

# SCHOOL PROSPECTUS



2023 - 2024

## **Long Meadow School**

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Shenley Brook End  
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# Welcome to LMS!

Welcome to Long Meadow School. We are pleased to serve the community of Shenley Brook End and Westcroft by providing a modern and exciting purpose-built school for children and their families.

Long Meadow School is a community school, situated in a growing area on the west flank of the city. The school is designed for children from age 4+ (Early Years/Reception) to age 11 (Year 6). The admission of pupils is organised by Milton Keynes Council, ensuring there is a managed procedure so that new families moving into the area have an opportunity to attend their local school.

This booklet provides information about the school, the aims, curriculum and activities. We hope that you will share our ambitions and aspirations for your children.

It is a great privilege for us to have the opportunity to lead a team of talented, professional and dedicated staff who aim to create a school in which every pupil will flourish in a caring, happy environment. Our staff really do care for the children and they develop strong and meaningful relationships with them.

We have high expectations of every one of our children. Our ethos is to teach children to take responsibility for their actions, their environment, and most importantly, for their learning. Children are taught the values that help them become confident, resilient and caring individuals and successful members of society. We are a caring community, whose values are built on mutual trust and respect for all. Teachers harness children's natural curiosity and desire to learn, making learning stimulating and enjoyable. We support all children at an individual level, whatever their learning strengths and needs.

We strongly believe in the importance of developing a supportive partnership between home and school. This is essential if children are to achieve their full potential and to grow as individuals. Working together, we can help your child to develop the skills that they will need in later life. We want all of our children to be happy, confident learners and to aim high!

Long Meadow School opened in September 2001. We are a 2 Form entry school (two classes per year group) and at present there are 410 children on roll in single age group classes. We are fortunate to have the latest technology, equipment and resources, with specialist teaching areas for many curriculum subjects

Our community is warm and vibrant. We provide a caring and secure environment in which children are valued as individuals and where they can develop an appreciation of the cultures and beliefs of others in our school community and beyond.

We invite you to come and visit us and we would be delighted to arrange a suitably convenient time for you to see at first-hand how we work, as well as the modern facilities we can offer your child. Alternatively, visit our website [www.longmeadow.milton-keynes.sch.uk](http://www.longmeadow.milton-keynes.sch.uk) for further information or follow us on Twitter (@LongMeadowSch) to see all the exciting things we do.

**Chris Bond**

**Philip Gray**

**Emma Kidd**

**Kerrie Evans**

Chris Bond  
Chair of Governors

Philip Gray  
Head Teacher

Emma Kidd  
Deputy Head Teacher

Kerrie Evans  
Assistant Head Teacher

# LONG MEADOW SCHOOL GOVERNING BODY

The Chair of Governors is Chris Bond, who can be contacted through the school. The Governing Body includes representatives from parents and staff, nominees from Milton Keynes Council and Milton Keynes Parish Council, and some who have been co-opted. All their work for the school is voluntary and unpaid.

## Governors:

|                        |   |                         |
|------------------------|---|-------------------------|
| Mr Chris Bond          | MKC Governor                              | Chair of Governors      |
| Mr Iain Blazey         | MKC Governor                              | Vice Chair of Governors |
| Mr Andrew Small        | Co-opted Governor                         |                         |
| Vacancy                | Co-opted Governor                         |                         |
| Mr Karl Butler-Garnham | Parent Governor                           |                         |
| Mr Simon Kington       | MKC Governor                              |                         |
| Ms Stella Bochori      | Parent Governor                           |                         |
| Mrs Gillian Wright     | Parent Governor                           |                         |
| Vacancy                | Parent Governor                           |                         |
| Mrs Kate Stuart        | Parent Governor                           |                         |
| Mr Philip Gray         | Head Teacher                              |                         |
| Vacancy                | Staff Governor                            |                         |
| Mr Max Roe             | Support Staff Governor                    |                         |
| Miss Emma Kidd         | Associate Member (Deputy Head Teacher)    |                         |
| Mrs Kerrie Evans       | Associate Member (Assistant Head Teacher) |                         |

All the governors, apart from the Head Teacher, serve a four-year term of office.

The governing body's clerk is: Lucette Johnstone  
Milton Keynes Council  
Learning & Development Directorate  
Saxon Court  
Central Milton Keynes



# STAFF AS AT DECEMBER 2023



## Senior Leadership Team (SLT)

|                        |   |
|------------------------|---|
| Mr Philip Gray         | Head Teacher / Designated Safeguarding Lead |
| Miss Emma Kidd         | Deputy Head Teacher/DSL                     |
| Mrs Kerrie Evans       | Assistant Head Teacher /DSL                 |
| Mrs Terri Maxfield     | School Business Manager                     |
| Mrs Tracy Sanders      | Inclusion Manager/SENCO                     |
| Mrs Chantal Wright     | KS1 Team Leader / Year 1 Teacher            |
| Mrs Karen Mitchell     | LKS2 Team Leader / Year 4 Teacher           |
| Miss Germaine Furneaux | UKS2 Team Leader / Year 6 Teacher           |



## Office team

|                     |                      |
|---------------------|----------------------|
| Mrs Karen Jestice   | School Data Manager  |
| Mrs Georgina Press  | Office Administrator |
| Mrs Emma Fieldhouse | Receptionist         |

## Site Team

|                |              |
|----------------|--------------|
| Mr Mick Bourke | Site Manager |
| Mr Max Roe     | HLTA         |



## Pastoral/Sport/SEND

|                   |   |
|-------------------|---|
| Mrs Sarah Mossman | Learning Mentor / Parent Support Worker |
| Mrs Debbie Seller | Inclusion Learning Support Assistant    |
| Mr Brett Moran    | Head of Sport                           |

## Teaching & Learning Team

### Early Years

|                    |                                   |
|--------------------|-----------------------------------|
| Mrs Vicky Frost    | Early Years Team Leader / Teacher |
| Mrs Cheryl Ruddock | Early Years Team Leader / Teacher |
| Mrs Lesley Kellas  | Nursery Nurse                     |
| Mrs Kerry Meakin   | Nursery Nurse                     |



### Year 1

|                       |                                  |
|-----------------------|----------------------------------|
| Mrs Chantal Wright    | Year 1 Teacher / KS1 Team Leader |
| Ms Janette Owen       | Year 1 Teacher                   |
| Miss Jenny Partridge  | Learning Support Assistant       |
| Mrs Linda Owen        | Learning Support Assistant       |
| Miss Kelli Parsons    | Learning Support Assistant       |
| Mrs Agnese Guadagnini | HLTA                             |



