

LONGTON LANE COMMUNITY PRIMARY SCHOOL



SCHOOL PROSPECTUS 2014 / 2015

*A place to learn
A place to achieve
A place to enjoy*

Longton Lane Community Primary School Prospectus – 2014/2015

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Longton Lane Community Primary School

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Executive Headteacher: Mrs L Speed

Dear Parents and Carers

On behalf of the Governors and staff of Longton Lane Primary School it gives me great pleasure to introduce you to our school through our prospectus. The school serves the local community and all children are encouraged to learn to live together and treat other people with care and consideration.

We hope you find this brochure informative and useful and that it helps you to gain an understanding of how Longton Lane is organised and an appreciation of the exciting opportunities on offer to the children in our care.

Our school continues to develop in many exciting ways, providing an even more enriching experience for our pupils. We are proud of our care and nurture of pupils and the results we achieve together, working alongside our parents.

The best way to find out about our school is to come and visit, to see us in action and to meet the staff and children. You can also find out more about our vision via our website www.longtonlane.st-helens.sch.uk where you will have access to a growing number of school documents.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our children and families.

Warm Regards

Linda Speed

Executive Headteacher

Introduction

Longton Lane Community Primary School is situated in Rainhill in the Local Authority of St Helens. Alongside spacious class bases there are other rooms available for group use and community activities. A breakfast and after-school club is run on a daily basis by Kidzone and caters for children from 4-11 years from 8.00a.m until 6.00p.m during term time.

The 2 large school halls are used for assemblies, meals, PE and a variety of after school clubs. The school has a kitchen in the KS2 building which produces an excellent choice of healthy meals each day.

Longton Lane has a well equipped ICT suite which is used by all classes on a regular basis. There are also laptop trolleys for classroom use. All classrooms have interactive whiteboards and one resource area houses the school's library resources.

All the staff at Longton Lane, both teaching and non-teaching, form a hard working team whose aim is to provide a caring and stimulating learning environment in which your child can achieve his/her full potential.

Longton Lane has been awarded National Healthy Schools enhanced status, ICT Mark, Bronze Eco Award and Foundation International Schools Award, recognising the hard work and achievement of both staff and pupils.

Our School Mission Statement

A place to learn, a place to achieve, a place to enjoy.

Our School Aims

We aim to nurture a love of learning by:

- providing a broad and challenging curriculum appropriate to individual needs
- creating a high quality learning environment
- developing strong collaborative partnerships between school, home and the community
- encouraging independence and creativity

We aim to develop in our children an inner urge to achieve by:

- encouraging positive self esteem and confidence to try something new
- promoting high standards in teaching and high expectations for learning
- setting challenging targets and regularly reviewing progress
- appreciating and celebrating individual achievements however small

We aim to foster a climate of enjoyment by:

- encouraging a sense of curiosity and interest in the wider world
- promoting and rewarding high standards of behaviour
- providing a safe, secure, supportive environment
- respecting the views, needs and contributions of every individual

Equality Statement

At Longton Lane Primary School we are committed to inclusive education through the fair and equal treatment of all. We accept and agree with the Salamanca Convention: every child has a fundamental right to education which is free from discrimination, bias and advantage. This is constantly described through our culture, policies and practices. Reasonable adjustments will be made to accommodate all pupils regardless of race, religion, cultural background or disability.

The Governing Body:

| | |
|----------------------|----------------------------------|
| Mrs M Dickenson | - Chair Person/Co-Opted Governor |
| Mrs L Speed | - Headteacher |
| Mrs C Andrews | - Staff (Teacher) Governor |
| Mrs J Crane | - Parent Governor |
| Mr C Davies | - Parent Governor |
| Ms A McNally | - Parent Governor |
| Mrs C Tollitt | - Co-Opted Governor |
| Mr P Barker | - Co-Opted Governor |
| Mrs P O'Brien | - Co-Opted Governor |
| Mrs J Doyle | - Co-Opted Governor |
| Mrs P Long | - Co-Opted Governor |
| Councillor J De Asha | - LA Governor |



Teaching Staff:

