



Langley Primary School

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Langley Primary School Prospectus



School website

<http://www.langleyprimary.com>

Head Teacher: Dr. A. James
Chairman of School Governors: Mrs A Dunnett

Introduction

Welcome to our school prospectus. If this is your first introduction to the school we hope you find it helpful. You are always welcome to come and visit the school if you wish. Alternatively you can watch a photographic tour of the school on the school website.

About Langley Primary

Langley Primary School has fourteen mixed ability classes, two each of the year groups, plus 66 children part-time (mornings and afternoons) in the Nursery. Some of the Nursery children attend for the whole day. The average number of children per class is 30. It is school policy to try and keep Key Stage 1 class sizes in accordance with Government guidelines. The school is organised into Foundation Stage (Nursery and Reception classes), Key Stage 1 (Year 1 and 2) and Key Stage 2 (Year 3-6) Classes.

The school buildings, although 110 years old, are in excellent condition and generously proportioned. We have two halls and fifteen classrooms. We also have several smaller learning rooms and a multi-use library area. We attach great importance to the quality of the learning environment and this is reflected in the condition of our decoration, display and cleanliness of the building. A large amount of the school budget has been dedicated to upgrading the building and making it both more attractive but functional in terms of technology.

The school grounds are also well proportioned with a nursery play area, three playgrounds and a large school field. We also have a large wooded area which are used in lessons.

Prospective parents are very welcome to visit the school. Appointments are not usually necessary although a telephone call would ensure the availability of the Head Teacher.

Vision of the School.

Langley wants to belong to the community and serve the needs of the community.

As a school community we are committed to

- **Work together**
- **To achieve the very best we can**
- **Believing in our ability to succeed**
- **And having opportunities to enjoy learning**
- **And care for each other**

To improve ourselves, our school, our families and our community.

How OfSTED sees us

Our latest OfSTED report can be found on the OfSTED website (www.ofsted.gov.uk) and a copy can be obtained from the school office.

The last inspection graded the school Good overall for the fourth time. This means that if your child attends Langley they will receive teaching that is better than the normal and they should make better than nationally expected progress. The behaviour was also graded Good, with no incidents of poor behaviour seen during the inspection (we do occasionally have poor behaviour but it is not common and very unusual in the classrooms). No bullying was seen or reported by parents or the children in their private interviews with the Inspectors.

How we work with the children.

As a school we believe strongly in teaching children the basic skills that they need to succeed in life in a way that is fun and memorable but makes sure they achieve all they can. We expect every child to work hard and behave but commit ourselves to getting the most out of every child (whatever their needs, race, faith, disability or gender).

Basic Reading, Writing and Maths skills are taught through daily lessons. Phonics using a scheme called Rocket Phonics is used in early Years and Year 1 to make sure the children learn to read quickly. We employ a sports coach to teach PE and this is an important part of our work with the children. Social skills are also actively taught to the children.

During the rest of the day the children take part in projects which allow them to further develop those basic skills and extend their creative skills and abilities. Work takes place in extended blocks and gives the children a chance to follow their interests and passions. ICT is used extensively throughout school and each phase of the school has a full class set of Chromebooks to use for their learning.

We also have a specialist Modern Foreign Languages teacher who teaches Spanish across the school. We teach a wide range of musical instruments in key Stage 2 and provide lessons and instruments free of charge.

In Key Stage 1, an average of 21 hours is spent per week on delivery of the curriculum. In Key Stage 2 the average is 23.5 hours.

School Results

Despite many of our children coming into school at a level below the average child academically last year our KS1 results were in line with the national average and our KS2 results above national average. Our children who are supported by the Disadvantaged Funding (previously Pupil Premium) did well in the KS2 SATs.

Safeguarding

We take the safety of the children extremely seriously. We follow all the national guidelines as regards staff and volunteers having DBSs before working in the school and check all

visitors and supply teachers carefully. We have a thorough Child Protection Policy and procedures which we follow fully.

Sometimes children make disclosures to staff which raise concerns about that child's safety. We will deal with these sensitively and, where possible, confidentially. However, where sufficient concern is raised we will make a referral to Social Care or the school nurse. We will inform parents where we can but the safety of the child always comes first and we ask all parents to understand this.