### Year 2

|                       |                            |
|-----------------------|----------------------------|
| Mrs Kelly Turner      | Year 2 Teacher             |
| Mrs Suki Bhogal       | Year 2 Teacher             |
| Mrs Laura Stiles      | Year 2 Teacher             |
| Mrs Hayley Rodgers    | Learning Support Assistant |
| Mrs Sherri McGill     | Learning Support Assistant |
| Mrs Jeni Richardson   | Learning Support Assistant |
| Mrs Agnese Guadagnini | HLTA                       |



### Year 3

|                    |  |
|--------------------|--|
| Miss Becca Devlin  | Year 3 Teacher                         |
| Mrs Leandra Browne | Year 3 Teacher                         |
| Mrs Angela Watson  | Learning Support Assistant / Librarian |
| Mrs Jill Thompson  | Learning Support Assistant             |

### Year 4

|                       |                                   |
|-----------------------|-----------------------------------|
| Mrs Rachael Armstrong | Year 4 Teacher                    |
| Mrs Karen Mitchell    | Year 4 Teacher / LKS2 Team Leader |
| Mrs Debbie Bell       | Learning Support Assistant        |
| Mrs Suba Tampoe       | Learning Support Assistant        |



**Year 5**

Miss Laura Cockroft  
 Mrs Kelly Hargreaves  
 Mrs Anita Harrison  
 Mrs Dawn Franklin

Year 5 Teacher  
 Year 5 Teacher  
 Learning Support Assistant  
 Learning Support Assistant

**Year 6**

Miss Germaine Furneaux  
 Mr Ian Summers  
 Mrs Michelle Coates-Mullins  
 Mrs Jitka Cook  
 Mrs Karen Small  
 Mrs Alison Baker  
 Mrs Teresa Murgo

Year 6 Teacher / UKS2 Team Leader  
 Year 6 Teacher  
 Learning Support Assistant  
 Learning Support Assistant  
 HLTA  
 Learning Support Assistant  
 Learning Support Assistant

**Lunchtime Team**

Mrs Poonam Goomany  
 Mrs Jitka Cook  
 Mrs Nilani Krishnakumar  
 Miss Kelli Parsons  
 Miss Terri-Ann Crawley  
 Miss Lauren Nommik  
 Mrs Carla Rogers  
 Mrs Kate Orchard  
 Miss Lauren McNeil  
 Mrs Fiorella Giugni  
 Mrs Dhanashree Limaye  
 Mrs Sarika Dandekar

Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant  
 Midday Supervisory Assistant



Cleaning is carried out by 24/7 Cleaning & Support Services

# THE BUILDING



The school has 12 identical classrooms and an Early Years learning unit. There are specialist teaching rooms for Art and Technology, Food Technology, Music and Science. There is a fully equipped Computing suite with additional computers, interactive whiteboards and iPads in each classroom. An electronic library system enables children to have full use of the well-stocked school library. The school also utilises class sets of iPads across the school. Long Meadow School has been purpose built for wheelchair access and has disabled toilet facilities.

The east wing of the school is 'Brook End' where children in Key Stage 1 (Years 1 and 2) and the Early Years Foundation Stage are taught. The Early Years area is situated in a purpose-built section of the school. There is a practical area, shared toilets and a cloakroom. Children can play outside in a secure play area with large toys and outdoor play equipment.

Children in Years 1 and 2 have their own playground. Early Years children have access to this playground when they feel more confident and have settled in. Year 1 children also have access to an outside classroom



The west wing of the school is called 'Wood End' and children in Key Stage 2 (Years 3, 4, 5 and 6) are taught here. They have their own designated KS2 Playground. The KS2 playground has fenced areas for supervised ball games at break and lunchtimes.

Children enter the school through their cloakroom doors at the rear of the school. The main entrance to the school has a door entry system. Visitors are requested to identify themselves before they gain access into the building. The Governing Body monitors the security of the school each term. Parents are requested not to walk through the school without using the main entrance door for security reasons.



The school is sited on a medieval ridge and furrow field. The playing fields are bordered on two sides by protected hedgerows. Our school logo reflects these unique features.

The school has a car park for staff and official visitors. There is also parking at the front of the school for public use but it is not part of the school grounds. The car park has a one-way system and parking restrictions. Please park with consideration to others and please be aware of children walking or riding their bikes to school.

Children may wish to cycle or scooter to school and there are bike racks available to use at the owner's risk. Children are encouraged to wear cycle helmets when riding their bikes. All children must dismount from their bike or scooter when they are on the school premises.



# YEAR GROUPS

The children are taught the Early Years Foundation Stage curriculum or the National Curriculum. The year groups are:

## **Early Years Foundation Stage**

|   |               |
|---|---------------|
| Early Years<br>(Sometimes called Reception) | 4-5 year olds |
|---|---------------|

## **Key Stage 1**

|         |               |
|---------|---------------|
| Year 1  | 5-6 year olds |
| Year 2* | 6-7 year olds |

## **Key Stage 2**

|          |                 |
|----------|-----------------|
| Year 3   | 7-8 year olds   |
| Year 4   | 8-9 year olds   |
| Year 5   | 9-10 year olds  |
| Year 6** | 10-11 year olds |

\* End of Key Stage 1 assessment (SATs)

\*\* End of Key Stage 2 assessment (SATs)

# STARTING SCHOOL

## **Early Years Children**

There are 60 Early Years places available at Long Meadow School. Children are taught in two classes and have full use of all the Early Years facilities. We always aim to induct young children into school life with sensitivity and care. Parents can apply for a place through Milton Keynes Council (Admissions 01908 253338) in the Autumn Term. The Council will contact parents of children who have been allocated a place in the Spring Term. A full induction programme is offered to parents and children in the Summer Term.



## **Children joining our school mid-year**

Parents of children who move into the area may apply for a place at the school by contacting Milton Keynes Council (Admissions 01908 253338). There may be vacancies in Year Groups. If not, Milton Keynes Council will assist parents to find an alternative school in the area. If a place is offered to your child we provide a full induction programme to ensure your child settles in to Long Meadow School as soon as possible.



# SCHOOL ORGANISATION

## The School Day

|                     | EYFS & KS1       | Year 3 and 4   | Year 5 and 6   |
|---------------------|------------------|----------------|----------------|
| School Opens        | 8:40 am          | 8:40 am        | 8:40 am        |
| Registration opens  | 8:50 am          | 8:50 am        | 8:50 am        |
| Registration closes | 8:55 am          | 8:55 am        | 8:55 am        |
| Break               | 10.15 – 10.30 am | 10:15–10:30 am | 10:30–10:45 am |
| Lunch               | 11:50–1:00 pm    | 12:00–1:00 pm  | 12:00–1:00 pm  |
| Registration        | 1:00–1:05 pm     | 1:00–1:05 pm   | 1:00–1:05 pm   |
| End of day          | 3:15 pm          | 3:15 pm        | 3:15 pm        |

Parents are asked to ensure that children do not arrive any earlier than 10 minutes before each session. Supervision is only provided for children for 10 minutes prior to the start time and if children arrive earlier the school is not responsible should an accident occur.

