety and wellbeing of the children is paramount in this request.

Please collect your child promptly at 3.15pm. In extreme circumstances we can maintain responsibility until 3.30pm but are not legally responsible for your child after 3.30pm. If you think you may be late, telephone the office as promptly as possible or make alternative arrangements for the collection of your child.

## Health and Safety on the School Site

We ask that all visitors to the site comply with the No Smoking Policy, do not bring dogs onto the site (except dogs for the blind etc) and stop their children riding scooters and bicycles in the playgrounds.

Parents are asked to note that the routes for traffic and pedestrians from Myrtle Avenue are closely linked and this is a possible source of danger. (particularly for example with large reversing vehicles). The car parking area is out of bounds to children at all times. It is also out of bounds to all vehicles of parents, staff and visitors, from 8.45 to 9.00 a.m. and 3.15 to 3.30 p.m. Parents may wait in the car park at the end of the school day to avoid footpath congestion but are asked to ensure they use the car park footpaths when accompanying children at all other times.

It would be helpful if parents bringing or collecting children in cars could observe the no parking zig-zag markings to provide safe crossing points for children at both school entrances.

# SCHOOL UNIFORM

We expect children to wear School uniform, as we feel that this encourages a sense of belonging and pride in the school.

Sweatshirts, cardigans, PE t shirts, bookbags and baseball caps with the school logo may be purchased online from <http://school-shop.co.uk> or visit Unit4/5, Hanley court, Elvington Industrial Estate, Elvington, York, YO41 4AR

## Girls Winter

Grey/Black skirt/pinafore dress/trousers  
White polo shirt  
Navy cardigan or sweatshirt with school logo  
Grey or white socks  
Black school shoes or black trainers (no coloured logos)

## Girls Summer

Summer dress in check/striped pattern blue/white  
White socks  
Black school shoes or black trainers  
Baseball cap or legionnaires cap

## Boys

Grey/black trousers (long or shorts)  
White polo shirt  
Navy sweatshirt with school logo  
Grey/white socks  
Black school shoes or black trainers (no coloured logos)  
Baseball cap or legionnaires cap

## For games lessons and P.E

INDOOR - White T-shirt with school logo  
Black shorts or black cycle shorts  
Plimsolls  
OUTDOOR - Dark coloured tracksuit/sweatshirt/jogging pants  
Shorts and T-Shirt  
Trainers

PE kit should be stored in a drawstring bag

Children will not be allowed to participate in PE without the correct kit, particularly trainers for outdoors

## For Art /DT

It would be most useful if children could be provided with some sort of protective clothing for messy work. A pinafore or an old shirt would be ideal although this is not required in the reception class where aprons are provided by the school.

## Jewellery

Is not permitted. It can very easily be lost or cause injury to other children or the wearer. **Only "studs" earrings may be worn in school** and these **MUST** be removed before coming to school on the day your child has PE. A watch is also allowed.

**Lost property:** Un-named items are disposed of **on the last day of each term.**

**PLEASE NAME ALL UNIFORM AND PE KIT.**

**Items of value** (e.g. money, toys) should not be brought to School unless requested.

# Meals

## School Meals

Excellent meals are cooked on the premises by our own cook. The cost of a two course meal is £2.10 per day, £10.50 per week to be paid weekly on Monday mornings only, or via the online facility ParentPay. You will be sent an activation letter from the School Office with details of how to sign up to this and we ask that if at all possible you pay lump sums (i.e. a full week of dinner money rather than daily as each transaction incurs a fee from the school). This is our preferred payment method.

However, if sending cash, monies for lunches must be placed in a named, sealed envelope with your child's class on. Dinner money can be sent in with your child—you do not need to bring envelopes to the office yourself.

## Free School Meals

Your child(ren) will be entitled to free school meals if they are EYFS or Key Stage 1 or you as the parent are in receipt of any of the following benefits:

Job Seekers Allowance (Income Based)

Income Support

Child Tax Credit (but NOT receiving Working Tax Credit) – provided your annual income, assessed by the Inland Revenue, does not exceed an amount set each year by the Government.

