



**NEWTON LONGVILLE C OF E
COMBINED SCHOOL**

**PROSPECTUS
2009-10**



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NEWTON LONGVILLE CHURCH OF ENGLAND
COMBINED SCHOOL

SCHOOL PROSPECTUS 2009

The school is within the Aylesbury Vale Area of Buckinghamshire County Council and it serves the parish of Newton Longville.

This is a Church of England Voluntary Controlled Combined School, providing education for boys and girls between the ages of 4 and 11.

MISSION STATEMENT

To support and guide each pupil within a Christian ethos in their progress towards fulfilling their full potential, mentally, physically, spiritually and morally and to assist them towards becoming responsible members of society.

ETHOS STATEMENT

Recognising its historic foundation, this School will preserve and develop its religious character consistent with the principles of the Church of England and in partnership with the church at parish and Diocesan level.

Our school aims to serve the community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the importance of relationships and the meaning and significance of faith and promote Christian values through the experience we offer to all our pupils.

FACILITIES

The school is housed in modern buildings reflecting a traditional style. It stands in large grounds with a grassed playing field and paved playgrounds.

The hall and dining room give plenty of space for communal assemblies and other activities; the hall is also equipped as an indoor gymnasium. In addition to the seven classrooms, all with interactive whiteboards, the school has a library, a purpose built teaching kitchen, a music room and a Computer Room with 17 networked computers, all with Internet access. Shared areas are used for small group work.

Unlike many Buckinghamshire schools which are unable to provide school dinners we have been able to reintroduce this provision from September 2007.

Parents, together with their child, are able to choose in advance from a menu. Children do not have to have a school dinner every day - the packed lunch option is still available.

Children having a school dinner or bringing a packed lunch eat together in the dining room.

On our site there is new purpose-built accommodation for Pre-School and After-School Club.

THINGS THE SCHOOL CAN BE PROUD OF

These are quotes from Ofsted 2009 that the children, parents and staff of the school can be proud of:

- This is a good school. Parents think so, and so do pupils. A high level of care and support for all pupils underpins the positive ethos that permeates the school.
- Relationships are of the highest order, and so pupils learn in an atmosphere of trust and respect.
- Pupils achieve well. Standards are above average.
- Pupils enjoy school a great deal and talk enthusiastically about their lessons.
- Teaching is responsive to pupils' needs and based on a thorough knowledge of pupils as individuals.
- Results in national Curriculum tests in English, Mathematics and Science have been above average for several years.
- Importantly, impeccable behaviour and the ability to cooperate in pairs and teams contribute substantially to the positive ethos for learning.
- Pupils are friendly, well mannered and self-assured. They are good ambassadors for the school they love.

SCHOOL TIMES

Morning Session	Classes R - 2	:	8.55am - 12 noon
	Classes 3 - 6	:	8.55am - 12.15pm
Afternoon Session	All classes	:	1.10pm - 3.15pm

We ask that pupils should not arrive at school before 8.45am or, if they have been home for lunch, that they should not return before 1.00pm unless involved in a supervised activity. This is so that we do not have pupils at school for whom we cannot guarantee proper supervision.

Children should be on the playground at 8.55am to come in when the whistle goes.

TRAVEL PLAN

The school has succeeded in achieving the Level 3 Travel Plan award. This commits us to keep increasing the number of children who walk to school. We believe that exercise and fresh air can benefit better learning. We support the Walk to School initiative and also encourage pupils to bike when this is deemed appropriate by their parents. Many of our pupils come from outside the village and therefore have to travel by car. However there is still opportunity for some walking to take place.

PARKING

The school has been built fronting a residential street in order to avoid children spilling out straight on to a main road. However this brings with it issues of congestion.

On advice from Police and Parish Council and in consultation with residents, a voluntary one way system operates during peak drop off and pick up times.

We also have permission from Longueville Hall and the Free Church for parents to use their car parks at these peak times. There are also parking spaces available opposite the Crooked Billet and Pollards the butcher. Making use of these also enables the children to walk part of the way to school.

Finally please ensure that you do not park on pavements, across driveways or in places which endanger safety.

STARTING SCHOOL

By law, all children must be in full-time education by the start of the term after their fifth birthday.