Mrs Linda Speed Executive Headteacher
 Mrs C Andrews Deputy Headteacher, SENco
 Mrs K Bellamy Assistant Headteacher
 Mrs C Barrow KS1 Leader
 Mrs N Crawford
 Miss C Thomas
 Miss E Preidt
 Miss A Owen
 Mrs P Gargan



Support Staff:

| | | | |
|-----------------|------------------------------|------------------|--------------------|
| Mrs S McTomney | - Learning Support Assistant | | |
| Mrs V McEgan | - Learning Support Assistant | | |
| Mrs D Murphy | - Learning Support Assistant | | |
| Mrs P Mitchell | - Learning Support Assistant | | |
| Mrs L Myers | - Learning Support Assistant | | |
| Mrs D Rawlinson | - Learning Support Assistant | | |
| Mrs C Hogg | - Learning Support Assistant | | |
| Mrs L Beech | - Learning Support Assistant | | |
| Mrs J Moosbally | - Office Manager | | |
| Mrs S Tickle | - Clerical Officer | | |
| Mr T Robinson | - Caretaker | | |
| Mrs L Causer | - Midday Assistant | Mrs J Morris | - Midday Assistant |
| Mrs L Beech | - Midday Assistant | Mrs P Mitchell | - Midday Assistant |
| Mrs L Myers | - Midday Assistant | Mrs D Murphy | - Midday Assistant |
| | | Miss L Greenough | - Midday Assistant |
| | | Mrs D Rawlinson | - Midday Assistant |

The number of children in each year group in September 2014 is:



| | |
|----------------------|------------|
| Reception/FS2 | 24 |
| Year 1 | 18 |
| Year 2 | 22 |
| Year 3 | 19 |
| Year 4 | 29 |
| Year 5 | 31 |
| Year 6 | 30 |
| TOTAL | 173 |

Admissions Policy – Procedure

The school follows the St Helens MBC Admissions Policy which facilitates admissions to school in September of each year of children who are four and whose fifth birthday falls between the first of September and the 31st of August. Children admitted into the Reception class attend for half days for a week at the start of the term to help them settle in. Parents wishing to apply for a place can do so by completing an application form, which can be obtained from either the Education Department, or online. Parents and prospective parents are always welcome to look around the school. Please contact the school to make a convenient appointment. For more details about admission to Longton Lane Community Primary School parents may wish to see the School Admission Policy.



Arrangements For Parents Wishing To Visit The School

Parents considering applying for a place at the school for their child are welcome to contact the Headteacher and arrange an informal visit at any time.

Parents of children starting in the Reception Class in September are invited to visit the class on a number of occasions, usually in June. Parents are notified by letter of the actual times and dates when they can visit with their children. On the first visit parents may wish to stay in the classroom with their children but would be encouraged to leave on the following occasions.



As parents you will be invited to an informal meeting where the Reception class teacher and Mrs Speed will outline our school's ethos, discuss various teaching approaches and school life in general. You will be given an information pack and you will be able to place orders for the school uniform. Prior to your child starting school you will be able to make an appointment to see your child's class teacher, thus providing an opportunity to discuss your child and the processes of starting school.

These are not the only times when parents can visit – in line with our open door policy we would hope that parents would come into school when problems arise. Often teachers are prepared to have discussions before or after school but at times an appointment may have to be made.

The Curriculum

The Curriculum offered at Longton Lane is skills-based and is designed to provide all children with a broad-based educational experience which enables them to practice a variety of skills, develop understanding of a wide range of concepts and establish positive attitudes to study, work and leisure time.

As far as possible, the school aims to meet the educational needs of each child as well as provide opportunities for the development of individual talents. These include extra-curricular activities which will enable them to meet the challenges of life with increased confidence and growing maturity.



Subjects taught are:

English, Mathematics, Science, Information Technology (IT), R.E, Design and Technology, Geography, History, P.E., Music, Art and Design and PSHE.



We use a creative skills-based topic approach to link these subjects into meaningful units.