Employment Support Allowance (Income Related)

Guarantee Element of State Pension Credit Support under Part VI of the Immigration and Asylum Act 1999.

If you meet the criteria and would like to make an application please contact the school for further information on how to apply.

## Packed Lunches

Packed lunches may be brought, but we do ask parents to ensure that the child is provided with an adequate meal and **non-fizzy** drinks should be placed in a sealed, non-breakable container, with a straw. Please provide a spoon for yogurts etc each day. We request that you support the school's approach to healthy lifestyles by not providing sweets in packed lunches.

## Drinking Water

We encourage the drinking of **plain water** throughout the school day as it has been shown to be important for healthy minds and bodies. Children who drink water are able to concentrate better and for longer periods, they are better behaved and less irritable.

Please help by providing your child with a named bottle to bring to school. The best bottles have tops to avoid spillages if they are knocked over. Fill it each morning at home and encourage your child, as we do, to drink frequently. Children should take bottles home again **each day** for washing and refilling.

## School milk

Please see school office if you wish your child to be given milk, at a cost of 20p per day payable termly.

## Fruit at playtime

Under the Government's School Fruit and Vegetable Scheme, all our FS2 and Key stage one children are entitled to receive a free piece of fruit or vegetable each school day.

I am delighted that our school has been given the opportunity to

participate in this exciting scheme which

reinforces our commitment to healthy eating. The scheme is voluntary and although there is no obligation for your child to take part, I hope you will share my belief that it has many



# Teaching and Learning

At Longman's Hill Community Primary School we seek to foster a strong work ethic and motivate our children through praise for effort and genuine achievement. We take account of effective traditional teaching methods and the latest research into how children learn. We know that children are better able to fulfil their potential when their emotional health and well-being are promoted and we consider these aspects very important.

## Teaching Methods

Teachers employ a range of teaching strategies and techniques within the classroom according to the subject being taught and the needs of the children. These include whole class teaching, group teaching, teacher or child led activities and one to one work. We use cross-curricular topic work to deliver subjects within the context of the whole curriculum but each subject is planned separately within a whole school framework to ensure continuity and progression with an emphasis on direct, focused teaching and oral and mental work. All classes are mixed ability and work is planned at the appropriate level for each child. Pupils are sometimes grouped for 'Big Maths'. Learning activities are planned to allow children to learn through activities that happen both within the classroom and outside. We want our pupils to be confident, independent learners who delight in acquiring knowledge and developing skills.

## Assessment

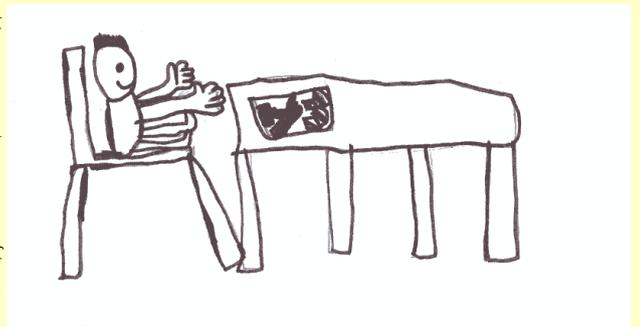
When children enter our school in FS2, they are assessed against age related criteria in a range of areas, through observation. Children undertake a phonics screening test at the end of Year One. This is a national statutory assessment. Teachers also continually assess children's progress on a daily basis and the results are used to inform planning for future learning activities.

Development of children is recognised and we involve parents at all stages. Children are assessed in a range of ways to check whether they are achieving the age related expectation set out in the 2014 National Curriculum. Y2 & Y6 children take part in national tests, usually in May.

## Special Educational Needs (SEN)

On average, about 25% of children need special help at some point in their schooling. This may be because of physical, learning or behavioural issues and may be long or short term. Needs are identified in several ways: information is gathered from parents, pre-school groups, outside agencies, teacher observations and diagnostic assessment. Children with identified needs are included in a Support Register and an Individual Education Plan (IEP) may be drawn up. This information is written into an Inclusion passport (IP)

Most of the support given is within the classroom, but small groups and individuals may be withdrawn for focussed support when it is thought appropriate. The value of parental support and its effect on the learning and development of children is recognised and we involve parents at all stages.