The key person for Safeguarding in school is the Head Teacher and the key Governor the Chair of Governors. There is a further 3 members of staff trained to Designated Teacher standard (the Senior Pastoral Careworker and two Deputy Head Teachers). The Chair of Governors can be contacted via letter given into the school office. Such letters will not be opened in school, if so marked.

Religious Education and assemblies

The school is non-denominational. School assemblies are a social gathering with a predominantly Christian religious element but incorporating stories and references from other religions.

The content is usually either of a moral theme, so giving children a set of values by which to live their life, or based on an awareness of themselves and the world in which they live. Whenever possible the children are actively involved.

Since we have children from a number of different cultural and religious backgrounds we make every effort to ensure the content of our assemblies does not in any way undermine the teachings of their own religions.

Religious Education is taught in accordance with Sandwell's Agreed Syllabus for R.E.

Although we would advise against it, parents may exercise their right to withdraw their children from Religious Education and Worship. If parents wish to exercise this right, alternative arrangements will be made for these children in school.

Where families wish children to fast as part of their religious beliefs we ask that parents and carers write a letter addressed to the Head Teacher giving consent to this.

Relationships Education

Relationships Education is an integral part of our Health Education Programme for Year 5 and 6 pupils. The programme includes sessions on the physical and emotional changes that take place during adolescence. This is initially delivered to Year 5 children, then reinforced in Year 6 and further extended with the children being given an awareness of human fertilisation. Due emphasis is given to importance of the family and personal relationships. The materials used include videos of animated drawings, wall charts and diagrams.

The parts of the programme covering menstruation and fertilisation are delivered by the School Nurse, who is a trained deliverer of health education talks to adolescent children.

Parents will be notified when the such relationships education sessions are taking place and will be given the opportunity to preview the materials being used and discuss with us any concerns they may have.

Although we would advise against it, children may be withdrawn from these lessons at the parent's request.

Special Educational Needs

As a school we meet the needs of a very wide range of pupils - including children with needs ranging from Autism to Down's Syndrome, from Cerebral Palsy to communication needs. We are lucky to have experienced staff who are skilled at supporting pupils with extra needs. It is our policy to include all children in the life of their class as much as is possible. We have a full time Senior Pastoral Careworker and our own part time counsellor who support pupils with emotional and social needs and staff who are trained to support pupils with speech or communication needs. We have strong links with the Local Authority's Inclusion Team.

Music Tuition

In addition to the normal curriculum the school offers instrumental tuition for cello, clarinet, brass instruments and violin. This tuition is carried out by visiting specialist teachers. All Year 3 pupils will learn to play the ukulele for the year. This extensive free musical teaching reflects our belief in a rounded education for pupils.

Sport and extra-curricular activities

We consider these to be another very important aspect of the school curriculum, the aim being to give children a wide variety of opportunities to participate in sporting and other activities. The range and number of activities will vary each half-term. The activities offered during the course of a school year are likely to include: football, cross country and athletics, computer, martial arts, art, dance, cooking, drama, choir, gardening club, and multi-skills .

Our school field is a valuable asset for sporting activities. We hold our annual sports day on our field in the summer term, weather-permitting.

Children in Years 4 will have swimming lessons during the school year- it's our aim that every pupil leaves Langley Primary with the national swimming standard certificate for 25m.

In respect of the formal curriculum, at least 2 hours is allocated to the teaching of Physical Education each week, with about half of this time being given to the teaching of games and game skills. In respect of extra-curricular sport, the amount of time allocated to each sport would vary but would normally be between twelve and eighteen hours per year. Every child has at least half their PE lessons delivered by an experienced PE coach- this enables the school to offer a wider range of sporting activities. Dance and Gymnastics feature in the Autumn Term: net and wall games in the Spring and Summer terms

Educational visits

Langley has a policy of offering children the opportunity to take part in a range of off-site educational activities and visits. These may take the form of day visit. They are a normal

part of each child's learning and all children are expected to take part. We also offer residential visits which involve overnight stays or a week away - these are optional.