Buckinghamshire's policy is that children start part-time in the term prior to their fifth birthday. However, here at Newton Longville we admit into the school, on a full time basis, at the beginning of the academic year in September, all the 4 and 5 year old pupils due to start in Class R during that year. If you particularly feel that your child would be happier starting part-time please feel free to discuss this with us.

Before starting school parents are invited to a meeting to view the school, its procedures and to ask any questions that they may have. Subsequently there are opportunities for parents to bring their children into school on specially arranged days to allow them to become familiar with their new surroundings. To help us in forecasting future numbers we are always happy to have the details of prospective pupils even at a very early stage!

New children joining at other times are made welcome by arrangements between parents, the teaching staff and the Headteacher. They are also helped to settle happily by the allocation of buddies as well as support from the teaching staff.

Each year the school can admit up to 30 children in Foundation Stage. Children living outside Newton Longville are very welcome.

SPECIAL EDUCATIONAL NEEDS

The Governors and staff of the school are committed to the belief that all pupils should have the same right of access to the curriculum. The provision for pupils experiencing special educational needs is seen as part of the mainstream curriculum. No pupil will be refused admittance to the school solely on the grounds of their having special educational needs. However, the school has no special needs specialists amongst its staff nor does it have any special facilities.

The school seeks to identify pupils experiencing special educational needs through continuous assessment by each class teacher and through a screening programme. In addition, any parent who feels that their child has a marked learning difficulty should contact the class teacher or the school's SENCO (Special Educational Needs Co-ordinator). The school's SENCO is Mrs. S.Tunncliffe.

Pupils identified with special educational needs will be assigned extra provision and support according to the DCSF Code of Practice. At Newton Longville School this can include working with a Teaching Assistant and involvement with Specialist Support Services and the County Educational Psychologist.

The school's Special Educational Needs Policy can be viewed by request to the Headteacher.

The Governors of the school regularly review the policy and its effectiveness.

The Governor with responsibility for SEN pupils is Ms C Howard.

PUPILS WITH DISABILITIES

The admission arrangements for pupils with disabilities are the same as for all other pupils. However, before admitting a pupil with disabilities a full assessment of the pupil's ability to cope with school life at Newton Longville School would need to be made. At present, some pupils with disabilities could experience considerable difficulties in entering and moving around the school.

The school has an Equal Opportunities Policy which clearly entitles all pupils to full access of the curriculum. Teachers in classes containing pupils with disabilities would seek to modify, as far as was practicable, their approach and the activities set to ensure compatibility with the needs of the pupil.

SAFEGUARDING STATEMENT (Child Protection)

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils in this school.

We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

Whilst we have a strict confidentiality policy, on rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's class teacher.

The school's Child Protection Officer is Mrs. Kuzminska. Any concerns should be addressed to her. The school strictly adheres to the County Policy and Guidance on Child Protection. The full copy of the policy is always available to parents and if you wish to discuss any aspect of the policy the governors and head teacher will be happy to prioritise such a request.

LINKS WITH PARENTS, FRIENDS of the SCHOOL AND THE COMMUNITY

Parents' help is welcome in several ways such as hearing readers, helping in art/craft or doing some library duty. If you have any specific skill or interest which might be of use to the school, please let us know - we always value new ideas!

Newton Longville School values its links with the local community and the involvement which local people have in the school. Regular newsletters seek to keep parents informed of school events and developments. Children from the school are often involved in local events and the local community also often joins in school events.

One special community link comes from being a Church of England School. The Christian foundation is seen to be relevant in various areas of school life apart from assemblies; for example in establishing a framework for behaviour, for developing standards and for forming a basis for teaching in other relevant areas of the curriculum.

The special Christian festivals are celebrated and this sometimes involves a service in the Parish Church. The Rector is a frequent visitor to the school, taking assemblies and occasionally working with children in lessons.

Visitors to the school also include the local police officer and others whose work is relevant to the children's studies. Topic work provides opportunities for children to visit appropriate places around the village. The school contributes regularly to the village newsletter which appears four times a year.

THE FRIENDS OF NEWTON LONGVILLE SCHOOL (FOS)

This is a charitable trust whose object is the advancement of the educational opportunities within the school. The Friends of School Committee arranges fund-raising and social occasions to support the school. These events provide many opportunities for parents and friends to become involved in the life of the school. The Annual General Meeting is held in January and all are warmly invited.

SCHOOL EVENTS

Most terms include some special events such as concerts, plays and sports days, to which parents and friends are invited. We very much encourage you to attend these, and other meetings arranged for parents, if you possibly can. We value your time and interest in your child as a powerful motivation towards effort and participation.

