



LEIGH ON MENDIP FIRST SCHOOL

PROSPECTUS 2018-2019



Working together to achieve our best





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Leigh on Mendip First School

Leigh on Mendip

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Dear Parents/Carers,

On behalf of the staff and governors of Leigh on Mendip First School we would like to welcome you and your child to our school.

We recognise and value the uniqueness of every child, helping all to achieve their best within a happy, secure and creative environment. We aim to teach children to learn skills, knowledge and develop concepts which will enable them to grow into positive, responsible people who can work and co-operate with others and are better equipped for life in today's rapidly changing society.

This is a happy, family school in which we encourage all members of the school to have a caring and considerate attitude towards one another; this strong community spirit is fostered by everyone involved in the school. The school enjoys an excellent reputation for providing a broad and balanced, challenging and creative environment, made possible by our highly committed team of teachers, governors and support staff.

We have received 'Outstanding' Ofsted reports, receiving an 'Outstanding' grade in every category, in both our previous inspections.

We believe in developing a strong partnership with parents and we will encourage your help and involvement in the life of the school. We operate an open door policy and if there is ever any aspect of your child's education that you wish to discuss please come and talk to us - we will always make time to see you.

This booklet is designed to give you a range of information about our school, which we hope you will find useful. For any further information please refer to our website:

www.leighonmendipschool.info or telephone/email Sarah Claxton, our school administrator.

We are confident that your child's time at Leigh on Mendip First School will be happy and rewarding, and prepare them for their next step in their education.

Yours sincerely,

Louisa Phillips

Mrs Louisa Phillips
Head of School

Dan Turull

Mr Dan Turull
Exec Head



Leigh on Mendip First School Prospectus

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AIMS OF THE SCHOOL

Staff and governors aim to provide a safe, happy, caring, pleasant and well-ordered environment in which children are encouraged to share the responsibility for their learning. We value every child as an individual as well as an important member of the school. We aim to provide each child with the basic skills he/she needs for work and life.

We believe that every child matters and has the right to:

Keep healthy

Keep safe

Enjoy and achieve

Make a positive contribution

Progress in learning to help them achieve economic well-being in the future.

We aim to achieve this by:

- Being a vibrant and happy, stimulating and safe school
- Giving each child the opportunity to develop independence, self-confidence, self-discipline and self-esteem
- Helping to fulfil each pupil's individual potential
- Promoting empathy
- Planning and delivering a broad, balanced curriculum which meets the needs of the individual within the developing requirements of our school and society
- Providing equal opportunities for all children
- Promoting positive links between home and school
- Organising a range of opportunities where all children can succeed and achieve in creative, environmental, academic, musical and sporting activities

CHILDREN LEARN AS THEY LIVE

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy.

If children live with shame, they learn to feel guilty.

If children live with encouragement, they learn confidence.

If children live with tolerance, they learn to be patient.

If children live with praise, they learn to appreciate.

If children live with acceptance, they learn to love.

If children live with approval, they learn to like themselves.

If children live with honesty, they learn truthfulness.

If children live with security, they learn to have faith in themselves and others.

If children live with friendliness, they learn the world is a nice place in which to live.

Written by Dorothy Law Nolte



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THE GOVERNING BODY

The composition of the Governing Body in accordance with statutory requirements ensures representation from all sections of the community. A Chair of Governors is elected by all the Governors from their membership.

Chairman

Mr T Schlechter

Director Appointed Governor

Mrs L Phillips

Headteacher

Mrs E Patton

Staff Governor

Ms Matilda Bathurst

Director Appointed Governor

Mrs P Branco Layland

Community Governor

Miss S Tincombe

Director Appointed Governor

Mrs Z Ponari

Parent Governor

Mrs R Taylor

Parent Governor

Clerk

Ms S Claxton



THE STAFF

TEACHING STAFF

Head of School and Eagle Class Teacher Mrs L Phillips

Head's Relief and Eagle Class Teacher Mrs G Smith

Owl Class Teacher Mrs P Brown

Sports Coach Mr I Groves

NON TEACHING STAFF

School Administrator Ms S Claxton

Clerical Assistant Mrs A Fukuyama

Teaching Assistants Mrs H Gilson

Mrs E Patton

Miss H Stinchcombe

Lunchtime Supervisor Mrs F Brook

Lunchtime Supervisor Mrs A Fukuyama

Lunchtime Supervisor Mrs S Phelps

Caretaker/Cleaner Mrs F Brook

Maintenance Mr R Bielby



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TIMES OF SCHOOL SESSIONS

	<u>Owl Class</u>	<u>Eagle Class</u>
AM Session	9.00 - 12.00	9.00 - 12.00
Break	10.30 - 10.45	10.30 - 10.45
PM Session	1.00 - 3.15	1.00 - 3.15
Break	2.15 - 2.30	

Children arrive from 8.45am for morning sessions, which begin promptly at 9.00am. School finishes at 3.15pm, although there are after school clubs on many days.