In addition Languages (French) and Musical Instrument Tuition are offered in Years 3 to 6

At Foundation Stage (Reception class), the curriculum is divided into two areas of learning:

3 Prime areas –

Communication and language, physical development and personal, social and emotional development.

4 Specific areas – Literacy, Mathematics, Understanding the World and Expressive arts and design.

Children in the Reception class are assessed on a regular basis throughout their first year at school. A robust tracking system is completed in line with the areas of learning and expected outcomes – Early Learning Goals (ELGs).

Through Year 1 to Year 6 Children are formally and informally assessed to ensure personalised progress. Each half term the children are tracked in line with average age expected levels. These will be shared regularly with parents.

Children in Year 1 are assessed via the Phonics screening check in June.

Children in Year 2 are assessed in May according to Teacher Assessments and backed up by the National Standard Assessment Tests/Tasks (SATs) for the end of Key Stage 1.

Children in Years 3, 4 and 5 are assessed in June with non-statutory tests which provide valuable information for future target setting for individual children.

Children in Year 6 are assessed according to the National Standard Assessment Tests/Tasks for the end of Key Stage 2

Additional Needs

At Longton Lane Community Primary School we aim to create an environment in which all children, including those with additional needs, can develop physically, intellectually and emotionally at a rate which is suited to their individual needs.

The children will be given equal opportunities to progress within the National Curriculum at their own pace, whilst working alongside their peers. The school has a disabled toilet and ramped access to the buildings for any pupils with a physical disability.

The procedures followed in school adhere to the Code of Practice whereby any concerns about a child's progress will require the development of a provision plan which will then be followed up by regular reviews of progress with the teacher, learning assistants, parents and the child.

A small minority of pupils may require more intensive support and are put forward to the local authority for a formal assessment of their needs. If certain criteria are met, the local authority will occasionally allocate additional funding to enable the school to organise additional in-class support for the child.

Children who are gifted and talented are highlighted by staff on a regular basis and are taught using activities and materials appropriate to their individual needs. Learning is personalised to individual needs whatever they may be.

Any children that are looked after receive support from school and other agencies according to their individual needs.

Personal, Social and Health Education (including Sex and Relationships and Drugs Education)

The inclusion of Personal, Social and Health Education is considered essential as it is seen as being closely related to the development of the whole child.

Children will be encouraged to develop their social confidence, their ability to share and co-operate, as well as their respect and concern for the welfare of others and other living things.

The Governing Body has adopted a policy for teaching Sex Education to the children. In KS1 children learn about families and friendships. In lower KS2 the children learn about relationships within families and between friends. In upper KS2 the children learn about body changes during puberty, personal hygiene and the development of sexual relationships.

Parents may exercise the right to withdraw their children from all or part of the sex and relationships education programme.

Extra-Curricular Activities

Although they take place outside class or lesson time and extend beyond the formal school day, these successfully form part of our curriculum.

A wide range of extra-curricular activities take place throughout the year. These include a variety of sports, art and dance type activities.

Homework

One aspect of the home/school partnership is the setting of homework. This is done to establish a good working habit in the child, to inform the parents of what is being done in school and to encourage their co-operation in what we are doing for the development of their child. The frequency with which homework is set varies according to the age group of the class and the ability of the children. Details can be found in our homework policy.

Assembly Time

All children take part in assembly time on a daily basis either in the school hall or in the classroom in a smaller group. Parents have the right to withdraw their child from this activity, this right must be exercised through a written letter to the Headteacher.

The School Council

We believe that pupils should become partners in their own education, making a positive contribution to the school environment. The School Council provides the opportunity for them to be involved in effective decision making that improves school life for everyone.

The School Council, which meets on a regular basis, is made up of a democratically elected boy and girl representative from each class (Y1 to Y6) who are able to raise issues for discussion from their class meetings and then report back to their class. The Council have organised coffee mornings, non-uniform days and discos to raise money for the whole school and for local charities.



Parents in School

Parents are actively encouraged to contribute to the life of the school by being involved in many of the activities which take place during the school day. These activities have included food technology, computer-assisted learning, helping with reading, art and craft, educational visits and a number of sporting activities such as football. In addition the school has an active group of parent helpers who offer their help at various activities throughout the year.