MAKING CONTACT

We are happy to welcome parents and other visitors at Newton Longville School. Please phone the School Secretary to make an appointment.

Contact with Parents

We keep parents of the children in the school up to date about school happenings by way of regular newsletters and letters brought home by the children. Parents are asked to stress to their children the importance of safe delivery of all information.

Scheduled parents' evenings, for consultation with the class teacher, are usually held in the Autumn and Spring terms. In addition, all parents are encouraged to contact the class teacher or the Headteacher at any time if they have concerns about their children or other aspects of school life. At the end of the year a summary report is sent home and all parents have the opportunity to discuss this with the teachers.

Complaints/Concerns

Initially, parents should discuss any particular concern with their son/daughter's class teacher. Where this has been done and you are not satisfied, or when you feel that you would prefer to approach someone else, you should speak to the Headteacher. She will investigate your concern and let you know what action she has taken. If you are not satisfied, you should speak to the Chair of Governors. The Chair will ensure that your complaint is dealt with by the relevant committee of the governing body, or may talk to the Headteacher again on your behalf.

It is important that these procedures be followed so that a fair and independent hearing can take place without prior knowledge by governors of the matter under complaint.

When a parent, having discussed a particular concern with the Headteacher and the Governors of the school, feels that the issue has not been addressed fully, they may communicate with the County Council's Senior Officer. Their name and address can be found on page 25 of this prospectus.

ABSENCES

Authorised absences 2008/09 3.4%

Unauthorised absences 2008/09 0.6%

If your child is absent for any reason you are requested to telephone the school on the first day of absence and to write a note to the Class Teacher on their return for his/her registration records. If a pupil is absent and the school does not receive a reason for the absence the parent will be sent a letter requesting this. If you know about an absence in advance, e.g. a dental appointment, it helps if we know about it too.

Holidays

In line with Government 2006 Pupil Registration Regulations, the governors authorised the Headteacher to only grant permission for holidays in extenuating circumstances. The Headteacher's discretion, with approval from the governing body, is used for granting permission. There is no entitlement to approval of any holiday absence.

If you wish to request leave of absence for your child during the school year, please complete the necessary form which is available from the school office and submit it to the Headteacher at least one month before the requested absence. Excessive absence will be recorded as unauthorised absence. Please note that pupils away from school will miss lessons and that schoolwork will **NOT** be set by the teachers for absent pupils.

No leave of absence can be authorised for Year 6 pupils during the Key Stage 2 SAT's week, which takes place in May each year. Parents of children in Year 2 are also reminded that throughout this year the teachers will be continually assessing the pupils as part of the KS1 SAT's process.

Accidents/Sickness

If your child becomes ill or is injured at school we shall need to contact you as quickly as possible. Therefore, please keep us up to date with any changes in home or work telephone numbers. If your child has any health problems or is under medication we really need to know, so please tell us.

TEACHING AT NEWTON LONGVILLE COMBINED SCHOOL

OUR AIMS

We aim to generate an atmosphere within our school that helps our children find learning enjoyable and feel happy and secure as valued members of our school community. We seek to produce a climate of mutual trust and respect so that our children become self disciplined, independent and thoughtful people who appreciate that good manners and consideration for others, and their ideas, are very important qualities. We encourage our children to show initiative and to make a consistent effort. Throughout the School pupils are given the opportunity to be responsible for tasks to ensure the smooth running of the class.

We seek to generate this atmosphere within a framework of a well planned curriculum. A curriculum that is broad, balanced, relevant and differentiated.

- Broad - so that each pupil is introduced to the skills, attitudes, knowledge and experiences that will form a firm foundation for future development and so that it promotes spiritual, moral, cultural, mental and physical development. We work in particular to awaken the spiritual side of our pupils.
- Balanced - so that each area of the overall curriculum is allowed sufficient time for its contribution to be effective.
- Relevant - so that all subjects contribute to a sound general education which helps to prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Differentiated - so that what is taught, and how it is taught, is clearly matched to individual pupils' needs, aptitudes and abilities.

We believe that children learn most effectively when taught with a mixture of teaching styles and when they are allowed to take an active role in their studies. These teaching styles may involve the children being taught as a whole class, in groups or as individuals. In some lessons the pupils will be instructed exactly what to do while in others pupils will be expected to plan their own work and arrive at their own answers and solutions.