# Our School Curriculum

The National Curriculum was established by the Education Reform Act of 1988. As well as ensuring that we cover the National Curriculum, which is studied by all children in primary and secondary schools, the school curriculum also extends to many other areas beyond this. A new National Curriculum came into effect in September 2014 and we deliver it through a cross curricular themed approach

The National Curriculum states what children should be taught, it does not specify how the curriculum should be taught which is a matter for the school. Information about how the school's curriculum is delivered is provided below.

There are some subjects, called core subjects, which are English, Science, Mathematics and Computing. There are also nine other subjects called foundation subjects, and these are Design Technology, History, Geography, Music, Art, Modern Foreign Language, PSHCE and Physical Education. Religious Education is not a National Curriculum subject though requirements are set out in the Education Reform Act, that it must be taught.

The school has a common curriculum, without discrimination, for all pupils. The new National Curriculum clearly outlines a set of expected outcomes for all children, at the end of each school year. Children's progress is carefully monitored against these statements and targets across the school year. Progress will clearly vary from child to child particularly according to their aptitude and ability, although other factors also affect progress.

It is particularly important for parents to appreciate the differences between children and to understand that children of the same age in the same class will be working at different levels. Within each class, schemes of work and also class, group or individual approaches to planning and teaching are organised in such a way as to meet the different needs of children whether they are of average ability, are able to progress more quickly or need more time at each particular stage. At the same time demands and expectations are made of children which will ensure that they progress to their full potential.

Statutory Education commences at the age of five and so there is no National Curriculum for four year olds. The curriculum for reception pupils is known as the Foundation Stage curriculum and covers seven areas of development in preparation for the National Curriculum.

Although the curriculum is broken down into separate subject areas this does not necessarily mean that each subject is always taught separately. For example the teaching of English (reading, writing, speaking and listening) takes place during all school work. Equally, work in one area frequently necessitates work in another. Several areas of the curriculum are taught through a topic. This may be subject led in that it may centre around, for example, history, science or geography. Each phase follows a creative curriculum through which the National Curriculum is taught. Trips and visits are often linked to the themes to enhance learning.

# Areas of the Curriculum

## Communication, Language and Literacy

### English Curriculum: Mrs L Gent

All children arrive at school at the ages of 4 or 5 with different levels of skills and experiences of language. Recognition and appreciation of this gives us our starting point.

The different aspects of language work are inter-related. A great deal of language work is cross-curricular, as well as being taught in its own right as English. We seek to encourage confidence, competence and enjoyment in all areas, ensuring all children get a great VARIETY of experiences in all four areas, see the PURPOSE of their activities and have opportunities to work for a wide selection of AUDIENCES. We work from first-hand experience wherever possible.

### Speaking and Listening

We seek to extend these skills throughout the school, to increase confidence and self-esteem in children. We encourage all children to be active participants in discussions. At the same time, we seek to develop the essential skill of being a good listener. Speaking and listening skills are of vital importance to the 'Whole Language Experience'. Often there aren't any 'tangible', 'concrete' results to retain as 'evidence' of work done, but they must be seen and appreciated as essential skills.

### Reading

Our aim is to encourage children to become 'real readers'. People who want to read, who enjoy reading, and who are motivated to pick up a book of their own accord and become absorbed. Gradually, through their motivation, they should be able to apply their reading skills to a variety of purposes, through clear comprehension. Close collaboration of school and home is sought in the development and encouragement of children's reading. The reading atmosphere at school and home should be relaxed, encouraging, enjoyable and challenging.

Reading development is catered for, through the provision of structured materials and unobtrusive grading of books, allowing an element of 'guided free choice'. It is monitored on individual reading records, providing continuity and development. We have a well-stocked fiction library to cater for both KS1 and KS2 needs, ensuring variety, interest, challenge and stimulation. The non-fiction library is situated centrally, as is the KS2 fiction library providing children with the ambience of adult' library skills. Encouragement of study and reference skills, and the extension of the imagination go hand in hand.