ACCOMMODATION

Leigh on Mendip School is situated at one end of Leigh on Mendip village. The main building, including the hall, is Victorian with adjacent modern extensions housing our Eagle Class classroom, together with the Lion (Leigh-on) room, plus offices, toilet facilities and a staffroom.

Our linked pre-school is sited across the playground and our Elliott classroom for Owl Class is sited on the school field.

The buildings have undergone many improvements in recent years. Our grounds are a feature of the school and comprise an upper and lower playground and two fields. The first field boasts an adventure play trail and the second field extends to give plenty of space for our children's garden and our pond with a willow tunnel.

In addition, we are able to walk to our Forest School site at Halecombe Quarry. We also make use of the Memorial Hall and St Giles' Church which are nearby.

SAFEGUARDING STATEMENT

At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time as pupils at this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

Designated Safeguarding Lead is Mr D Turull
Deputy Designated Safeguarding Lead is Mrs P Brown

ORGANISATION

Pre-school children (2.5-4 years) learn through play in the Owl Babies Pre-School setting.

The school is organised into two classes:

Reception and Year 1 children (4-6 years) are taught in Owl Class.

Years 2, 3 and 4 children (6-9 years) are taught in Eagle Class.

Because of mixed age classes there are always two or more adults (i.e. experienced teachers and teaching assistants) in each class.





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TEACHING AND LEARNING

Children in their **Reception Year** will follow the Early Years Foundation Stage (EYFS), the regulatory and quality framework for the provision of learning, development and care for children between birth and the academic year in which they turn five. Throughout the EYFS, stress is placed upon understanding each child and their family as unique, with different needs and concerns. Children's progress is mapped within six overlapping phases and takes place in a sympathetic environment which enables children to feel safe and supported whilst extending their learning and development. Emphasis is placed on learning through exploration, activity and play.



Links are made between the EYFS and Key Stage 1 (KS1) National Curriculum in England to help children move successfully into Year 1 and to meet their early learning goals.

From **Year 1**, children's entitlement to teaching and learning is set out within the National Curriculum which is organised on the basis of four key stages:

Key Stage 1: Ages 5-7 (Years 1-2); Key Stage 2: Ages 7-11 (Years 3-6);

Key Stage 3: Ages 11-14 (Years 7-9) Key Stage 4: Ages 14-16 (Years 10-11).



CURRICULUM AIMS

We believe in teaching the children how to be good learners to equip them for life-long learning. We believe in developing the whole child to cope positively with the responsibilities, opportunities and experiences of adulthood.

We provide equality of opportunity with a broad balanced, appropriate, creative and meaningful curriculum.

We create a caring, safe environment where the children are treated as individuals who learn the importance of a healthy lifestyle.

A range of enrichment opportunities are offered to the children throughout the year to foster a love of learning and to develop a wide range of interests.

We link subjects together whenever possible to make learning more meaningful for the children.



Leigh on Mendip First School Prospectus

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AREAS OF LEARNING

We follow the National Curriculum in England

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of Leigh on Mendip First School's curriculum.

The curriculum at our school is balanced and broadly based and promotes the spiritual, moral, cultural, mental and physical development of pupils.

It prepares pupils for the opportunities, responsibilities and experiences of later life.



English

Language is the key to successful communication and learning and is taught across all areas as well as within daily Literacy lessons. We value spoken language as an essential part of developing reading and writing. Our children are encouraged to have the confidence to speak in a variety of situations and to appreciate the importance of listening to others.

Reading

Children follow a structured approach to reading using graded books in the early stages and have access to a wide choice of fiction and non-fiction books as their reading develops. We teach reading through individual, guided and group reading and stress the importance of good home-school partnership in practising and nurturing children's new-found skills.

Writing

We encourage children early on to see themselves as successful 'writers' and adopt a range of approaches to motivate them with their writing.

We aim to ensure that children become fluent communicators within a variety of written forms, and encourage good spelling, and handwriting, together with a sound understanding of sentence structure to support this.



Computing

Children have the opportunity to use a variety of ICT equipment as an integral part of their work, both in ICT lessons and in other curriculum areas. Children's experience is enhanced by Media Arts film-making workshops and collaborative work with other schools in Frome.