We seek to develop a partnership between home, school and the wider community.

HOW THE TEACHING IS ORGANISED

The programme of study for each class is planned and controlled by the class teacher in consultation with curriculum subject co-ordinators. This detailed programme is based upon outline planning carried out by the whole teaching staff each year, ensuring that the requirements of the National Curriculum and school policies are being met in a way that maintains continuity and progression. These programmes are organised through a mixture of single subject and topic teaching. These lessons combine a mixture of teaching styles chosen to achieve specific objectives.

As well as compliance with statutory requirements e.g. National Curriculum, guidance and recommendations from the Department of Education, QCA etc are also consulted.

The individual topics are chosen so that the pupils can be actively involved in their studies using, where possible, the local environment. However, studies will be extended into the wider world using suitable secondary sources.

At present the children are divided into classes according to age. The pupil roll is around 203.

ASSESSMENT

The National Curriculum brings with it a range of assessment procedures, designed (a) to report to parents on the progress being made by their child and (b) to identify learning problems which can benefit from extra help. These procedures are widely publicised in literature sent out by the National Assessment Agency.

At Newton Longville, as well as the statutory tests, teachers use numerous methods for assessment, for example ongoing assessment of class work, oral discussion, short tests, e.g. spelling and tables, formal end of unit or topic assessments, and end of year progress tests. Together these form the basis by which teachers ensure the most effective learning and teaching opportunities are given to enable appropriate progress for your child.

Parents' Evenings are held twice a year, so that class teachers have the opportunity to talk to parents about the progress of individual pupils. Reports are sent home at the end of each year. However, should parents wish to discuss any matter connected with their children an appointment should be made to see the class teacher. Please contact the office, who will make the arrangements.

THE SUBJECTS WE TEACH

ENGLISH

Every class has a daily literacy lesson according to the Primary Strategy. This is a programme designed to develop reading and writing skills as well as listening and speaking.

During the Literacy Lesson the children are taught the skills of reading through shared and guided reading sessions. Shared reading involves the whole class and will focus on teaching phonic, graphic and non-contextual skills using shared text. Guided reading allows children to work in small ability groups on focused tasks. To support this part of the Literacy Lesson we use 'Rigby Reading Books' which provide a wide variety of texts, both fiction and non-fiction.

Younger pupils bring home library and 'Reading Scheme' books. These help parents to encourage the development of reading skills by allowing further practice to take place. Parental involvement is key to children's success in the area. Similarly through shared and guided writing sessions pupils are taught writing skills and strategies.

Opportunities are taken by all teachers to develop pupils' writing skills in all aspects of the curriculum. Pupils are encouraged to enter local and national writing competitions when appropriate.

The ability to listen carefully and speak succinctly are crucial elements of communication. We encourage the children to express themselves in as many different ways as possible in both oral and written work. We encourage the children throughout the school to speak clearly and confidently to individuals, small groups and larger audiences and to listen both to teachers and children during class discussions.

MATHEMATICS

Every class has a daily numeracy lesson again in line with the Primary Strategy. Mathematical activities, appropriate to each child's age and ability, are designed. Throughout each Key Stage practical approaches are employed to develop understanding. The use and manipulation of number is seen as being very important with mental calculation given a high priority. Open ended investigational and problem solving approaches are used throughout the school.

The use of calculators is taught when appropriate to the task. They are available for use to develop some important mathematical ideas and to enable children to undertake time consuming and complex calculations.

SCIENCE

Science has a high profile in the School. Science activities are chosen so that they provide pupils with the skills and knowledge that are relevant to their age and ability and which will form a sound basis for future study. Wherever possible a practical problem solving approach is used based upon the content set out in the National Curriculum.

Practical science work is enriched by a residential visit to Shortenills Environmental Centre, which has grounds and laboratories specifically designed for primary children.

INFORMATION AND COMMUNICATION TECHNOLOGY

ICT is viewed by the school as both a cross curricular tool and as a subject in its own right. Pupils are encouraged to become familiar with the role of ICT in all aspects of their studies. The School has a Computer Room, used by all classes, with 17 networked machines all linked to the Internet. All classes have an interactive whiteboard which is used to support all areas of the curriculum.

HUMANITIES (HISTORY AND GEOGRAPHY)

History and Geography are taught as separate subjects, structured to provide continuity and progression of learning.