### Writing

From the early stages, to the children becoming independent successful writers, is a long road of development. It must be seen as such, and encouragement of content should be of prime importance. Through a large variety of written experiences, we seek to encourage the development of a good legible cursive style of handwriting, extension of vocabulary, development of sound spelling patterns, and increasingly correct usage of the sentence form and grammatical aspects appropriate to age and maturation. Children are increasingly encouraged to see their first draft of a piece of writing as their 'ideas sheet' to be 'worked on' not necessarily in best handwriting'. Concentration on that aspect would come later, as and when children are satisfied with any modifications, improvements of content, and/or expression. The use of the computer as a word processor adds to their skills of producing a finished piece of writing of good quality. Composing on and off screen are seen as essential skills of modern life. The use of additional English based software also widens their skill base. Marking of written work is in the form of positive responses to children's compositions.

# Areas of the Curriculum

Most of the school's English work is covered through the National Framework. The framework is dedicated to raising national standards in all areas of English including Reading, Writing, Spelling, Grammar, Punctuation and Speaking and Listening. The structure, which the framework provides, secures progression and development for each child to reach their full potential in the vital areas of verbal and written communication and language. There is a strong emphasis on whole class work in both reading and writing; in the sharing of ideas, skills, knowledge and experiences. During this part of the session children actively share reading and writing experiences with their teacher and with other children, using such resources as big books and whiteboards. Word work, with an emphasis on phonic development towards sound reading and spelling skills, forms a vital part of each daily session. This work is further developed through group work with the teacher and a teaching assistant, guiding independent work and involving both reading and writing skills.

**Mathematics: Mrs S White**

## Problem Solving, Reasoning and Number

The Mathematics course includes the study of number, including the four rules of number and also areas such as money, shape and space, measuring (e.g. weight, time, length, capacity), algebra and data handling. Within this work all aspects of the National Curriculum attainment targets and programmes of study are covered.

All of the above areas are very closely related. It is very important that children learn to apply their mathematical knowledge across all of these areas in a wide variety of familiar and unfamiliar situations. Mathematics also has applications across other areas of the curriculum.

It is essential, for children of all ages, if they are to learn and understand mathematics successfully, that they are able to relate their learning to real experiences, connected with everyday life or through materials which are provided in the classroom. This need is particularly important for very young children. For these reasons children undertake a great deal of practical work. In the early stages, for example, this will involve activities such as sorting and matching, which form the basis of important and powerful mathematical concepts. Later on, children may acquire concepts of, for example, volume and density, through measuring capacity, using cubes and weighing.

Mathematics, therefore, involves much more than simply acquiring the ability to manipulate numbers according to rules which are learned 'parrot fashion'. Certainly it is important for children to be able to handle numbers and to know addition and multiplication tables, but this knowledge needs an understanding based on practical experiences if a child is to be able to apply it to real or meaningful situations. At all stages, children should be able to talk about and explain their Mathematics, to their teacher, to parents at home and to other children, particularly when working in groups.

The school uses the National Framework as its scheme of work. It matches our policies particularly well. One of its strengths is the emphasis upon mental work and encouraging children to think for themselves and find the best way to solve problems. This helps parents, there is no right or wrong way, just the best way, as long as children are happy, confident and understand what they are doing. Standard methods, for example for doing adding or taking away calculations, are not taught until children have this confidence.

Teaching is undertaken within a balance of class work, group work with the help of the teacher or teaching assistants or independent work in groups. Homework tasks will come home regularly and this will increase as children move through the school.

# Areas of the Curriculum

## Modern Foreign Languages: Miss L Nicklin

French is taught from KS1 through speaking and listening to gain a general flavour for the language, progressing onto reading and writing at KS2.

The children are taught about French culture, customs, special days and festivals through a variety of games, songs and drama activities that encourage speaking and listening to give them a wonderful grounding for secondary school.