Keeping parents informed about progress

Early on in the Autumn Term we hold a parents' evening with the objective of finding out about children's aptitudes and interests from parents. This is also an opportunity for parents to advise class teachers about anything which may affect their children at school. This allows teachers to build up a broader picture of their children than is normally seen in the school day.

In the Spring and Summer Terms we hold a parents' evening at which we discuss the children's educational progress more fully.

In the Summer Term we issue a detailed written report based on our full curriculum and the progress your child has made both academically and socially.

In addition to these occasions, parents are welcome to make an appointment to come and discuss their children's educational development.

Behaviour

At Longton Lane Primary School we aim to create an atmosphere in which all members of the school community share a mutual respect for one another. We aim also to promote a caring, responsible attitude in all our pupils. A high priority is placed upon the development of self-discipline.

School rules for pupils are based upon the need for:

- a) respect for themselves and their own safety
- b) respect for the needs and feelings of other people.
- c) respect for school property.



These rules are set out clearly for all members of the school community, thus ensuring consistency of expectations by school staff, pupils and parents alike.

We believe that children thrive on positive feedback. Thus, we hope to achieve our aims by adopting a positive approach in which appropriate behaviour will be reinforced and rewarded. Inappropriate behaviour will be dealt with using an order of sanctions with which all members of staff, pupils and parents are familiar.

Parents will be encouraged to support the school's policy on behaviour. They will be kept informed on all aspects of their own child's behaviour.

In accordance with Government policy parents, children and staff complete the relevant section of the Home-School Agreement.

Bullying

Bullying, which involves dominance of one pupil by another or group of others, is usually deliberate and forms a pattern of behaviour rather than just one incident. If either pupils or parents feel that bullying is taking place they should report it without delay to the child's class teacher who will investigate and take appropriate action. The school will not tolerate bullying and pupils who persist in this anti-social behaviour and do not respond to encouragement to reform will be severely dealt with. There is a section in our Discipline Policy regarding bullying and school has an anti-bullying policy in place.

Courtesy To School Staff

As professionals the school staff will be courteous to parents and family and we expect the same level of respect in return.

Anti-social behaviour is unacceptable and will not be tolerated by the school staff. Any incidents of verbal aggression, either directly or indirectly will be dealt with by the Headteacher and/or the Governors.



Safeguarding Children

The school has comprehensive procedures in place for the safeguarding of children. Copies of school policies relating to safeguarding issues can be obtained from the school on request. All staff, volunteers and students are required to have advanced checks before working within the school. All new staff will receive an induction pack and are required to attend school based induction training. The school has a designated lead child protection person Mrs Linda Speed and a deputy child protection person Mrs Claire Andrews.

Teaching staff have a duty to act in *loco parentis* in the manner of caring and reasonable parents.

If a child has been seriously injured the school will ensure that he/she receives prompt medical attention. All reasonable efforts will be made to inform the parents of the action taken. Where parents are unavailable, a member of the school staff can act in *loco parentis* and accompany the child to hospital. Where the injury arises out of abuse, the school must ensure that the abuse is investigated by a referral to the Social Services Department and/or the local casualty department.

Health and Safety

The health and safety of pupils is seen as a shared responsibility between school and home. Staff work in partnership with parents and, where appropriate, the police, to reinforce safety messages such as always using the school crossing patrol and not talking to strangers.

Parents should be aware that the school has a legal responsibility to take steps to ensure the safety of all children. Where their safety is in doubt, action will be taken as outlined in our Safeguarding Policy.

In the interest of the safety of all pupils, cars should not stop or park on or opposite the zig-zag markings at the beginning and end of the school day. Children arriving at school should go straight to their classrooms or onto the playground and should not linger outside the gates. At the end of the day, parents and others meeting children from school should ensure a clear path is left alongside the railings so that children are not forced to walk on the road.