We feel it is important that our children learn about the world in which they live and the heritage behind their existence. In our teaching we make use of maps, reference books, videos and computer programmes. We try to give the children as many opportunities as we can to explore the local area. Educational visits are made throughout the year by all classes to enhance the pupils' experiences and understanding.

DESIGN AND TECHNOLOGY

Our children are encouraged, through many Design and Make tasks, to develop the process of thinking about a problem, considering and planning ways of overcoming such ideas and realising some solutions by making, testing and evaluating. A widening range of materials and components are available for children's work, this may involve modelling materials as simple as plasticine through to more resistant materials as wood. Constructional kits, such as Lego Technic, are available to extend work involving structure and control. We have a well resourced kitchen where our children can develop ideas relating to food technology. The children are taught the safe use and maintenance of tools and processes needed to execute their work.

RELIGIOUS EDUCATION

Religious Education is given an important place in our school, both as part of daily assemblies and in class activities. There is an assembly, varying in type, every day. We see R.E. as being an essential factor in the moral and social development of our school community. R.E. within the school follows the County's Agreed Syllabus with the pupils being given opportunities to explore some of the world's major religions but with the emphasis being placed on the Christian faith. The Rector visits us on a regular basis to take assemblies and work with classes. Parents with special reasons for excluding their children from assemblies and R.E. should discuss this with the Headteacher. Some assemblies are taken in the local Church, St. Faith's. All the major Christian Festivals are celebrated.

PHYSICAL EDUCATION

The school is an enthusiastic member of the Buckingham School Sport Partnership and has been awarded the Activemark. Physical Education provides our pupils with a range of activities including educational gymnastics with apparatus, dance, indoor games and outdoor sports. All activities are seen as non gender specific. Boys and girls can enjoy athletics, cricket, football, hockey and netball lessons, with opportunities to develop their skills further through coaching initiatives outside school hours if they wish. We take part in sporting activities at local and County level, as well as enjoying our sports days each year in the summer. Instruction in swimming takes place in Year 5 and 6 to ensure children can swim at least 25 metres. Use of outside professional coaches is encouraged wherever possible.

MUSIC

Music is on the curriculum of every class. All classes are taught by a specialist music teacher every week. There are frequent opportunities for performance in events such as concerts, services and festivals. There is also an opportunity for children to join the choir and orchestra clubs which take place at lunchtime and after school and these are free. Again these provide opportunities for performance from in-house events and local events, right through to the Royal Albert Hall or the O2.

Brass, violin, guitar and woodwind lessons available for pupils in Key Stage 2 are taken each week by specialist teachers, working with small groups. (The School makes a charge for these to cover costs).

ART

Through our art work at school we develop our children's creativity and imagination by providing visual, tactile and sensory experiences. Our children develop an understanding of colour, form, texture and pattern. They explore the work of other artists, craftspeople and designers to help them learn about the functions of art in their own lives, past times and other cultures. Art has been highlighted by our children as one of the most favoured areas of study.

Great value is put on the use of sketch books for exploring and storing information, for working out plans and ideas, for reference, for looking back and reflecting on their work, reviewing and identifying progress and as an ongoing record of their learning and achievement.

PSHCE (Personal, Social, Health and Citizenship Education)

Personal, Social, Health and Citizenship Education permeates the whole working of the school. Issues are raised and discussed in assembly, through Circle Time, in regular PSHCE lessons and as they arise in the normal day to day experiences of the pupils. Our aim is to help children to understand how to develop healthy lifestyles and deal with relationships and emotions in a mature manner. Charitable events and visitors to the school often address this area of the pupils' development. Citizenship is part of this area of the curriculum. We have used visits from our MP to help our older children develop an understanding of government. The School Council helps to develop all children to influence and take responsibility for decisions at a school community level.

SEX and RELATIONSHIP EDUCATION (SRE)

SRE aims to help pupils to cope with the physical, mental and emotional challenges of growing up. We aim to give pupils a knowledge and understanding of human reproduction, relationships and family life within a moral framework, as part of our personal, social and health education. SRE is taught throughout the School, starting in Year 1. A copy of the school's SRE Policy can be viewed on request to the Headteacher.