Mathematics

Children build mathematical understanding doing practical tasks and activities with the daily teaching of concepts and strategies. They are taught to plan, undertake investigations and problem solve, and to meet new situations with confidence, whilst learning to select the appropriate tools and strategies.



Science

Science teaching and learning enables children to investigate and understand the world in which they live. It teaches them enjoyment in discovery and a systematic approach to investigation. They are given the opportunity to observe, discover, study, experiment, and analyse their findings.





Leigh on Mendip First School Prospectus

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Music

Music sessions include singing, choral work and composing. Every child is given the experience of listening to music by different composers and participating with others in the school's musical productions.

History

Children investigate the distant and more recent past and consider how people's experience in the past relates to that of the present. They study a variety of evidence and participate in different site visits.



Geography

Children learn about the physical and human impact on the landscape near and far and investigate issues, such as quarrying, to gain an understanding of the world around them.



Languages

Learning a foreign language fosters pupils' curiosity and deepens their understanding of the world. The focus of study is on practical communication and provides a balance of spoken and written language. We use songs and rhymes to explore the patterns and sounds of the language. At Leigh on Mendip First School we teach French to our Key Stage 2 pupils.

Design and Technology

In DT, the children are taught skills of planning, designing, constructing and evaluating. They undertake a range of projects, including planning menus and cooking, in food technology units, making models, creating puppets and building electrical circuits (e.g. to add lights to a vehicle). Children work with different materials and tools and explore construction kits.

Religious Education

The school's policy is non-denominational in character but reflects the importance we place on the Christian ethic and an appreciation of other religions and beliefs. Collective worship takes place daily. (Under the provisions of the 1998 Education Act, all parents have the right to withdraw their child from acts of worship or RE by informing the school in writing.)

Art and Design

Our programme is designed to develop children's understanding, enjoyment and skills through a range of projects and a progression of activities. Children explore media, materials and tools, experiment within different genres and study the art of different artists, movements, periods and cultures.





Leigh on Mendip First School Prospectus

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Personal, Social and Health Education (PSHE)

PSHE education is given high priority from a very early stage through topics such as growth, food and personal hygiene. Aspects of physical and emotional well-being are addressed.

We work in collaboration with outside agencies e.g. community groups, county personnel, charities, the police, Social Services and our local area health team.



Our Nativity Assembly



Field to Food Learning Day at the Royal Bath and West Showground

REPORTING TO PARENTS

Parents receive an annual written report at the end of the Summer Term and parent/teacher consultations take place in the Autumn and Spring Terms.

Parents are most welcome, however, to request an appointment to discuss any queries they may have about their child's progress or welfare at any time of year. Teachers always respond to such requests promptly.

Sport and Physical Education

Our Sports Coach, Mr Groves, and his team teach all children weekly, covering a variety of sporting skills. He also runs a popular After-School Sports Club on Mondays.

We regularly join with other Frome Schools in joint sports festivals and matches.



We also hold a very popular annual sports event, where the children have the opportunity to take part in track and field activities.

The Physical Education curriculum offers the children opportunities to participate in gymnastics, team games, athletics, dance, swimming and outdoor and adventurous activities.

An emphasis is placed upon the acquisition of physical skills and team spirit to ensure appropriate choices to develop and maintain a healthy lifestyle.





Leigh on Mendip First School Prospectus

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FOREST SCHOOL

Forest School is an innovative educational approach to outdoor play and learning in a woodland environment. The philosophy of Forest School is to encourage and inspire children through positive outdoor experiences.

Tarmac, who own the Halecombe Quarry in Leigh on Mendip have given our school an area of woodland to the side of the quarry as a permanent Leigh on Mendip Forest School site, within walking distance of the school.

Whilst in the forest the children have been known to cook around a fire, make pencils from twigs, build dens for themselves or small woodland creatures (or fairies), identify trees, play games and support each other in team challenges!



SPECIAL EDUCATIONAL NEEDS (SEND)

At Leigh on Mendip First School we believe in equality of access to the curriculum for all pupils. If children have special learning requirements i.e. Special Educational Needs and Disability (SEND) at any time during their school career, teachers take great care to ensure that appropriate support is given, to allow them to participate effectively in learning. Mrs Clair Hurley is responsible for supporting, planning and monitoring interventions and IEP reviews. This monitoring is used to ensure systems are effective and impact positively on pupil progress. Following discussions with parents and carers, pupils may be placed on the SEND Register. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for all our pupils, allowing children to fully achieve their potential.

Our Special Educational Needs and Disability policy can be accessed via the school's website. Both Mrs Hurley and Mrs Brown (Owl Class teacher) have NASENCO qualifications.