Medicines in school

Children who suffer from asthma, diabetes or require an Epi-pen may bring medication to school. The school's Administration of Medicines Policy and Guidance clearly states the school and parent responsibilities in the management of medicines and indicates the appropriate documentation that will need to be completed. If a child needs regular long-term medication parents should contact the Headteacher and discuss their child's needs. We are able to administer prescription medicines only, please fill in a permission form at the school office.

First Aid

The school has many trained First Aiders. Children with minor cuts and scrapes will be given appropriate attention and a note sent home explaining our actions. In the case of a more serious injury or illness, we will contact you and ask you to come to school and take your child to the doctor or hospital for treatment. **It is important that you give us the telephone number of at least one person who can come to collect your child in an emergency.**

Time set aside for teaching during each school day

| Reception / Key Stage 1 | | Key Stage 2 | |
|--------------------------------|---------------|-----------------------------|---------------|
| Registration | 8.55 | Registration | 8.55 |
| Lesson | 9.00 - 9.45 | Lesson | 9.00 - 10.15 |
| Guided Reading | 9.45 - 10.15 | Assembly | 10.15 - 10.30 |
| Assembly | 10.15 - 10.30 | Break | 10.30 - 10.45 |
| Break | 10.30 - 10.45 | Lesson | 10.45 - 12.00 |
| Read Write Inc | 10.45 - 11.30 | Guided Reading | 12.00 - 12.30 |
| Lunchtime | 12.10 - 1.00 | Lunchtime | 12.30 - 1.15 |
| Registration | 1.00 - 1.05 | Registration | 1.15 - 1.20 |
| Lesson | 1.05 - 2.15 | Lesson | 1.20 - 3.20 |
| Break | 2.15 - 2.30 | | |
| Lesson | 2.30 - 3.15 | | |
| | | | |
| Friday Celebration Assembly | 2.45 - 3.15 | Friday Celebration Assembly | 2.45 - 3.15 |

Planned Pupil Absence

Holidays must be taken in school holidays except under very exceptional circumstances and proof of this must be provided by parents to the Headteacher in writing. We have a pupil planned absence form for any such requests, please ask at the school office. Any holidays taken without the headteacher's agreement will be coded as unauthorised. The governors have agreed to adopt the L.A.'s system of 'Fixed Penalty Notices' for unauthorised absences.

Illness

If a child is unfit for school, parents should contact the school on the first day, in person or by phone. If no reason is offered the school will phone for a verbal reason on the first day of absence. When the child returns, he/she must bring a **written note** signed by a parent for each period of absence. Absences will not be authorised without this procedure.

Every School Day Counts and Every Day is Important!

HOLIDAY DATES 2014 - 2015

| | | | |
|--------|-------------------------|-------|-----------------------|
| Open | Weds 3rd September 14 | Close | Thurs 23rd October 14 |
| Open | Mon 3rd November 14 | Close | Fri 19th December 14 |
| Open | Tues 6th Jan 15 | Close | Fri 13th Feb 15 |
| Open | Mon 23rd Feb 15 | Close | Thurs 2nd April 15 |
| Open | Mon 20th April 15 | Close | Fri 22nd May 15 |
| Closed | Mon 4th May—May Day | | |
| Closed | Thurs 7th May—Elections | | |
| Open | Mon 1st June 15 | Close | Tues 21st July 15 |

Inset days

1st September 2014
 2nd September 2014
 24th October 2014
 5th January 2014
 7th May 2014

Dress at School, School Uniform



School Uniform has been agreed in consultation with the Governors in an effort to produce distinctive but serviceable and readily available items of school wear. Co-operation is sought from parents to ensure that pupils attend school correctly dressed. We also ask parents not to send children to school in trainers but in appropriate footwear.

All items of uniform and equipment must be marked clearly with pupil's names and lost property should be reported promptly to the class teacher. Every encouragement is given to all pupils to take care of their belongings and parents are asked to reinforce this. Shoes should be flat heeled, and black in colour. Boots or trainers are unsuitable. School uniform may be purchased directly from school.