The school is committed to working with parents. Under the Education Act 1993, pupils can be withdrawn from the part of SRE that is outside the compulsory elements contained within the Science National Curriculum. A letter will be sent to parents when pupils are going to take part in the programme for SRE. This will include a summary of content and an opportunity for parents to view the material which is going to be used. Concerned parents will be invited to see the Headteacher.

HOMEWORK

All children are given homework at some time. This includes following up at home enquiries and studies which they have begun at school. Reading and learning of facts such as tables and spellings are a routine homework activity which should be maintained throughout their school life. We see parents as being fundamental to the success of their children's learning.

DISCIPLINE

A sense of discipline is vitally important in a school. Poor discipline can impair the efforts of the school to help each pupil develop fully. Our school encourages its pupils to behave in a socially acceptable way, thinking of others as well as themselves.

We seek to reward good behaviour and to encourage success, fostering high self esteem and self discipline. A reward scheme is used throughout the school. As well as praise from the class teacher in the classroom and in books it includes credits, Ace Cards sent home and certificates awarded in assembly. As part of the school's effort to promote a school where pupils are thoughtful about their personal relationships we use Circle Time and Privilege Time.

Expectations and standards of behaviour are discussed with the children at frequent intervals in classrooms and assemblies.

Minor incidents of poor behaviour are dealt with by the Class Teacher as appropriate. More serious incidents are reported to the Headteacher. Punishments include loss of privileges. Parents may be required to meet the cost of breakages and damages where these result from their child's misbehaviour.

Where a pupil's behaviour begins to give the school cause for concern, the pupil's parents are contacted and the matter fully discussed. This usually helps to resolve the situation. However, where there is no significant improvement the Headteacher reserves the right to consider the exclusion of a pupil from the school for a limited period. In extreme situations where this action fails to bring about an improvement in a pupil's behaviour then the Headteacher may consider the possibility of the pupil's permanent exclusion from the school. In cases of suspension or exclusion, parents have the right to appeal against the decision to the Governors of the school.

CHARGING FOR EDUCATIONAL ACTIVITIES

School Visits and Journeys

In a curriculum based upon learning through the child's own experience, we all understand the value of visits and journeys away from the normal school environment.

Where activities take place in school session time parents are invited to make voluntary contributions towards the cost of the activity but a pupil will not be debarred from taking part in that activity because his/her parents cannot, or will not, contribute. However, if the level of voluntary contributions falls below ninety per cent of the total cost of that activity then the Headteacher would have to reconsider whether that activity could go ahead.

For activities which take place outside the school session time, charges will continue to be levied where an additional cost is involved such as travel or an entrance fee.

Practical Activities

Some practical activities involve the consumption of large amounts of materials. Where the school feels that it is unable to cover the complete cost of the materials, parents will be asked, prior to the start of the activity, to make a contribution towards the cost. As with the charges for visits, no pupil will be debarred because their parents cannot or will not contribute. However, if the level of parental support falls too low then the activity may be modified or cease for all pupils.

Swimming

As part of the Physical Education programme, swimming lessons are provided to enable all children to attain a minimum skill level. These lessons involve coach transport, hire of pool, and hire of qualified swimming instructor. Although we subsidise the costs from school budget we also ask for a contribution.

Instrument Lessons

Lessons with a specialist instrument music teacher e.g. brass, wind, string, are available on request. As this does not form part of our statutory provision we have to charge for these lessons. However, they still prove economical as the school subsidises a considerable part of the cost.

SCHOOL UNIFORM

The school uniform was designed by the School Council following consultation with all pupils, parents and governors.

We encourage children to take a pride in their appearance and to see themselves as members of our whole school community. Sweatshirts, polo shirts and additional items are available from the school office.

School uniform consists of:

✓ Available from school

Trousers, skirts or pinafore	Grey (Black Yr 6)	
Cardigan or sweatshirt	Dark blue with school logo (Black Yr 6)	✓
Polo shirt	White polo shirt (optional with School logo)	✓
Summer dresses	Navy & white checks	
P.E. shorts	Navy blue	✓
P.E. tee shirts	Plain white (optional with school logo)	✓
P.E. bag	Optional with school logo	✓
Book Bags	Optional with school logo	✓
Backpack	Optional with school logo	✓
Baseball cap	For use during strong summer sun. Optional	✓
Waterproof reversible jacket with school logo	Optional	✓

Shoes should be black and as practical as possible. Trainers are not permitted indoors. If Wellington boots are worn to school in the winter, please make sure a change of foot wear is available for use inside the school.