Children may enter the school building at 8:40 am and take part in the Early Morning Learning activities that have been provided in their classes until 8:50 am.

We ask parents to arrive on time to collect their children at the end of the day. If a child is collected late twice in a three-month period we will write to parents to express our concerns. If the pattern continues, we may have to refer the matter to the Local Authority.

## Hours for Teaching

The children in Key Stage 1 are taught for 22 hours and 55 minutes per week, excluding registration, assemblies, playtimes and lunchtimes. The children in Key Stage 2 are taught for 24 hours and 10 minutes per week.



# SCHOOL UNIFORM

The governors have adopted jade and navy blue as the school colours. Sweatshirts and polo shirts, with the embroidered school logo, can be purchased through Maisies in Wolverton. Grey trousers, shorts, pinafore dresses or skirts should also be worn. It is important that all children feel comfortable in their clothes and shoes and that they can dress and undress themselves.

However, LMS believes that parents should not have to think about the cost of a school uniform when choosing which school to apply for. Therefore, we ensure that our uniform is affordable. This means parents can decide to buy non-branded items from our provider as well as local supermarkets, with the only branded item required being the school sweatshirt. We have ensured that our uniform gives the highest priority to cost and value for money (including the quality and durability of the garment).

We also ensure that second-hand uniforms are available for parents to acquire. Information on second-hand uniforms should be clear for parents of current and prospective pupils and published on the school's website.

Children need an outdoor pair of sensible, black shoes or plain black trainers (no coloured logos etc) to wear to school. High-heeled shoes or other unsuitable footwear must not be worn in school. Make-up or jewellery must also not be worn at school. Children with pierced ears may wear only one sleeper or stud in the lobe of each ear and these must be removed prior to their PE lesson. Children will not be able to participate in PE if earrings are not removed.

## Winter



Jade sweatshirt or cardigan with logo  
Dark grey trousers/skirt/pinafore dress  
Navy blue polo shirt with optional logo

## Summer



Dark blue gingham dress  
Dark grey trousers/skirt/shorts/ pinafore dress

## **PE**

Navy T shirt with optional sports logo  
Navy shorts  
Black plimsolls / trainers  
Navy tracksuit bottoms  
Navy sweatshirt with option sports logo



## **PE Kit**

Children are required to come to school in their PE kits on their allocated PE days. For gymnastics, children will work in bare feet in the hall to encourage correct development and for reasons of safety. Plimsolls or trainers will be needed for indoor and outdoor games lessons.

For safety reasons, jewellery must be removed by the child themselves before any PE lesson to avoid the risk of injury. It is recommended that if your child wishes to have their ears pierced, this is done during the summer break. Children will either need to be able to take out their own earrings, or have them removed by parents before school on PE Days.

## **Mobile Phones**

Children should not bring mobile phones into school. If you need to contact your child please ring the school office. The only exception to this is for years 5 and 6 where children may be walking home with parents/guardians. In these circumstances, children must hand their phones into the teacher at the start of the day and collect them as they leave.

## **Lost Property**

We ask that all clothing is named so that lost items can be returned to their owner. Lost property boxes are placed outside each classroom at the end of each day; anything that is not claimed or is unnamed will be placed in the Lost Property box in the entrance lobby on Friday afternoons.

# SCHOOL LUNCH



Children may go home for lunch, eat a hot school meal or bring a packed lunch. The school holds the Healthy Schools Award so we ask that children do not bring sweets, cans or bottles of fizzy drinks and yoghurts in tubes. Please ensure that all lunchboxes are suitably labelled

A free hot school meal can be provided to children in EYs, Year 1 and Year 2. Children in Years 3 – 6 can also eat a hot school meal at a daily charge of £2.60. Orders will need to be placed on ParentPay (our cashless online payment system) and an activation code will be issued to you prior to your child starting in September. The online order must be completed in advance. The meals include a hot main meal (there is also a vegetarian and jacket potato option), bread and an option of a dessert or fresh fruit. Water is also provided for the children to drink. The hot meals are cooked on site and served in the school hall and are provided by Chartwells Catering. Further information is available in welcome packs and from the School Office.



Midday Supervisory Assistants care for the children at lunchtime under the direction of the lead Supervisor and are supported by the Senior Leadership Team. If you are claiming Income Support or Job Seekers Allowance your child may be eligible for a free school meal (from Years 3 – 6). If you would like to know more about this facility, please contact the School Office.

## Snacks at morning break

Children may bring a piece of fruit or vegetable to eat as a mid-morning snack. Children who are in Early Years, Years 1 and 2 will be offered a piece of fruit / vegetable in the afternoon as part of the School Fruit & Vegetable Scheme. All children will need to provide their own water bottle which is to be taken home, cleaned and refilled by parents on a daily basis. Children in the Early Years class are registered for free milk until their 5th birthday, after which there is a subsidised milk scheme. The milk is provided by 'Cool Milk at School Ltd'. Parents can contact the company to arrange for their child to have milk which they can drink at playtime. Forms are available at <https://www.coolmilk.com/>



## MEDICATION



We are happy to support children who need regular prescribed treatment e.g. an inhaler, and ask that you provide appropriate medication to be left in school at all times. We cannot administer prescribed medicines that need to be taken three times a day as they can be taken at home. If your child has been prescribed medicine to be taken four times a day we have a 'medicine form' that you will be required to sign.

If your child becomes ill at school, we will call a parent or carer. **It is important that information regarding emergency contacts is kept up to date.** Parents of children who have head injuries will be informed so they are aware of potential repercussions.

# ATTENDANCE

It is important that we know that your child is safe if s/he does not arrive at school in time for registration. Therefore, please phone the school before 8.50am if your child is unable to attend school.

Children are expected to attend school every day. The school operates a first day absence policy and will contact parents if their child is absent and a reason has not been given.

Children should be present in their classroom at the beginning of each session. The register is taken at 8.50 am and 1.00 pm. The register is closed at 8.55 am and 1.05 pm. If a child enters school once the register has started, they will have a late mark entered in the register. If they arrive after 8.55 am, the child will be recorded as absent (for that session). If a child is persistently late, or absent, we will initially contact parents to express our concerns. We may then employ further meetings and sanctions, which may end with parents receiving a Fixed Penalty Notice

Parents must not book holidays during term time as periods of absence significantly affect educational progress. In exceptional circumstances, leave of absence may be granted. Parents are required to complete a Leave of Absence Request Form, a minimum of two weeks in advance, obtainable from the school, requesting the period of absence. Requests for holidays, except those considered to be exceptional circumstances, will be recorded as unauthorised. If your child's attendance falls below 90% we will write to parents to express our concerns.

The Department for Education (DFE) require schools to record all authorised and unauthorised pupil absences and publish this information annually.