Discipline and behaviour

Good discipline and behaviour are an essential part of effective teaching and learning. We believe that children behave in the way they do for a reason and are not just acting out from being "naughty". We will take time to work with children who have behaved in a way we wouldn't expect to help them understand what has happened, why it happened and how to avoid it happening again. As a school we are attachment and trauma aware.

Our school "Expectations" are a set of positively framed rules which are there to ensure that children can study successfully and enjoyably, in an environment in which they feel secure. They are closely related to courtesy and good manners to which we attach great importance. They are also largely a matter of common sense and most children comply with them quite naturally. They are set out clearly in a form that the children can easily understand. Rewards for good behaviour and the consequences for poor behaviour are made clear so that the children can understand the boundaries that they come to school within.

A copy of the Behaviour Policy is available on request.

Racial equality statement

We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and the Race Relations Amendment Act Of 2002. We challenge stereotyping and prejudice whenever it occurs. We celebrate the cultural diversity of our community and show respect for all ethnic groups. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

Looking after the children

Class teachers are responsible for the general welfare of children in their classes, although the senior leadership team, the Deputy Heads or Head Teacher may become involved in specific instances. If any parents have concerns about their child's welfare please do not hesitate to come in to school to discuss them. It would be appreciated if you could please first speak to your child's class teacher in the first instance about any concerns. We also have a Senior Pastoral Careworker Miss Savage, who works mainly with children and their families and is available to offer advice and support.

School lunches

Children may stay for a school meal or bring sandwiches. We have a very high uptake of school dinners and this is a reflection of the quality of the food provided. From September 2014 all KS1 pupils have been entitled to a free school meal regardless of their parental income. We are expecting almost all the families to take this up. At lunch times children are under the supervision of the midday supervisors. Those children who stay do so on the understanding that their behaviour is acceptable.

Sandwiches should be brought in a container clearly marked with the child's name and class. Drinks should be provided in a carton or plastic bottle. We do not allow fizzy drinks or

sweets in lunchboxes. Our school has achieved National Healthy School Status, so we are promoting healthy eating.

School lunches are provided by The Catering Service and their aim is to provide our children with a healthy balanced meal. All vegetables and meals are freshly prepared on a daily basis. The meals are of a high quality and many staff also eat them. A salad bar and fresh home baked bread is always available in addition to the main meal.

School uniform

Children are encouraged to wear the school uniform and to take a pride in their appearance. We feel that this helps them identify with the school and sets a standard for their dress.

We would hope that parents will be able to support us in pursuing this policy by sending their children in uniform.

The correct clothing for Physical Education lessons is also extremely important, both in respect of safety and hygiene. We would ask you to make every effort to provide your child with the correct PE kit as shown on our uniform list.

In the interest of safety and security the wearing of earrings (other than sleepers or studs) and other jewellery is discouraged. This is especially important when taking part in physical education or swimming. If a child is unable to remove his/her earrings, he/she will be asked to cover them with plaster for safety reasons.

Parental involvement

At Langley we see parents as playing a very important part in their child's education and the school in general. We positively welcome parental involvement in school.

We have parents helping on a regular basis in many classes. Many are taking their NVQ qualifications in Child Care while they volunteer their time to help in classes. All such volunteers are fully vetted and must have DBSs.

Parents are very welcome to attend any of our assemblies, special events or to visit by arrangement. In addition, there will also be a number of concerts and special events in each Key Stage, throughout the year, sports events and parents' evenings which are important occasions in our school calendar. All parents are encouraged to attend as many of these as possible.

A newsletter is sent out to parents to keep them informed of what is happening.

School times

The times of the school day are as follows:

Nursery times:	Morning Session:	8.30 a.m. – 11.30 a.m.
	Afternoon Session:	12.15 p.m. – 3.15 p.m.
Reception times:	Morning Session:	8.50 a.m. – 11.45 a.m.
	Afternoon Session:	12.45 p.m. – 3.15 p.m.

Key Stage 1 times:	Morning Session: 8.50 a.m. – 12.00 p.m.
	Afternoon Session: 1.00 p.m. – 3.15 p.m.
Key Stage 2 times:	Morning Session: 8.50 a.m. – 12.30 p.m.
	Afternoon Session: 1.30 p.m. – 3.15 p.m.