For safety reasons we strongly discourage the wearing of jewellery. Loop earrings and rings can cause serious injury during work with tools or equipment, or during P.E. and games. Health and safety regulations mean that all jewellery must be removed for P.E. and games and for other practical activities. (Please see section on jewellery).

Please label your child's clothes and other belongings. We do our best to return lost items when possible. If your child loses anything, do please come and check the lost property.

P.E. AND GAMES WEAR

The school believes that PE/Games lessons form an important part of the curriculum. As such we believe that pupils should be safely and suitably dressed and encouraged to have the right attitude. Casual attitudes towards dress can lead to casual attitudes in the lesson with subsequent lowering of achievement and increasing the possibility of accidents.

Please ensure that your child has the necessary P.E. and games kit on the right days. Class teachers will inform you if kit is incomplete or missing on too many occasions.

Footwear

The pupils will work in bare feet for all educational gymnastic/dance lessons throughout the school. This follows County guidelines and has been shown to lead to higher levels in the quality and safety of pupils' work.

Pupils will need a pair of trainers or plimsolls for indoor games. These should be reserved solely for indoor use. This is necessary in order to preserve equipment and floor surfaces as well as for health and safety reasons.

An additional pair of trainers will be needed for use on outside surfaces, including the School Field. These trainers should be reserved for outdoor Games use and not worn at other school times.

Shorts/Tops

It is expected that pupils will wear a plain white t-shirt, preferably with the school logo, which is reserved for PE/Games only. Similarly, pupils should wear navy coloured shorts. These must allow for shirts to be tucked in. In cold weather pupils will be allowed to wear tracksuits or an old jumper or sweatshirt. These should not be worn at any other time.

Jewellery

No jewellery is to be worn during P.E. and Games. Any jewellery that is worn during the day by a pupil must be removed for PE/Games lessons. The pupils must remove such items themselves, and are totally responsible for the safety of such items. This includes watches. The Teacher will not be responsible for keeping items safe.

In very exceptional circumstances when studs or sleepers cannot be removed, because ears have recently been pierced, then they must be covered over with tape such as Micropore. Again children using this will have to take responsibility for having it and putting it on and off themselves. If your child is too young to take on this responsibility, please ensure that they come to school without any earrings.

Long hair must be tied back for the safety of the child and others near them.

ADMINISTERING MEDICINES TO PUPILS

At some time or another all children become ill and have to take some form of medicine to aid their recovery. If medicine does have to be given to a pupil we wish to be helpful and do our best to administer it. However, the following policy will be strictly applied.

We can only administer **prescribed** medicines if a child needs to take 4 doses a day.

The parent or guardian gives written permission for us to do so.

The permission clearly states:-

- what the medicine is
- when it should be given
- how much should be given
- how it should be administered

The medicine is clearly labelled with the child's name.

This information must be filled in on a permission slip, which can be obtained from the School Office. Can I stress that without this written information no medicine will be administered.

Medicines will only be given to a pupil by Mrs. Pearce or in her absence by Mrs.Kuzminska or Mrs. White. No teacher will give any medicine to a pupil except in exceptional circumstances.

SECONDARY SCHOOLS

Newton Longville lies in the reserved area of the Cottesloe School in Wing and the Royal Latin Grammar School in Buckingham. Pupils who live outside Newton Longville may be in the reserved area of other schools.

Entrance to the Grammar School is via a selection procedure that includes a series of verbal reasoning tests. These tests are taken in Year 6 and the selection process is explained fully to parents at the appropriate time.

Further, there is the opportunity to choose other secondary schools in the Aylesbury Vale or Milton Keynes areas and the children will be admitted to these if there is space available. Full details about how to choose a secondary school are given to parents at the appropriate time.

Free transport on coaches is provided for children from the village who attend the Cottesloe School and the Royal Latin Grammar School. Parents are responsible for arranging transport when they choose another secondary school. There are other coaches also operating to some other schools but these are reviewed annually to ascertain need and payment is required.

The County Council Senior Officer for Aylesbury Vale is:-

Mr. David Cousins
Northern Area Office
Education Department
County Hall
Walton Street
Aylesbury
HP20 1UZ

Telephone: 01296 383500

EXTENDED SERVICES

The school has a dedicated building designed specially to provide extended services. We have called this provision Kidspace. Subject to demand it includes;

Breakfast Club

Children are able to have breakfast and activities provided from 7.30am until the start of the school day.