## SCHOOL TERM DATES

| Term             | Open morning of:        | Close at the end of afternoon session of: |
|------------------|-------------------------|---|
| Autumn Term 2023 | Monday 4 September 2023 | Friday 20 October 2023                    |
|                  | Monday 30 October 2023  | Thursday 21 December 2023                 |
| Spring Term 2024 | Tuesday 9 January 2024  | Friday 16 February 2024                   |
|                  | Monday 26 February 2024 | Thursday 28 March 2024                    |
| Summer Term 2024 | Tuesday 16 April 2024   | Friday 24 May 2024                        |
|                  | Monday 3 June 2024      | Friday 19 July 2024                       |

Training days agreed to date: (on these days children do not come to school but staff do)

Friday 1 September 2023  
 Friday 22 December 2023  
 Monday 8 January 2024  
 Monday 15 April 2024  
 Monday 22 July 2024

**Good Friday**  
**Easter Monday**  
**May Day Bank Holiday**

**Friday 29 March 2024**  
**Monday 1 April 2024**  
**Monday 6 May 2024**



# AIMS OF THE SCHOOL

“Proud of our school”



Long Meadow School promotes high achievement and learning for life by working with children to:

- develop thinking skills – knowing how to learn
- become highly motivated lifelong learners
- meet the challenges of the modern world
- have high self-esteem – belief in themselves and respect for others and the environment
- be able to work independently and collaboratively
- achieve high standards in all areas of the curriculum
- seek to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality in:

- a positive ethos of support, challenge and encouragement
- a relevant, forward thinking, broad and balanced curriculum
- a stimulating, interactive, learning environment
- innovative teaching and an investigative approach to learning
- a variety of exciting learning resources
- an enriching programme of extra-curricular activities and visits
- learning partnerships between school, home and the community



# CURRICULUM

Our curriculum is carefully sequenced to engage, motivate and challenge everyone. It is designed to cover the requirements of the National Curriculum but also takes into account anything that is relevant to our local area and our community as well as the interests of our children. Our skills and knowledge focused curriculum is planned in order for children to be fully engaged in specific learning, i.e. they will become good geographers rather than just 'doing' geography. The children record their learning for each subject in subject specific books rather than 'topic books' which allows them to see the journey of their learning and build upon previous knowledge and skills.

We design, plan and deliver a 'Head, Heart and Hands' curriculum for the children of today, our school and MK.

- *Head*- focus on high quality academic standards.
- *Heart*- developing our children's characters
- *Hand*-doing, making- a skills-based focus

We use the concept of – "NEVER STOP understanding". These NEVER STOPS are continually explored expanded and developed through the child's time at LMS

## Early Years

The curriculum for our Early Years classes is based on the Government's Early Years Foundation Stage Curriculum Guidance. It is sub-divided into areas of learning:

Prime areas of learning:

- Physical Development
- Personal, Social and Emotional Development
- Communication and Language

Specific areas of learning:

- Literacy
- Mathematics
- Expressive Art and Design
- Understanding the World



The areas of learning will be linked to short topics.

Shortly after the children have settled into school, the EYs Team will assess the children to find out about their knowledge and abilities, so that each child's learning needs can be met. This assessment takes place through normal, everyday class activities and the children are unaware of the process. Parents and teachers will have an opportunity to discuss the assessment and other areas of their child's development at the Autumn Parent Consultation Meeting. We also complete the Early Years baseline with all children. The purpose of this is to record the starting point for each child at the beginning of their reception year. The reception baseline assessment is intended to be used as the starting point for further assessments and will measure progress from the beginning of reception right up until the end of primary school.

## **Year 1 – Year 6**

The children in these years will study units of work in the following subjects in the National Curriculum:

Core subjects:

- English
- Maths
- Science
- Computing



Foundation subjects:

- Design Technology
- History
- Geography
- Music
- PE
- Art



RE (Religious Education), PSHE (Personal, Social and Health Education) and French will also be taught across the school.

## **Sex and Relationship Education**

The three main elements of Sex and Relationship Education are:

- attitudes and values
- personal and social skills
- knowledge and understanding

At Long Meadow School we believe that effective sex and relationship education is best achieved through a whole-school approach that ensures the school's policy is appropriately set for age and maturity of the pupils. This includes:

- involving the parent and carers
- giving staff appropriate training and support
- ensuring that pupils' views are listened to

Parents can withdraw their child from all or part of sex and relationships education except those elements taught as part of the Science National Curriculum.

## **Religious Education**

We believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge of the principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, and to develop an understanding of the different members of our rich and diverse community in Long Meadow School and Milton Keynes. RE plays an important role in promoting social awareness and understanding in our children. We encourage our pupils to ask questions



about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens. Our Hands, Head, Heart curriculum is designed to encourage children's skills and knowledge as well as having a 'Heart' thread running through the children's learning. In Long Meadow School the following Heart strands have been chosen to run through RE lessons: curiosity, kindness, imagination, reasoning, sense of belonging, empathy, respect, tolerance.

At Long Meadow School we adopt the Milton Keynes Locally Agreed RE Syllabus. Their intention is the following:

"There is much evidence that the school curriculum is enhanced, and pupil achievement is raised, through developing the rigorous study of religion and philosophy. The value of religious education (RE) needs to be enhanced, as a knowledge-rich approach to the study of religion and philosophy can improve outcomes for pupils, especially disadvantaged pupils... This highlights the importance of RE and inspire all schools in Milton Keynes to use the syllabus to create thoughtful and intelligent RE. Coherent sequencing of lessons ensures that all pupils can receive quality RE which prepares them for the world of work and equips them with deep critical thinking skills."

The aim of religious education is to contribute to the development of children as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind. This is achieved through stories, pictures, songs, drama and first-hand experience of artefacts, local visits and visiting speakers.

### **Assemblies / Act of Worship**

We have a number of different approaches to assemblies. These will depend on factors such as the background of our pupils, and the faiths represented in our school community. Collective worship is a daily act of celebration that is broadly of a Christian character but also includes stories and themes from other faiths. Speakers from the Christian faith and other faiths are sometimes invited to lead the act of worship. Parents who wish to withdraw their child from the daily act of worship or religious education should contact the Head Teacher so that alternative arrangements can be made.

In general, our assemblies have moved on from the 'hymns and prayers' formula that many of us encountered at school.

Examples may include:

- LMS Legends celebration assembly
- Termly Achievement assemblies
- Singing assemblies
- Assemblies around issues affecting the school
- Visitors from other faiths and organisations
- Performances for the children



## **Personal and Social Education (Includes Citizenship, Health, Drug & Sex & Relationships Education)**

*Personal, social and emotional development* Our intention is that when children leave Long Meadow, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives. Circle time is often used to discuss sensitive issues and personal feelings. Links are made with science topics when appropriate to discuss how our bodies work and how we look after ourselves.