## History: Miss B Ramsay

History is studied across the curriculum and as separate history topics. At KS1 the focus is on famous people and events from the past, homes, toys and holidays. At KS2, children look at Ancient Egypt, the Second World War, Victorians, Invaders and Settlers, Tudors, Ancient Greece and the local history of Selby.

## Art: Mrs H Bland

The art curriculum includes the practical side of art such as drawing, painting, printing, fabric work and sculpture, as well as the knowledge and understanding of art where the study is of famous artists and their work. Visits to the Yorkshire Sculpture Park and Selby are used to study art work in the environment.

## Religious Education & Social, Moral, Spiritual & Cultural Study: Mrs S Kenny

Our school is non-denominational and religious education is provided in accordance with an agreed syllabus which is strictly non denominational. As the Christian tradition has profoundly influenced our culture, Christianity will be the religion that is studied in greatest detail and will feature throughout the whole school. In addition other major world religions will be covered. Religious Education takes place in class work, during school assemblies and generally in the life of the school where children are encouraged to develop Christian attitudes in their relationships with other children and staff. School assemblies and worship take place each day and worship is broadly Christian in nature. Whole school assemblies take place twice a week and relevant Key Stage assemblies also take place twice a week. Singing assemblies for each Key Stage take place once a week. Parents who, for any reason, wish to withdraw their child from work involving Religious Education or from the daily act of worship are invited to contact the headteacher so that suitable alternative arrangements can be made.

## Personal Health, Social & Citizenship Education: Mrs J Elcock

The curriculum subject of Personal, Social, Health, Citizenship and Environmental Education covers a very wide range of topics related to each individual's development. The school does not have a formal programme of sex education, although related topics will occur quite naturally within general project work. Some consideration is given regarding the need for older children to have access to essential information, but no work is undertaken in this area until parents have been properly and fully consulted and provided with the option of withdrawing their child from this area of the school's curriculum

# Areas of the Curriculum

## Computing: Mrs H Bland

Information Technology is concerned with children learning to store and retrieve information and to programme devices. We are fortunate to be able to provide a wide range of hardware and software to support this work. Examples of information storage and retrieval systems in use include word processors, spreadsheets, databases and graphics programmes that find applications in all areas of the curriculum. Workstations are also used to provide a rich range of learning experiences. The school is totally committed to national initiatives and targets. ICT features strongly in the school development plan which ensures that the school keeps up to date in this rapidly changing curriculum area.

## Geography: Miss B Ramsay

Geography is concerned with people, places and environments, gaining knowledge and understanding about them and exploring the connections between them. Teaching and learning will be arranged so that children will be able to investigate, explore and experience Geography in a meaningful and varied way. Children will work on Geography initially via the local environment.

## Science: Mrs E Bustard

Science is taught following the National Curriculum and follows progression supported in the North Yorkshire scheme. The children follow units appropriate to their age and ability.

Attainment Target 1, which carries greater importance, is called Exploration of Science and covers areas such as observing, communicating, asking questions, discussing, devising tests, interpreting and recording.

Other attainment targets include the study of life and living processes, materials and their properties, and physical processes.

An important aim of science in our curriculum is to establish a basis of understanding in the world around us; it is developed through the introduction of appropriate skills and concepts to encourage the children to observe carefully, make and test hypotheses, experiment, evaluate and record their findings.

Science is studied as a stand-alone subject and sometimes integrated into a topic or theme. Within these topics, science is developed through a theme and provides a framework for analysis in class and group work. In this context, children are urged towards a greater awareness of their environment and encouraged to question it in an investigative manner. The theme is presented through a series of first-hand experiences, where children can progress towards developing confidence when confronted with new, challenging situations and problems. In this way, it will equip children with knowledge and skills that will be of use to them in future work and in adult life.

## Design Technology: Mrs H Bland

Through the technology programmes of study the children are taught to develop their designing skills allied to their ability to make and assess their work. The children will look at various control systems such as mechanisms, structures, electrics and computers linked in with increasing knowledge of materials and their properties such as paper, card, wood, textiles food and ceramics.