Scooter Workshop



Fire Safety Talk



Leigh on Mendip First School Prospectus

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EQUAL OPPORTUNITIES

At Leigh on Mendip First School we do not discriminate against anyone on the grounds of gender, race, colour, religion, nationality, ethnic or national origins or disability.

We promote the principles of fairness and justice for all, through the education that we provide in our school.

We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.



Mini Easter Egg Challenge organised by FOLS



Christmas Tree Sale organised by FOLS



Mad March Hair Day organised by FOLS whilst Eagle Class practise their maypole dancing

AFTER SCHOOL CLUBS

There are a variety of after school clubs ranging from sports to crafts.



FRIENDS OF LEIGH SCHOOL (FOLS)

The parents or guardians of children attending the school are automatically members of Friends of Leigh School. Membership is also open to other interested people including grandparents or the parents of past or future pupils. The FOLS committee and members organise fund raising, social, educational and self-help activities for the benefit of all the children in the school. There is an annual AGM at which a committee is elected. Parents' support through FOLS plays a vital role in the life of the school. It helps to develop understanding and links between home and school, as well as being a lot of fun! It is also a great way for new parents to meet other parents.

SECURITY

Since the safety of children is paramount, we ask all visitors to report to reception via the main entrance.

Thank you.



Leigh on Mendip First School Prospectus

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BEHAVIOUR POLICY

At Leigh on Mendip School we emphasise good behaviour and reward effort. We have a number of procedures in place, including verbal praise, stickers, Golden Time and the privilege of taking home special toys for the weekend. We give termly cups for personal achievement and effort and celebrate successes in our weekly 'Celebration and Sharing Assemblies'.

The Behaviour Policy in our school is intended to encourage children in the development of a personal moral code and a thoughtful, respectful and caring attitude towards others.

We encourage children to take responsibility for their actions and to think of the effects those actions may have. We ask everyone to display kindness and courtesy to those around them and to look after books, equipment and their school surroundings.

If a child's behaviour does not meet expectations, then a variety of sanctions may be used, e.g. a quiet word from a teacher or the temporary restricting of a play activity. If we have cause to be concerned about a child's behaviour we will involve the parents at an early stage to ensure that we can work together to improve the unacceptable behaviour. We will always attempt to establish the reasons for actions and behaviour.

We aim, through our policy, to ensure that our approach to behavioural issues is consistent and fair and that staff, parents and children share the same expectations.

Bullying is not tolerated in our school. Should such a situation arise then action will be taken immediately, following guidelines in our Behaviour and Anti-Bullying Policies.



Team building activities

PARENTS IN SCHOOL

Parents are always welcome in school. It will be important to your child that you take an interest in their progress and support them. At the end of the school day, you are welcome to come into the classroom for them to show you their work.

We believe that children's education is greatly enhanced when parents and teachers work together. Our Home-School Agreement underpins our ethos to encourage children to develop both academically and socially.

We send home weekly newsletters and give information about what your children will be studying each term.

There are many different ways in which parents can help in school and consequently become more involved in the life of the school. If you have any time to spare, or have a particular skill, then do please offer to help - it will be greatly valued.

Parent Governors are important members of the Governing Body and all parents are members of our **Friends of Leigh School (FOLS)** group.



SCHOOL CODE OF CONDUCT

Our Code of Conduct, as follows, is displayed around the school and discussed in assembly:

- ☺ We are kind, polite and helpful
- ☺ We try our best at work and play but understand it is alright to make mistakes
- ☺ We learn when to speak and when to listen
- ☺ We look after the school and everything in it



Leigh on Mendip First School Prospectus

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CATs on the PLAYGROUND

CAT stands for 'Come And Talk'. The CATs are Year 4 volunteers who help other children if they are having any kind of difficulty on the playground. For instance if a younger child does not have anyone to play with, then a CAT would find an appropriate person, group or game they could join and help to cheer them up! The work of the CATs is invaluable and they do their job well, enjoying the responsibility that this brings.



BEING THE 'SPECIAL PERSON'

Each child in turn, has the opportunity to be the 'Special Person' for their class. The Special Person has the responsibility of calling, collecting and delivering the class register, with a chosen friend, and other special duties during the day.



What Children Said



"Being a CAT is hard work, but it's worth it because it can help someone be happy."



"Being a Special Person is great - it makes us feel special for the whole day."



"It is good for children to speak and share their opinions."



THE SCHOOL COUNCIL

The School Council has representatives from different year groups who meet and discuss items identified by each class, with a teacher.

The School Council has been responsible for a number of improvements in school, including redecoration, improvements to the grounds and assessing the quality of the school meals and giving feedback.