Drug and sex education are part of the Key Stage 2 curriculum. Policies on these areas are available on request and parents are encouraged to attend information evenings to view the materials used for these sessions.

## **Communication, Language and Literacy**

### *English*

Each class has a daily English lesson and this is carefully planned and sequenced to teach the requirements of the National Curriculum. During the unit, there are opportunities to study the different purposes for writing by 'reading as a writer': identifying the features and establishing what makes it successful. Then the children have opportunities to explore the purpose for writing through sentence level activities and shared writing. Finally, the children write their own text independently and have the opportunity to edit and publish their final piece. Many of our topics and themes have a book linked to them which we use to provide a context in which to develop the skills associated with learning to read, speak and write. In addition, the Speaking and Listening section of the English Curriculum which includes drama is given high priority. We aim to encourage critical thinking and self-expression through the development of communication skills.



Learning to read is a pleasure to be enjoyed and an essential skill to ensure further success. In Key Stage One, children are taught to read using Read Write Inc. as well as being exposed to 'real' books. In Key Stage Two, children continue to read daily and explore a wide range of texts which have been carefully chosen and sequenced. Each year group also follows the 'Long Meadow Reading for Pleasure spine' to ensure that all children have access to a wide range of high-quality texts. Class libraries and the central children's library are used daily and a librarian supports the computerised system to ensure readers of all ages can find suitable texts.

Correct letter formation is taught from an early stage. This enables the children to develop a clear, well-formed and fluent handwriting style as well as develop more accurate spelling.

**Modern foreign languages** At Long Meadow, our MFL curriculum allows for children to be taught in a stimulating and enjoyable way, enabling them to show curiosity when developing their skills during lesson time. Our MFL curriculum is designed to progressively build upon and extend the children's French knowledge as they progress on their learning journey through the school, enabling them to acquire a growing bank of vocabulary and understanding to prepare them for KS3 and beyond. The skills, knowledge and understanding of other languages contribute to the development of children's cultural understanding of the world. At Long Meadow school, we feel it is important that children are exposed to other languages and cultures from a young age. We believe that a focus on a different language each month (spoken by children in our school) allows for the understanding of cultural differences and communication as well as celebrating the different backgrounds we have in our school. In conjunction with the aims of the national curriculum, our MFL teaching offers opportunities for children to:

- Understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Our curriculum is structured to build upon their vocabulary progressively, as well as giving opportunity to revise familiar terminology. The programme of study, skills progression and never stops are identified in our Hands, Head and Heart document. We ensure our never stops through understanding, fluency and culture.

## **Problem Solving, Reasoning & Maths**

**Maths** By the time children leave LMS, we aim for children to be confident, curious and resilient mathematicians. For children to have an enthusiastic and positive view of maths, we aim to make the teaching and learning engaging and enjoyable for all, as well as understanding the purpose of maths in everyday life. They should have a good conceptual understanding of the key concepts and be fluent in the fundamentals, having the ability to make connections and links from previous learning. Children should confidently use mathematical language when reasoning, and apply their knowledge and skills to problem solving, both in maths and other curriculum areas. Mathematics contributes to many subjects within the primary curriculum and opportunities will be sought to draw mathematical experiences out of a wide range of activities and subject areas through a creative curriculum. This will allow children to use and apply mathematics in real contexts. Maths Days happen throughout the year, in which children are able to use and apply their maths skills to a themed problem.

## **Knowledge and understanding of the world**

**Science** We encourage children to be inquisitive throughout their time at Long Meadow and beyond. In a rapidly evolving world, we believe that developing children's thinking and

scientific practice excites their curiosity about phenomena and events in our universe. Our science curriculum promotes an appreciation of man's achievements and respect for the natural environment. Throughout the programme of study, children acquire key knowledge through practical experiences and learn to explain scientific processes and concepts confidently. Children are encouraged to ask questions and we believe that scientific investigation is about developing and evaluating explanations through experimental evidence and modelling. Children learn to discuss scientific issues that may affect their own lives, the direction of society and the future of the world.

In conjunction with the aims of the National Curriculum, our science teaching offers opportunities for children to:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Computing is taught both in the classroom and in our well-resourced ICT suite. Computing is becoming an increasingly important subject for children to understand as society continues to become more technologically orientated. At Long Meadow School, we believe in the importance of children developing a fundamental understanding in key computing skills to ultimately enable them to become digitally literate. At Long Meadow, computing includes the use of digital technology for the generation, organisation, transmission, retrieval, storage and communication of information. We ensure that our pupils develop mature and responsible attitudes towards technology and that their involvement with the wider community via the Internet, e-mail opportunities and social media shows a genuine respect for others. We also encourage all pupils to develop a positive attitude towards computing and help them to develop confidence and enjoyment in using the new technologies to raise standards of achievement. We encourage children to develop their curiosity for computing. They are invited to pose questions and to investigate the answers. It is also increasingly important that children understand the risks associated with technology and we ensure that E-Safety is embedded through our curriculum.

## Humanities

History is studied through a range of topics relating to different periods in British History and the study of Ancient Civilisations. History is linked to the local area and each child's own experiences as much as possible. The children are encouraged to investigate the similarities and differences between different periods of time. Where possible, children are given first hand experiences to enrich their learning and understanding by:

- using historical artefacts, looking at photographs
- visiting historical sites
- visiting museums containing historical artefacts
- participating in 'living history' days and role play activities.



Visits to Milton Keynes Museum and local historical houses such as Holdenby House are invaluable as they enhance the children's learning and help bring history to life.



**Geography** We strive to provide our pupils with geographic curiosity and instil an interest within them to explore their wider world, gain greater understanding of the Earth's processes and develop responsibility towards their environment. We believe geography is fundamental in provoking and providing answers to questions about the human and natural world. Through cross

curricular links and learning experiences, children take pride in their geographical learning and express their creativity in classroom and whole school displays. They will develop a deeper understanding of the wider world and the role that they play themselves. They gain a strong foundation in their knowledge and skills so as to be able to apply these to the broader curriculum; not only strengthening transferrable skills that will benefit them throughout their education and subsequent careers but further support their spiritual, moral, social and cultural development. As a subject, geography is inherently investigative. We value this at Long Meadow School, allowing our children to explore the world around them in order to inspire and encourage them to take ownership of their actions and make changes based on fact and experience. Geography enables our pupils to appreciate diversity of other cultures, people, landscapes and become tolerant, inclusive members of any community they may encounter in their lives. We tailor our learning to provide our pupils with a foundation to build on in the future; one built from curiosity and a fascination of the world and its processes, no matter how large or small.