# Areas of the Curriculum

## Physical Education : Mr M Sylvester

The school aims to provide Physical Education and sporting opportunities equally, and without discrimination, for boys and girls, emphasis being placed on acquiring basic skills with a wide variety of apparatus, equipment and facilities. This work includes ball skills, (including football and netball) a wide range of movement skills, often including music and drama and the development of co-ordination and swimming skills. Pupils in Key Stage 2 also follow a swimming programme at the local swimming baths with fully qualified instructors.

As children become older there are opportunities to participate in sporting activities more widely and to meet other schools within the context of these activities, often as an extra curricular activity. The school offers after school clubs and inter-school tournaments in a range of sports.

## Music : Mrs L Gent

Music is taught not only as a separate subject but as a part of topic work particularly science. It forms an important part of school productions and school assemblies one of which, each week, includes music education. Additionally children are provided with opportunities to learn to play the recorder and, later, brass, woodwind, guitar, keyboard and other instruments on

request. In normal class work children create their own music in a variety of ways and develop their appreciation of music and singing ability. Class work is supported by the Music Express scheme, a comprehensive music scheme available throughout the school.

## Special Educational Needs & Pupil Premium Inclusion Lead: Miss L Nicklin

The school meets the full range of needs of children through its systems of organisation, planning and teaching described earlier. Where children begin to find unusual difficulty with areas of school work or behaviour, the school's special needs policy offers additional support. Initially there would be discussion between a child's teacher, headteacher and parents, and the school would draw up special programmes of work which parents would be invited to support. This could for example include special work materials, computer software or the introduction of small provision groups for areas of need. Where difficulties continue, the school is able to draw upon the special learning, social, behavioural or psychological services of the Local Authority whose support staff would become involved as appropriate. This would often be on a personal basis involving parents and child. In exceptional circumstances the LA would be asked to draw up a statement of a child's special needs and if the LA agreed to do this then additional teaching or non teaching support appropriate to these needs would be provided and financed by the LA.

## Extra Curricular Activities

The school provides additional opportunities for children through its programme of extra-curricular activities. These are activities provided, generally speaking, outside normal school hours, which are over and above, though probably complementary to, the basic curriculum. In this work staff, with various interests, provide children with opportunities to acquire skills within these particular interests. For this reason these activities vary from time to time but a list of these clubs is sent to parents near the beginning of each term. Children will be sent home with notification if they are allocated an extra-curricular club, with prior knowledge and consent of parents. It must be emphasised that the work undertaken within these activities is often specialist and high standards of application and dedication, by the children involved, are required.

Over the past year the list of available activities is as follows:

Music (brass, woodwind, guitar and keyboard are all available through the Local Authority)

Art

Athletics

Coding

Cricket

Football

Gardening

Golf

Gymnastics

Homework

Jump Start Jonny

Maths Games

Multi-Skills

Netball

Quick Sticks

Spanish

Yoga

Young Citizens

Residential Trip for Year 4 - Two days/one night

Residential Trip for Year 5 - Three days/two nights

Residential Trip for Year 6 - Five days/four nights

The Local Authority makes a charge to parents towards the cost of brass, woodwind, guitar, violin and keyboard tuition. The school makes a direct charge for providing residential accommodation and asks for a contribution towards other costs of these visits (see charging policy available on school website) or, in some instances, asks parents to contribute toward the cost.

# Partnerships with Parents

## Home-School Partnership

At Longman's Hill Community Primary School we are proud of our commitment to working with parents in order to maximise the opportunities we offer the children. Our Home-School Agreement outlines the part played by the school, the child and the parent in effective learning. We know that children are not always forthcoming about school so we provide other opportunities for parents to learn about the work their child is doing. We send home a school newsletter on a fortnightly basis and class teachers also send a termly letter with specific information about your child's class.

## Homework & Helping at Home

As children become older they are increasingly encouraged to further their studies through homework. This experience will certainly assist their transfer to secondary school. The school has homework procedures, which details all homework, set or available to children, from reception age onwards. Copies are readily available to parents or are provided at an appropriate time.