Pupil attendance

We pride ourselves on a high level of pupil attendance and this emphasis needs constant reinforcement and support from parents. Our expectation is that all children meet our target of 96.7% and we follow up poor attendance rigorously. We are grateful for the co-operation of parents who are asked to adopt the following procedures:

Please contact the school office as early as possible, personally, by telephone, or by sending a note giving the reason for absence. Failure to do so will result in us phoning you under the First Day Absence practice adopted in school.

If a pupil is receiving treatment from a doctor or a dentist and needs time out from school please let the School Office know the previous day and bring in the appointment card on the day.

We are no longer able to authorise school absence for holidays in term time. Parents may apply for one allowance of up to five days in exceptional circumstances. This would **not** include holidays and is at the discretion of the Head Teacher. However, such leave will only be agreed to in the more extreme need such as a family funeral, and only for the shortest time required.

Charges and remission policies

The school has a voluntary contribution policy in respect of visiting contributors to school and out of school visits by the children, in support of the curriculum during school hours. All other aspects of school life are delivered free of charge.

In certain circumstances, where there is a genuine need on the part of the family we may decide to offer a reduced cost. They will be done on an individual by individual basis. If you feel this should be applied to your child, please come and talk with the Head or deputies. In genuine cases we will try to help. In any other cases, we are always happy to talk about payment plans to help spread the cost for families.

Admission arrangements

Children in Sandwell are admitted to school at the beginning of the academic year in which they are five years of age provided a school place is available. Where there are more applications for a school than places available, places will be allocated on this basis of the following priorities:

1. Children who are in Public Care.
2. Children with a particular medical condition which can be met appropriately by the preferred school. Applications must be accompanied by a medical declaration form, and signed by the child's General Practitioner or Consultant confirming the condition and detailing the child's needs. All applications under this criterion will be assessed by

the Local Authority to decide whether the child's needs can be met most appropriately by the preferred school.

3.
 - (a) Having a brother or sister at the preferred school (not Nursery) at the time of admission.
 - (b) For admission to Infant Schools, having a brother or sister at the preferred school or at a linked Junior School on the same site or nearby at the time of admission.
 - (c) For admissions to Junior Schools, being on roll at the linked Infant School at the closing date for applications. Priority will be given to pupils who have a brother or sister on roll at the preferred school or at the linked Infant School (not Nursery) on the same site or nearby at the time of admission.
4. Denominational grounds, supported by the Church. Applications based on this criterion must be accompanied by a completed declaration form signed by a Priest, Minister or Community Leader to signify support.
5. Distance measured in a straight line from a child's home to the school's main entrance (as determined by the Head Teacher).

In all cases, should the number of applicants exceeds the number of places available, places will be allocated on the basis of distance between home and school, as measured in a straight line from the home to the main entrance of the school with priority given to those living closest to the school.

NB. Children who have a Statement of Special Education Needs which names a particular school will be admitted to the school. This may mean that fewer places are available for other pupils or that we take such pupils as "Excepted Pupils".

Sandwell operates an equal preference policy. This means that we will treat each of your preferences as a first preference even though you have ranked them in order.

Additional information

Complaints Procedure

The school Complaints Policy is freely available on the school website in the Policies section. In the first instance any concerns parents have should be discussed informally with the Class Teacher, and then Deputy Head Teacher/Head Teacher. If the concern is not resolved parents may raise the matter with a Parent Governor or Chair of Governors. If parents are still dissatisfied a formal complaint (in writing) can be made to the Education Authority who will investigate the complaint.

A complainant who is still dissatisfied after these arrangements have been exhausted will be able to complain to the Secretary of State for Education. More details regarding this procedure may be obtained from the school.

Public Access to Information

The following information is available upon request without charge to any interested parties:

Times of Sessions;

The Ofsted report on the school.

Charging Policy as determined by the Governing Body;

The Education Authority's agreed syllabus for R.E.;

The curriculum policy and school curriculum map (available by email as quite large)

The Safeguarding Policy

The Complaints Policy

The SEN Policy

A report outlining the use and effect of Pupil Premium and Sports Premium.

The information given within this document is correct at the time of writing. However, changes do occur from time to time and parents will be notified accordingly.

We look forward to meeting you and working with you to build a better future for you as a family and for our community.