## **Creative development**

**Design and Technology** Being inquisitive is positively encouraged and 'How does that work?' or 'How could I do/make that?' are questions key to our understanding in DT. Our DT curriculum provides an inspiring, rigorous and practical experience for all children. Throughout the programme of study, children acquire technical knowledge through creative and practical experiences and learn to design, make and evaluate confidently. Techniques and knowledge, from a range of relevant contexts, will be modelled and products studied/experienced/researched to give children the basis from which they can develop their own ideas. Our curriculum is structured and sequenced to enable the children's knowledge and skills to progress, and also be revisited throughout their time at the school. The programme of study, skills progression and never stops are clearly identified within our Hands, Head, Heart curriculum document. This is ensured by:

- giving pupils regular, high quality, practical hands-on experiences across the DT curriculum
- breaking down the skills and techniques required for each project in each phase and year group
- ensuring that pupils carry out projects in construction, textiles and food technology throughout their Long Meadow School experience

Food production and use are also an important part of our curriculum and the children have the opportunity to cook and bake regularly in our Food Technology Room. Through this we enable them to develop the knowledge and skills associated with food and cooking to support healthy lifestyles.

**Art and Design** Art and Design remains a firm favourite subject for many of our pupils. We value Art and Design as an important part of our pupil's entitlement to a broad and balanced



curriculum. Art and Design provides pupils with the opportunities to develop and extend skills and to express their own interests, thoughts and ideas. Our Hands, Head and Heart curriculum is designed to encourage pupils to build on and learn new skills and knowledge. Art, craft and design captures human creativity. Providing a high- quality art and design education allows pupils to engage, inspire and be challenged. This gives them the knowledge and skills to explore their own ideas by experimenting, inventing and creating their own artwork. Pupils learn how to draw, paint, sculpt and explore other art, craft and design techniques. During their progress, pupils should be able to think critically and develop a good understanding of art and design. Pupils are also given the opportunity to learn how art and design reflect and shape our history as well as contributing to the culture, creativity and wealth of our nation. We also have a kiln in school and the children have opportunities to work with clay.



**Music** our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. We are committed to developing a curiosity for the subject as well as an understanding of the value and importance of music in the wider community and are able to use their musical skills, knowledge and experiences to involve themselves in music in a variety of different contexts. Our well-structured curriculum enables knowledge and skills to be revisited throughout the school. We ensure progression through our never stops: expression, sequencing, awareness and making connections. Our Hands, Head, Heart curriculum is designed to encourage children's skills and knowledge as well as developing confidence and a love of music. In Long Meadow School the following Heart strands have been chosen to run through music lessons: enthusiasm, curiosity, creativity, self-reflection, perseverance and leadership. Peripatetic music teachers provide brass, woodwind, violin and guitar tuition; there is a charge for instrument hire and for the lessons.



## **Physical development**

**Physical Education** At Long Meadow School, PE and Sport is an important part in the curriculum. We aim to provide a safe, supportive and inclusive environment for children to participate and achieve their best. All children participate in a wide variety of sports, giving them different opportunities and experiences to find the one they like and can excel in. We want children to develop a love of sport, fitness and health allowing them to understand why it is important to them. We aim to develop every child's knowledge, understanding and physical skills giving them the basic needs for a healthy, active lifestyle. Those children that show potential are challenged and are encouraged to progress their skills. PE & Sport is also used as an opportunity to develop values and lifelong skills in the children through things such as leadership, respect, teamwork, communication and discipline to promote them as a positive role model and individual as they grow older. Each year we hold our own 'Sports Day' encouraging all the children to participate in a variety of sporting activities and work together as a team as well as taking part in traditional sports day races. Team building and adventurous activities are also included in the residential visits organised in Years 4, 5 and 6. Swimming is part of the PE curriculum and is currently offered to all pupils in Year 4. Children are taught to master basic water safety skills and develop style and stamina in

swimming techniques. Children who are still unable to swim 25 metres are giving 'Top-up' Swimming lessons in Year 6

The school has successful teams across a range of sports including football, netball, basketball, rounders, tag rugby, hockey and swimming. After school clubs offer a wide range of sporting activities including football, basketball, badminton, tennis, dance and gymnastics.



## **MODESHIFT STARS- SAFER ROUTES TO SCHOOL AND SCHOOL TRAVEL PLANS**

Modeshift STARS is the Centre of Excellence for the **delivery of Effective Travel Plans in Education, Business and Community settings**. The STARS Education scheme recognises schools and other educational establishments that have shown excellence in supporting cycling, walking and other forms of sustainable and active travel. This is a national award scheme encourages schools across the country to join in a major effort to increase levels of sustainable and active travel in order to improve the health and well-being of children and young people. We currently hold the Silver award and were named Local Authority School of the year in 2020-2021.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES AND INCLUSION**

At Long Meadow School we strive to ensure individual pupil's needs are clearly identified and specific strategies, support and resources are put into place to support learning at all levels. Quality first teaching with instant interventions are used to support misconceptions and enhance learning on a daily basis. Teachers provide differentiated learning

opportunities for all the children within our school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to our school's curriculum. This is a curriculum which supports and develops a child to be creative, agile and resilient learner regardless of their individual needs and where the school and staff endeavour to support and develop children's emotional, social and academic needs to the highest standards possible. Learning Support Assistants are deployed effectively in all classes to work with pupils, either in small groups or on a one-to-one basis, depending on needs. If a more specific support programme is required, interventions are planned with the teacher and SENDCO. The progress within this intervention is closely monitored and reviewed in order to ensure pupil's learning is on track. At times, more specialised support programmes are required and Long Meadow work closely with a range of professionals to support a variety of needs. These professionals include Educational Psychologists, Community Paediatricians, Speech therapists, Physiotherapists, Occupational therapists, Sensory Impairment Team, and the Inclusion and Intervention Team (Specialist Teachers – such as behaviour, learning difficulties, attachment and ASD). The school adheres to the SEND Code of Practice. Pupils on the SEND register, those with an Education Health Care Plan or High Needs Funding are supported closely within school to allow them to develop academically, emotionally and socially.

## BEHAVIOUR

**“Teachers have a right to teach and children have a right to learn.”**

Excellent behaviour is a high priority at Long Meadow School. We believe that good behaviour needs to be carefully developed. Children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it.

At LMS our behaviour principles are;

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with our Positive Behaviour Policy
- The Positive behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Our emphasis is constantly on praise. We teach children the behaviours required to be a good learner. Pupils need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the school and recognition that there is a consistent use of praise when their behaviour is appropriate and sanctions when it is inappropriate. At LMS, children are encouraged to take on these responsibilities and also be responsible for their own behaviour when the desired behaviour is not exhibited. Children are encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.



All children are expected to follow our Golden Rules which are:

**Follow Instructions**



Listen to all adults working in the school



**Be Honest**

Tell the truth



**Be Gentle, Kind and Polite**

Keep hands, feet and unkind words to yourself



**Value People's Belongings**

Take care of others' and the school's property

There are times in every classroom when children may disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has CHOSEN not to do so. Behaviours are graded according to their severity and appropriate sanctions are applied. Five levels of unacceptable behaviour and appropriate sanctions have been identified. Further details of these can be found in our Positive behaviour Policy which can be found on the school website.