Leigh on Mendip First School Prospectus

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SCHOOL UNIFORM

A school uniform helps children feel part of the school community.

Ours consists of:

Grey trousers, shorts, skirts or dresses,

White or red polo shirts, white or red shirts or blouses

Red sweatshirt, jumper or cardigan

Jackets, sweatshirts, polo shirts, and cardigans with school logo are available from:

Norton Sports & Camping
17 High Street,
Midsomer Norton,
Tel. 01761 418972

Red or pink and white striped or checked summer dresses are an option when the weather permits.

For PE: a plain T-shirt, plain shorts (not knee length Bermudas), a sun hat, a pair of daps (preferably slip-ons for the very young) or trainers. P.E. kits should be kept on the child's cloakroom peg.

For swimming a costume or trunks (**not** bikinis or Bermuda shorts), towel, and for those with long hair a swimming hat. All P.E. kit and outer clothing should be clearly labelled with your child's name.



JEWELLERY

For safety reasons jewellery is not permitted to be worn in school with the exception of studs or sleepers for pierced ears. Watches are allowed to encourage your child to tell the time.

BOOK BAGS

Book bags are initially donated by FOLS. New book bags can be bought from the school office for a small charge.

MONEY IN SCHOOL

It is often necessary to send money to school - i.e. for swimming, educational visits, activities etc. It helps us considerably if the money is sealed in an envelope clearly marked with the child's name and what it is for.

For your protection and the protection of staff handling money we ask that no loose cash is sent in.

On Mufti days the children dress up and help raise money for charities, such as Red Nose Day and Children In Need. They also dress up on World Book Day.





Leigh on Mendip First School Prospectus

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LUNCHES

Children usually stay at school for lunch and a hot school meal service is available. Meals are ordered from a weekly menu (within a three week rolling menu) and are currently £2.70 for a two course meal. Meals can be ordered for any day of the week as some children prefer a packed lunch on certain days. This should include a cold drink in a sealed container and be packed in a lunch box clearly marked with your child's name.



UNIVERSAL INFANT FREE SCHOOL MEALS

The Children and Families Act 2014 placed a legal duty on all state funded schools in England to offer a free school lunch to all pupils in Years R, 1 and 2 from September 2014.

Ordering arrangements are the same for all pupils who wish to have a hot school meal.

FREE SCHOOL MEALS

Provision can be made for children in Years 3 and 4 who are entitled to free school meals if their parents are in receipt of state benefits. If you think you may be eligible for this then please contact either the school office or the Head of School. The details of children receiving free meals are completely confidential.

The school has National Healthy Schools Status and follows a 'healthy eating' code. Chocolate, sweets and crisps or other food with a high fat content are discouraged. Children are encouraged, however, to bring healthy snacks, such as a piece of fruit, to eat at morning playtime.

SCHOOL MILK

Milk is also provided at morning playtime for children who are signed up for the Cool Milk delivery. It is free for any child up to the age of 5, but can be ordered and paid for by parents for children as they get older.



WATER and FRUIT

Water is available throughout the school day, both in the classrooms and outside in the playground. All children have a fruit break in the morning.

On sunny days we like to eat our school lunches outside.





Leigh on Mendip First School Prospectus

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WHAT OFSTED SAID ABOUT OUR SCHOOL

Pupils make excellent progress from the moment they start the Early Years Foundation Stage.

All aspects of pupils' personal development are outstanding by the time they leave the school. Their ability to work collaboratively has marked effect on the pupils' quality of learning as well as their social skills.

There is excellent provision and outstanding leadership, management and governance result in pupils making outstanding progress and achieving often very high levels in their academic and personal development.

Our school has outstanding teaching, by teachers and teaching assistants alike - all teaching observed during the inspection was outstanding.

An exemplary quality of care and concern is shown for the well-being of each pupil.

There is a strong sense of teamwork and collaboration between staff, staff and pupils, governors and staff and the pupils themselves.

The school's promotion of equal opportunity and its readiness to tackle discrimination are outstanding.

Pupils' enthusiasm for learning was seen in every lesson during the inspection.

There is outstanding capacity for further improvement in the future.

The school has an excellent and very supportive, governing body which constantly challenges the staff to maintain momentum of improvement.

The outstanding provision and leadership and management of the Early Years Foundation Stage help children to progress from the moment they start school. The stage leader has promoted a strong sense of teamwork amongst staff.

The full report can be viewed at <http://www.ofsted.gov.uk/reports/>

ACCURACY

The information in this prospectus was correct at the time of going to publication. Should any changes occur within the lifetime of the prospectus, the Head of School will advise prospective parents of such changes.

