



Prospectus 2016-17

London Meed Primary School

Honesty, Creativity, Respect and Care



Candida Reece
Headteacher



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Assistant Headteacher
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Welcome to London Meed

Our School Vision

***“To build a learning
community that cares for and
values everyone, where
creativity, challenge and high
expectations lead to
enjoyment and success
for all.”***

About London Meed

London Meed is set in extensive grounds with two all weather play areas, a playing field, other grassed areas and a wild area used for forest school. The single storey building has sixteen light and airy classrooms arranged in pairs, this enables shared and cooperative teaching and learning. Each classroom has an interactive whiteboard and good facilities for creative and practical work.

Our team of committed staff work together to offer the best possible education for the children. London Meed is a happy, caring environment where the efforts of each individual are valued. We aim to ensure that all children, as they progress, gain satisfaction from their work and that our teachers provide a broad, balanced and relevant curriculum that meets the needs of each individual child.

The school recognises and values the important role played by parents in a child's learning and works closely in partnership with them.





Home-School Agreement

Every child is given a home-school agreement which parents are encouraged to sign in order to show that it is understood and accepted.

GOLDEN RULES

- Be gentle and kind
- Listen when others are talking
- Always tell the truth
- Do your best
- Be polite and helpful
- Look after your own and others' property



All Children have a right to...

Be heard

So we need to be polite, listen to others and concentrate.

Be safe and healthy

So we need to take care of everyone and not hurt them. We need to respect our equipment and environment.

Learn

So we need to listen, think and try our best.

Play

So we need to include other people in fun games and share things.



The Curriculum

English

English skills are a vital form of communication and imperative for all learning. We value a cross curricular approach which gives children the opportunity to develop skills in speaking, listening, reading and writing. We aim to inspire children to express themselves imaginatively and communicate effectively. Each year group organises the curriculum into Learning Journeys over the school year. Under an umbrella title, which usually has a Science, History or Geography emphasis, different subjects are woven into the Learning Journey as much as possible in a more creative, holistic way, to support a broad and balanced curriculum. Children are immersed in their topic, learning the different subject skills and acquiring knowledge and understanding, through exciting interesting learning experiences.

Children experience a daily English lesson, which are differentiated to match abilities. Through these lessons the children work individually and with others to develop a range of text, phonics/word and sentence building skills.

"I really enjoy school because we have great subjects and great teachers!"

Mia

Writing and spelling develop alongside reading. In Key Stage One the children have regular input on phonics to build on their reading and spelling skills. We encourage children to write for themselves from an early age. Children will learn

how to form letters correctly and move on to developing a joined hand as early as possible. From the earliest stage pupils are taught to value books as a source of pleasure and interest and for study and information. There is time dedicated to reading in the structure of the day and we value parents support and encouragement in fostering enthusiasm by sharing books with their children on a regular basis, at least four times weekly.

In Key Stage two, the children continue to investigate and explore spelling rules and patterns and extend their vocabulary. They will build on their grammatical knowledge within the context of writing. They will also extend their ability to read, analyse and evaluate a wide range of fiction, non-fiction and poetry texts. By the end of the key stage pupils are encouraged to write, speak and read confidently in a wide variety of situations and to develop a sense of different audiences, time and places.





Mathematics

Maths is important because it is part of everyday life. Every career uses some sort of maths. More importantly, doing maths helps the mind to reason and organise complicated situations or problems into clear, simple, and logical steps. At London Meed we try to give the children a wide range of experiences to develop their mathematical fluency and skills. Many activities encourage the children to generate their own numbers and cross curricular links are used where possible. Reasoning is developed through investigation and problem solving. Assessment is on-going and is used to inform future planning. Children are encouraged to self assess their learning and to use practical equipment where necessary. Emphasis is put on the ability to use and apply their knowledge.

Science

Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national and global level.

Religious Education

London Meed believes that Religious Education should provide a contemporary study of religion, preparing children for later life, we follow the West Sussex Curriculum for RE. The school bears in mind that the British Isles is

a multi-cultural nation which has Christianity as the main religion of the indigenous population. As a result, Christianity will receive the appropriate weighting within the Religious Education curriculum. Due consideration within this framework will be given to other faiths. Respect, tolerance and understanding for the beliefs of others will be promoted as part of our programme. The school has adopted the LEA's Religious Education Policy. Parents have the right to withdraw from religious lessons and daily worship in assemblies, but it must be understood that such activities often make a contribution to cross-curricular objectives pursued during the course of the school week.

Humanities

At London Meed the children develop their historical and geographical skills through cross-curricular work. Each year group study a different topic each term with a geographical or historical theme. History fires children's curiosity about the past in Britain and the wider world. In studying History, children consider how the past influences people's actions. In Geography, children develop knowledge of places and environments throughout the world, an understanding of a range of maps, and a range of investigative and problem solving skills. The children's learning is enhanced with at least one educational visit per year linked to the topic they are studying.



Modern Foreign Languages

At London Meed French is currently taught for half an hour per week to children in Key Stage 2. The emphasis is very much on understanding and speaking the language that is relevant to the children's age, interests and experience. Children will be involved in listening activities and will learn to understand and speak simple words and phrases. The children will practise reading and writing single words and sentences and will study different aspects of the relevant country to increase their Intercultural Understanding.

Art and Design

In Art and Design, children develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. Children use colour, form, texture and pattern to communicate what they see, feel and think. They have the opportunities to study the work of a range of artists and techniques across the school. Skills and techniques are encountered progressively so that children develop the confidence to independently select and combine materials and processes to communicate their ideas in dynamic ways. We are very proud of our children's creativity and like to display their work around the school.