All behaviour is recorded using our whole school electronic tracking system 'TrackitLights'. Both positive and negative behaviours are recorded through the Interactive Whiteboard. These act as a visual prompt for children but also allow analysis, on many levels, by Senior Leaders to support children, parents and staff alike.

Parents will feel confident that their child is being taught in a safe and happy environment. If there is a problem, please come to school as soon as possible and speak to the class teacher so that we can help. Sometimes, for a variety of reasons, a child finds it difficult to behave in a reasonably acceptable manner. If this happens, there will be strategies and sanctions to encourage the child to develop greater self-esteem and become more willing to conform to acceptable behaviour patterns. Parents will be involved at an early stage so that we can work together to support the child. Any incidents of bullying will be dealt with swiftly.

## **RACE EQUALITY**

We have an active Equalities Policy that operates throughout the school and is incorporated through our teaching and learning. This policy is available for your information via the School Office.

## **SAFEGUARDING CHILDREN POLICY AND DISABILITY EQUALITY SCHEME**

Long Meadow School has a Child Protection Policy and a Disability Equality Scheme which are available to parents on request.



# HOME LEARNING

At Long Meadow we believe that home learning can strengthen the liaison between home and school. We intend that it should build on school learning and add structure to the support parents want to give at home.

For pupils it is an opportunity to use resources not available in school, working alongside adults in a home environment. It further encourages children to take some responsibility for their own learning and practising of skills learned in class.

For parents it extends opportunities to work alongside their children. Home learning can promote discussions about new topics which may be unfamiliar to parents themselves. Activities support areas of the curriculum outlined in regular curriculum newsletters so that parents understand the learning context.

At the start of each half term, children will be given the list of home learning activities they can complete over the half term. Each week, the children can choose one activity to complete. This allows parents and children to choose based on preferences but also based on other family commitments.

The approximate times spent on home learning is expected to be as outlined below.

| Year        | Reading            | Home learning task  | Other activities:<br>Doodle |
|-------------|--------------------|---------------------|-----------------------------|
| Early Years | 10 minutes per day | 20 minutes per week | n/a                         |
| Year 1      | 10 minutes per day | 20 minutes per week | 5 minutes per day           |
| Year 2      | 15 minutes per day | ½ hour per week     | 5 minutes per day           |
| Year 3      | 15 minutes per day | ½ hour per week     | 10 minutes per day          |
| Year 4      | 15 minutes per day | ½ hour per week     | 10 minutes per day          |
| Year 5      | 20 minutes per day | 45 minutes per week | 15 minutes per day          |
| Year 6      | 20 minutes per day | 45 minutes per week | 15 minutes per day          |

Children receive feedback in school when they return home learning. Their learning may be shared with the class and used in a display. Some learning is used as a stimulus for further work to be carried out in school. Other work is used to practise or reinforce school learning in a new situation, or in situations unavailable at school. Effort may be recognised through green points or by being awarded a 'Long Meadow Legend'.

## EXTRA CURRICULAR ACTIVITIES

We offer children a range of extra-curricular activities at lunchtime and after school. Specific details are sent home on a regular basis to ensure a variety of activities and opportunities for as many children to take part as possible. Clubs such as Parkour, Judo and an assortment of outdoor/indoor sports are regular features of our offer. These clubs are run by school staff as well as outside providers. For externally run clubs, there may be a minimal charge.

# AFTER SCHOOL AND BREAKFAST CLUB

Rising Stars operate a Breakfast Club, After School Club and Holiday Club at Long Meadow School. To book a place please visit <https://risingstars.magicbooking.co.uk/Identity/Account/Login> Enquiries can be made by contacting us on 01462 790152.



## PARTNERSHIP WITH PARENTS

It is vital that parents are involved in their child's education. Parents have an extremely important part to play in helping their child at school. We hold Parent Consultation Meetings in the Autumn and Spring terms and parents/carers will receive a written report in the Spring term, as well as a final report card at the end of the summer term, so that we can share your child's progress. Parents may also see the class teacher at other times during the term if they have any concerns or would just like to see how their child is progressing. If you have any queries or worries please do not hesitate to contact your child's teacher, our Learning Mentor, or the Assistant/Deputy Head Teacher. We would rather you talked to us as soon as possible about any concerns you have. If the teacher has any concerns about your child's progress or behaviour, they may request a meeting to discuss how to help your child.



We ask that parents and children read and sign our Home / School Partnership Agreement. One copy is to be kept at home and another returned to school.

There are regular newsletters each week. These will provide information about events that will be happening as well as dates and news. Curriculum newsletters will be sent out each term to inform parents about the curriculum areas the children will be studying, so that they can support their child at home. There will also be regular letters that your child will bring home (often hidden in their reading book bag or clothing!). We also send brief texts and emails to parents to remind them of dates and other events. Please ensure we have your up to date mobile phone number and email address.

## Learning Fairs

Learning Fairs are an opportunity for parents and carers to come into school and share their child's learning from that half term. A range of learning will be shared and this will be done in a variety of ways, including displays, examples of learning and opportunities for discussion. Each Learning Fair will also have a performance element and the children may perform a song, a poem, a dance or something else linked to their learning.

# PARENTS HELPING IN SCHOOL

We welcome parents to help and support the children in school. You may have skills you would like to share with the children (using the computer, reading stories, artistic skills, sewing, cooking, woodwork etc). Please, please come forward! We love having other adults in school and so do the children. In line with our Safeguarding Children Policy, a DBS (Disclosure and Barring Service) check will be completed for all volunteers who work in school with our children, including parents. References will also be sought for all volunteers.



Registered Charity No. 1095870

## Parents / Friends at Long Meadow School (PALs)

The school has a thriving group of parents who form the committee of PALs. All parents are members of PALs and are welcome to attend functions and events organised by the committee. They meet on a regular basis to plan money raising and social events. The Annual General Meeting is held in the Autumn Term. Information is sent to parents in regular newsletters.



# PROCEDURES

## Complaints Procedures

We want all pupils and their families to be happy with the education we offer and the policies and procedures we follow. Most queries or concerns can be dealt with through informal discussions with the Head Teacher. If any concerns cannot be resolved then the school adopts the Local Authority's 'Complaints Procedure for Schools' and a copy of this may be obtained from the school office or website

## Charging policy

The basic principle underlying the charging provision of the Education Act 1996 is that neither pupil nor parent should be required to pay for or supply any material in connection with education provided during school hours e.g. visit to a museum or a theatre group visiting school. Parents may, however, be invited to contribute financially or to provide particular items for children. A pupil will not be debarred from taking part in the activity because his/her parents cannot, or will not, contribute. However, if insufficient voluntary funds are collected it may be necessary to cancel the activity.