Pre-School

The very successful and highly rated Newton Longville Pre-School has moved from the Longueville Hall to these specifically designed premises. Children may attend here from the age of 2½. There are morning and afternoon sessions and lunch sessions for children attending both morning and afternoon.

After School Club

The after school club operates from the end of the school day until 6pm. There is a wide variety of activities organised and a snack provided. It caters for all primary school aged children.

Holiday Club

This is available during all school holidays except Christmas. The hours are 7.30 till 6pm and lunch can be provided.

All the above are managed by a Voluntary Management Committee and operate independently from the school. However, close links and liaison are in place to ensure a common approach and philosophy.

These services incur charges, some of which are covered by the vouchers and credits families are entitled to.

Further information is available on request from the Kidspace office - Tel: 01908 641706

Contacts are:

- | | |
|----------------|--|
| Pauline Healey | - Pre-School Manager. |
| Mandi Holt | - Breakfast, After School and Holiday Clubs Manager. |
| Nikki Boyce | - Administrator. |

SATs RESULTS 2009

SATs tests are set nationally and all pupils in state schools take the same test at the end of Year 2 (Key Stage 1) and at the end of Year 6 (Key Stage 2)

How to Interpret the Results

At Key Stage 1 - seven year olds are expected to achieve Level 2.

- Those who achieve level 1 or below are performing less well than expected for their age. However, some pupils at level 1 may have just missed a level 2 and therefore be close to the attainment expected of a typical 7 year old.
- Those who achieve level 3 are exceeding what is expected of a typical 7 year old.

Key Stage 1	Level 2+		Level 3	
	Our School	National	Our School	National
Reading	97%	84%	30%	25%
Writing	93%	80%	10%	12%
Maths	97%	90%	27%	21%

At Key Stage 2 - eleven year olds are expected to achieve Level 4.

- Those who achieve level 3 or below are performing less well than expected for their age. However, some pupils at level 3 may have just missed a level 4 and therefore be close to the attainment expected of a typical 11 year old.
- Those who achieve level 5 are exceeding what is expected of a typical 11 year old.

Key Stage 2	Level 4+		Level 5	
	Our School	National	Our School	National
English	100%	79%	33%	30%
Mathematics	100%	79%	40%	33%
Science	100%	85%	53%	38%

There are no quotas set for each of the National Curriculum levels. There are no underlying assumptions about the proportion of pupils who should be at any particular level. Proportions are determined entirely by how pupils' attainments measure up to the standards of the National Curriculum.

STAFF

Headteacher	Mrs. K. Kuzminska
Deputy Headteacher	Mrs. S. White
Teachers	Mrs. R. Ashworth Mrs T Bevan Mr S. Cook Mrs. B. Foord Mrs R. Gooding Mrs J. Herman Miss G.C. MacIlwaine Mr. I. Nichols Mrs. Z. Stone Mrs. S. Tunncliffe
Secretary/Finance Admin. Officer	Mrs. J.Maiberger
Assistant Admin. Officer	Mrs .P. Pearce (First Aid)
HLTA's	Mrs. B. Herbert
Teaching Assistants:	Mrs. S. Brazier Mrs. C. Burrows Mrs. S. Bushell Mrs. P. Fisher Mrs. J. Hall Mr D. Heighton Mrs. S. Retford Mrs T. Stevens
Caretaker	Mr. P. Davies
Cleaner	Mrs. C. Quarmby
Catering Assistants	Mrs. M. James Mrs. R. Allen
Lunchtime Supervisors	Mrs. C. Brown Mrs. J.Harewood Mrs. R. Siggers Mrs. M. Woolward

GOVERNORS

Local Authority Governor (Chair)	Mrs Tessa Haddon
Local Authority Governor	Ms Claire Howard
Foundation Governor (Vice-Chair)	Mr John Kilman
Foundation Governor	Mrs Benedicte Titley
Parent Governor	Mr Simon Bradbury
Parent Governor	Mr Stephen Landells
Parent Governor	Mr Jon Whitmore
Parent Governor	Mr David Thomas
Community Governor	Mr Trevor Batt
Community Governor	Mr Richard Dannan
Headteacher Governor	Mrs Krys Kuzminska
Staff Governor	Mrs Sue White



Celebrating



our



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