We know that homework sometimes becomes a problem. Children may come across a difficulty and parents are not always sure about how to help. If this happens do please refer the work back to school. Just call in, send a note or message and we will sort it out – it's our job!

Parents will find the school's open evenings and open school events, especially in English and Maths, very helpful in supporting their children's work in school and at home. Otherwise do please remember, you are always welcome when you call in to ask for help, information or advice.

## Parent Evenings & Reports

During the Autumn term we hold a brief interview with all parents to confirm that children have settled well to the life and work of the new school year and, usually, a new class. This meeting would also enable an early discussion about any difficulties. During the Spring term a more formal consultation evening with parents is organised to discuss progress as we reach the half way point in the school year. Towards the end of the school year, after publication of pupils' annual reports we hold an Open Evening when parents are invited to look around the school and see the work on display.

## Helping In School

Many parents assist in school and we welcome all offers of help. Parents may work in a class helping with a range of activities including reading, art work etc. Parents are also invited into school to talk to groups of children, for example, about their job, hobby, memories, pets or babies.

There is also sometimes the opportunity to accompany children on visits or to join in with special events.

## Parental Concerns

As it is our hope that parents will support us in our work, it is our aim to support parents as fully as possible in the best interests of their child. We encourage all parents to approach the school if they have any enquiries/comments about the education or care of their child or about any school policies or procedures. We ask all parents to discuss any concerns they may have with the class teacher in the first instance. The Deputy head or Headteacher will meet to discuss concerns which are not resolved. In rare cases, parents may wish to bring unresolved issues to the attention of the Governing Body or the LA. The Governing Body has detailed procedures and guidance, from the LA, to follow in such circumstances.

A copy of our Complaints Procedure can be obtained from the School Office.

# Members of staff

Mrs J Elcock	Headteacher Child Protection Lead FS2 phase lead PSHCEE
Mrs L Gent	Deputy Headteacher Class 2 Teacher (Mornings) English/Phonics Music Educational Visits Co-ordinator Deputy Child Protection Lead

## Teaching Staff

Miss L Nicklin	Class 6 SENCO/Inclusion Lead Modern Foreign Languages
Mrs E Bustard	Class 5 Science
Mrs S White	Class 4 (Mon, Tue & Wed) Mathematics
Mrs S Kenny	Class 4 (Thu & Fri) Religious Education & SMSC
Mr M Sylvester	Class 3 PE
Mrs H Hartley	Class 2 (Mon-Thu afternoons)
Miss B Ramsay	Class 1 Geography/History
Mrs H Bland	Early Years Foundation Stage Art/DT Computing
Mrs H Thoelen	(Maternity Leave)
Miss E Nicholson	(Maternity Leave)

## Teaching Assistants - Classroom support

Miss J Atkins  
Ms L Hewitt  
Mrs K Hickling  
Mrs L Hill  
Mrs A Howdle  
Mrs L Jackson  
Mrs K Lumb  
Mrs A Nicholson

## Midday Supervisors

Miss J Atkins  
Mrs L Hill  
Miss R Olliman  
Mrs K Reeson  
Mrs J Stapleton

## Office Staff

Mrs L Richardson  
Mrs K Crawford

## Caretaking/Cleaning Staff

Mr M Bowden  
Mr P Foster

## Kitchen Staff

Mrs S Halliday  
Mrs D Wagstaff  
Mrs M Wraight

## The School Governors

### Chairperson of the Governing Body:

Mrs S Porter (Co-opted Governor)

### Vice Chairperson of the Governing Body:

Mrs J Chilvers (LA Governor)

### Members of the Governing Body:

Mr C McHale (Parent Governor)

Mr R Muschamp (Parent Governor)

Mrs L Muschamp (Parent Governor)

Mrs C Mills (Parent Governor)

Mr K Alden (Co-opted Governor)

Mrs L Gent (Co-opted Governor)

vacancy (Co-opted Governor)

vacancy (Co-opted Governor)

Mrs H Bland (Staff Governor)

Mrs J Elcock (Headteacher)

Mr G Elcock (Associate Governor)

Mrs L Richardson (Clerk)