Appropriate charges may be made for cookery ingredients and craft materials where parents have indicated in advance that they wish to take their child's finished work home.

Parents will be invited to make a contribution to meet the cost of damages or breakages where this is a result of their child's deliberate action.

## Safeguarding Children

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. We ensure that consistent effective safeguarding procedures are in place to support families, children and staff at school. All concerns are passed through the members of staff who are trained as 'Designated Safeguarding Leads' (DSL) who know who to contact for the best advice and help and are experienced in using the appropriate degree of confidentiality. At LMS we have ensured there is a large team to support you and your children. **Our DSLs are Philip Gray (Head Teacher), Emma Kidd (Deputy Head Teacher), Mrs Kerrie Evans (Assistant Head), Mrs Laura Fawcett (Learning Mentor) and Tracy Sanders (SENDco)**

The school has a Safeguarding Children Policy which is regularly reviewed. Procedures are in place which conform to the Milton Keynes Safeguarding Children Board policy and guidance. We are committed to contacting Children's Services if a child's safety or welfare is in doubt.

## E Safety

We support pupils' use of the internet and seek to underpin their knowledge of safe use and protection. We provide our pupils with an awareness of how to stay safe online both in the school environment and beyond.



# **SCHOOL ADMISSIONS POLICY 2023**

## **STARTING SCHOOL FOR THE FIRST TIME**

Milton Keynes Council is the admissions authority for all community and voluntary controlled schools.

You should read this information carefully.

### **Applying for a school place**

You must apply online by the closing date midnight 15 January 2024. If you do not apply by the deadline your child will not be considered until after all those who applied on time. This may adversely affect the chance of your child being offered a place.

Paper application forms are available in exceptional circumstances; please contact our school office. If you apply on the paper application please bring it into school so we can send it to the council. You will know it has been safely received.

For information, the oversubscription criteria which apply to this school are shown below.

Places are allocated at this school in line with Milton Keynes Council's admissions criteria shown below subject to parents completing and returning an application form and taking into account the class size limits for pupils aged 5, 6 or 7 at Key Stage 1.

Children who have a Statement of Special Education Needs or an EHC Plan will be given priority for admission as per the guidance published by Milton Keynes Council.

Where there is oversubscription the following criteria will be used to allocate places.

1. Children who are in care.
2. Children who live in the defined area and have a sibling on roll at the time of admission. Proof of residence may be required.
3. Children who live in the defined area served by the school. Proof of residence may be required.
4. Children who live outside the defined area and have a sibling on roll at the time of admission.
5. Children who live outside the defined area of the school.

In the event of oversubscription places will be allocated in distance order using the distance between the child's normal home address and the school's main entrance, using the shortest appropriate route.

## Allocation of places

The council will write to you after 16 April 2024 to confirm which school your child has been allocated for September 2024.

If it has not been possible to allocate a place at this school you will be advised on how you can appeal against that decision.

## Changes in your circumstances

Please make sure that the information you provide on your application form is correct. If you move address this will probably affect your application. You must let the Pupil Support Section know as soon as possible so they can reconsider your application.

If your move means you are no longer in the defined area then you may want to change your preference.

You will need to write to the Pupil Support Section giving your new address and attaching a copy of your council tax bill as proof and confirming which school/s (to a maximum of three) you would like your child considered for.

Pupil Support contact details: Saxon Court  
502 Avebury Boulevard  
Central Milton Keynes  
MK9 3HS

Primary Admissions: Telephone: (01908) 253338  
Email: [primaryadmissions@milton-keynes.gov.uk](mailto:primaryadmissions@milton-keynes.gov.uk)

Finally, we hope this will be a long and successful  
partnership with the school and your family



# WELCOME TO LONG MEADOW SCHOOL!





# ASSESSMENT RESULTS

## 2019

Following two years of severely disrupted education for all children in our school due to COVID19, Assessment results are not available for 2020 and 2021.

| EARLY YEARS FOUNDATION STAGE                         |             |          |    |
|--|-------------|----------|----|
| % of pupils who achieved a Good Level of Development | Long Meadow | National | MK |
|  | 82%         | 72%      |    |

| YEAR 1 PHONICS TEST                            |             |          |    |
|--|-------------|----------|----|
| % of pupils who achieved the expected standard | Long Meadow | National | MK |
|  | 75%         | 83%      |    |

| KEY STAGE 1 |   |             |          |    |
|-------------|---|-------------|----------|----|
|             |   | Long Meadow | National | MK |
| READING     | Working at or at greater depth within the expected standard | 74%         | 76%      |    |
|             | Working at greater depth within the expected standard       | 27%         | 26%      |    |
| WRITING     | Working at or at greater depth within the expected standard | 73%         | 70%      |    |
|             | Working at greater depth within the expected standard       | 20%         | 16%      |    |
| MATHS       | Working at or at greater depth within the expected standard | 83%         | 76%      |    |
|             | Working at greater depth within the expected standard       | 27%         | 22%      |    |



| KEY STAGE 2                               |   |             |          |    |
|---|---|-------------|----------|----|
|   |   | Long Meadow | National | MK |
| READING                                   | % of pupils who achieved the expected standard                                  | 70%         | 73%      |    |
|   | % of pupils who achieved a high standard  | 20%         | 27%      |    |
|   | Average progress compared to pupils with similar starting points                | -0.44       | 0        |    |
|   | Average scaled score  | 104.89      | 104.4    |    |
| WRITING (Teacher Assessment)              | % of pupils who achieved the expected standard                                  | 78%         | 78%      |    |
|   | % of pupils who achieved a high standard  | 20%         | 20%      |    |
|   | Average progress compared to pupils with similar starting points                | -0.45       | 0        |    |
|   | Average Scaled Score  |             |          |    |
| MATHS                                     | % of pupils who achieved the expected standard                                  | 83%         | 79%      |    |
|   | % of pupils who achieved a high standard  | 30%         | 27%      |    |
|   | Average progress compared to pupils with similar starting points                | 0.54        | 0        |    |
|   | Average scaled score  | 107         | 105      |    |
| ENGLISH GRAMMAR, PUNCTUATION AND SPELLING | % of pupils who achieved the expected standard                                  | 83%         | 78%      |    |
|   | % of pupils who achieved a high standard  | 47%         | 34%      |    |
|   | Average scaled score  | 108.7       | 106.3    |    |
| READING, WRITING AND MATHS COMBINED       | % of pupils who achieved the expected standard                                  | 64%         | 65%      |    |
|   | % of pupils who achieved a high standard  | 14%         | 11%      |    |
|   | % of pupils achieving expected standard in reading, writing and maths 2017-2019 | 74.35%      | 63.49%   |    |
|   | % of pupils achieving higher standard in reading, writing and maths 2017-2019   | 14.66%      | 9.72%    |    |