Winter uniform

Red sweatshirt / cardigan / fleece (logo)
Grey trousers / skirt / pinafore
White polo shirt (logo)
Sensible black shoes
Grey / White / Red tights/socks

Summer uniform

As Winter uniform
Grey shorts
Red and white gingham dress



PE Kit

White t-shirt (logo available)
Red shorts
Black pumps - not trainers for PE (soles are too rigid for apparatus work)
Trainers/football boots/tracksuits as required for outdoor PE (parents will be informed when needed)
Earrings are to be removed for PE (except covered studs) teachers cannot assist with this.

P.E. And Games

Physical Education is an important part of the curriculum. All children will have both indoor and outdoor P.E lessons. (We suggest that P.E kits are kept in a drawstring bag and are taken home for washing each half term, as a minimum). Tracksuits and trainers may be worn for outdoor games. It is also important that children do not wear their P.E clothing for the rest of the day.

We ask that long hair is tied up for P.E.

Jewellery

Pupils do not need to wear jewellery at school and we ask them not to do so. Watches may be worn. From a health and safety point of view, pierced ears can cause many problems for children in school. It is worth pointing out that: **STUDS MUST BE REMOVED BEFORE SWIMMING LESSONS.**

Staff cannot carry out removal of stud earrings. All watches must be removed for all PE lessons. We will do our best to look after such valuables, but we cannot accept responsibility for any loss or damage. We ask parents to support us by checking pupils do not wear jewellery each morning.

Lunchtime

There is a daily choice of healthy school meals which are cooked on the premises. School dinner money should be brought to school on Monday morning. It should be in an envelope with the child's name and class marked on it. Children who opt for a school dinner do not need to bring extra food in for dinner times but may wish to bring a piece of fruit for playtimes or pay 10p per day for school healthy snacks.



Where children opt to bring a packed lunch we ask that this does not include sweets, as we discourage these in school in the interest of dental care. No fizzy drinks, including energy drinks, are allowed in school. Please do not send any drinks in glass bottles or cans for safety reasons. Children who have a school meal do not need to bring in extra food or drink.

Breakfast & After-School Club

This provision is provided by KIDZONE, a private provider set within the school building. Children are taken to classes each morning following Breakfast Club and picked up from class each afternoon to attend the After-school Club. Parents wishing to attend this facility need to register direct with Kidzone, who can be contacted for prices and booking on 07585 283335 - Owners John & Joy Brobyn. Further information is available at the school office or from dropping in to visit KIDZONE which you are welcome to do at any time.

Concerns About Your Child

If you have any worries, questions or concerns about your child at school, the first point of contact is your child's class teacher. Teachers are normally available in their classrooms immediately before and after school, although this may not be the best time or place to discuss the issue. An appointment can be made with the class teacher at a mutually convenient time. Parents wishing to see the Headteacher or a Key Stage Leader should arrange an appointment through the school office.

AREAS OF RESPONSIBILITY 2014-15

| Forename | Surname | Area of Responsibility |
|-----------------|----------------|--|
| Linda | Speed | Headteacher / Senior leadership team member Curriculum manager Designated Safeguarding Person Assessment Manager CPD Manager / NQT mentor / student mentor Teacher / LSA manager RE School Governor / Cheque signatory |
| Claire | Andrews | Inclusion Manager Class teacher Governing Body member Senior leadership team member Subject lead person Cheque signatory |
| Kathy | Bellamy | Assistant Headteacher/Senior leadership team member Class Teacher Subject lead person |
| Colette | Barrow | KS1 Leader Class teacher |
| Nicola | Crawford | Class teacher Subject lead person |
| Claire | Thomas | Class teacher Subject lead person |
| Emily | Preidt | Class teacher |
| Pauline | Gargan | Class teacher |
| Alison | Owen | Class teacher Subject lead person |
| Sue | McTomney | Learning Support Assistant |
| Vanessa | McEgan | Learning Support Assistant |
| Paula | Mitchell | Learning Support Assistant / Midday Assistant |
| Debbie | Murphy | Learning Support Assistant / Midday Assistant |
| Denise | Rawlinson | Learning Support Assistant / Midday Assistant |
| Lynda | Myers | Learning Support Assistant / Midday Assistant |
| Chris | Hogg | Learning Support Assistant |
| Linda | Beech | Learning Support Assistant / Midday Assistant / Staff Governor |
| Julie | Morris | Midday Assistant |
| Lesley | Greenough | Midday Assistant |
| Linda | Causer | Midday Assistant |
| Julie | Moosbally | Office Manager |
| Sue | Tickle | Clerical Officer |
| Tom | Robinson | Caretaker |
| Michelle | Winn | Cleaner |
| Lynn | Shacklady | Cleaner |
| Linda | Beattie | Cleaner |
| Harry | Whittaker | School Crossing Patrol |
| | | |

GOVERNOR RESPONSIBILITY 2014-15

| Name | Type of Governor | Area of Responsibility |
|----------------------|--------------------------|---|
| Mrs M Dickenson | Foundation Governor | Chair Person Link Governor Target Setting Governor R E Governor Governors Forum Representative Finance & Salaries Committee (Chair Person) |
| Mrs L Speed | Headteacher | Curriculum Committee Finance & Salaries Committee Premises & Health & Safety Committee |
| Mrs C Andrews | Teacher Governor | Premises & Health & Safety Committee |
| Mrs J Crane | Parent Governor | Curriculum Committee |
| Mr C Davies | Parent Governor | ICT Governor Reception Class Governor |
| Mrs J Fairclough | Parent Governor | Curriculum Committee Reception Class Governor |
| Ms A McNally | Parent Governor | |
| Mr P Barker | Governor | Foundation Stage Governor ICT Governor Finance & Salaries Committee Premises & Health & Safety Committee (Chair Person) |
| Mrs P Long | Governor | |
| Mrs P O'Brien | Governor | |
| Mrs J Doyle | Governor | Curriculum Committee |
| Councillor J De Asha | Local Authority Governor | Finance & Salaries Committee Staff Appointments Committee (Chair Person) |

Longton Lane Key Stage One Data July 2013 (29 children in total)

| | Numeracy | National 13 | Reading | National 13 | Writing | National 13 |
|------|----------|----------------|---------|----------------|---------|----------------|
| L2+ | 100% | 91% | 100% | 89% | 97% | 85% |
| L2B+ | 97% | 78% | 93% | 78% | 90% | 67% |
| L3 | 31% | 23% | 41% | 29% | 21% | 15% |

Key Stage Two Data July 2013 (35 children in total)

2 Levels progress in Reading 88%

2 Levels progress in Writing 97%

2 Levels progress in Maths 88%

Achieved L4 in Reading, Writing and Maths 77%

Achieved L5 in Reading, Writing and Maths 11%

| | Numeracy Actual | National 13 | Reading Actual | National 13 | Writing Actual | National 13 |
|-----|--------------------|----------------|-------------------|----------------|-------------------|----------------|
| L4+ | 86% | 85% | 80% | 86% | 89% | 83% |
| L5+ | 37% | 41% | 26% | 44% | 14% | 30% |

| | GaPS Actual | National 13 |
|-----|----------------|----------------|
| L4+ | 63% | 74% |
| L5+ | 29% | 47% |

Year 1 Phonics screening check

12/20 passed check (32+) 60%. National 2013 - 69%

Foundation Stage Data July 2013 (20 children)

Good progress indicator 16/20 80%

| Area of Learning | 2013 % at expected (2) and above | 2013 exceeding (3) |
|---------------------------------|-------------------------------------|-----------------------|
| Listening and attention | 80% | 15% |
| Understanding | 80% | 20% |
| Speaking | 85% | 15% |
| Moving and handling | 100% | |
| Health and self -care | 100% | |
| Self confidence | 90% | 10% |
| Managing feelings and behaviour | 90% | |
| Making relationships | 90% | 5% |
| Reading | 65% | 15% |
| Writing | 80% | |
| Number | 70% | 10% |
| Shape, space and measure | 80% | |
| People and communities | 100% | |
| The World | 100% | |
| Technology | 95% | |
| Exploring media and materials | 100% | |
| Being Imaginative | 95% | |