PE and Sports

In PE, children acquire the skills in physical development through gymnastics, dance and games. In gymnastics, children develop their balance, movement and put together sequences through floor work and use of apparatus. In dance, children use movement imaginatively and respond to a range of stimuli, including music, before creating, performing and evaluating their own dances. Transferable ball skills are developed through activities such as football, netball, cricket and tag-rugby, while athletic skills and health and fitness are also covered. In addition to this, children in years 5 & 6 participate in outdoor and adventurous activities through residential visits, while Year 3 enjoy one term of swimming lessons at The Olympos Centre; there is a charge to parents for these.





Music

Music plays an important role in the life of London Meed. Children can attend recorder club, band and choir and participate in a variety of concerts and school productions. A range of peripatetic teachers also visit the school to give instrumental lessons which include violin, guitar and cello. Class lessons focus on the key elements of music: performance, composition and appraisal.

Design Technology

Through Design and Technology, the children are encouraged to identify, examine and solve practical problems and to make existing situations better. The children are encouraged to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects.

Computing

At London Meed, we recognise that educating our pupils about how to stay safe online is crucial. Children are taught about possible online traps, etiquette and how to report situations they feel uncomfortable with. In addition to this, our school is protected by strict West Sussex internet filters. We have an acceptable use policy which guides and protects all use of technology. There are computers and interactive whiteboards in all of our

classrooms and an Computing suite which children from years one to six have weekly access to. Children play games to support their learning, present their work in different forms and use the internet for research. New for this year, is the introduction of tablet technology and wireless internet and network access across the site. At London Meed, we want our pupils to harness technology as a tool for research and communication. As such, we learn the skills to use software and hardware so we are able to make choices about when and how to use technology effectively.

Personal, Social and Health Education

Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn basic rules and skills for keeping themselves healthy and safe and for behaving well; have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, social skills are developed; how to share, take turns, play, help others, resolve simple arguments and resist bullying.

Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their



communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Extra-Curricular Activities

London Meed's extra-curricular activities are popular with our children. A range of clubs are offered, taking into account children's age, abilities and interests, all of them helping to motivate the pupils into leading healthy and challenging lifestyles in an environment where they are made to feel they can succeed. Some are run privately and require payment but many are run by staff in their own time at no extra cost to parents. Details of the current activities are available from the School Office on our school website.

Healthy School

London Meed is proud to have achieved the West Sussex Accreditation for 'Investors in Health'. We have been awarded a 'National Healthy Schools' status. Children jog around their playground at the beginning of each day as it is found that the children's alertness for learning and general behaviour is greatly improved by these sessions.

Children in "The Orchard" - our reception classes, have access to a snack table offering fresh fruit and milk all day whilst Key Stage 1 children take part in the 'Fruit for Schools' scheme which provides each child with a piece of fruit. This scheme does not extend to Key Stage 2 children and they are encouraged to bring in their own fresh fruit for break times.

Safeguarding statement

The whole school, including the Senior Leadership Team and Governing Body, takes seriously their responsibility to safeguard the welfare of all pupils and to work together with other agencies to ensure there are adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from



harm, and that the child's welfare is our paramount concern. We all believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

"The school is a harmonious community. Pupils say they enjoy school and feel safe. Behaviour is good and pupil's spiritual, moral, social and cultural development is well catered for"

Ofsted Report March 2015

Walk Once A Week (WoW)

We encourage children and their families to walk to school, at least once a week, throughout the year. On days when you do not walk Queens Park Crescent Parking permits are available from the school office allowing free parking around morning drop off and afternoon pick up times at the nearby Queen's Crescent car park; this significantly helps to reduce the number of cars driving in the immediate area around the school and we are very grateful to our parents who support us by using this car park. There are also covered bike racks to encourage cycling to and from school.

"The special support centre provides a very caring environment where pupil's personal and emotional development is well supported."

Ofsted Report March 2015

Special Support Centre

The Special Support Centre (SSC) at London Meed School is a 15 place centre for children with Statements of Special Educational Needs (SEN) or Education, Health and Care Plans (EHCP) who have severe speech and language difficulties as their primary need.

In the SSC children receive a curriculum differentiated and modified in pace, content and delivery, as appropriate for a child who has a speech and language disorder, within a communication friendly environment. It is delivered by specialist teachers experienced in speech and language impairments along with specialist support staff including speech and language therapists.

Every child in the SSC is also part of a mainstream class. Where appropriate, they access mainstream lessons and activities with support from SSC staff. Children in the SSC also take part in social aspects of school life including school clubs and trips.



Special Educational Needs

Children learn at different rates and show a great variety in the ways in which they learn best. Teachers take this into account when they organise their lessons. This is known as differentiating the curriculum.

However, some children still find it much harder to learn than others of the same age and may need extra help. This may be because they have difficulties with, among others:

- Reading, writing, number work or understanding information
- Expressing themselves or understanding what is being said to them
- Organising themselves
- Understanding and following rules and routines
- Making friends or relating to adults
- A medical condition
- A sensory need such as a seeing or hearing

If a pupil continues to make slow progress despite extra support they may then be recognised as having a special educational need (SEN). Children have a special educational need if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Pupils with SEN receive a Graduated Response to try and best focus provision, with additional planning and teaching over and above that normally available. An Individual Learning Plan is drawn up each term which sets out targets and commitments for pupil, school and parents.

At London Meed we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. In most cases children with identified Special Needs will be taught the National Curriculum, but it will be taught in a way that includes them and allows them to make progress.

Anti Bullying

We want every pupil in London Meed to be able to work and play in a safe and happy environment. We encourage high standards of behaviour and help them to develop feelings of mutual respect, care and concern for others. We want our children to understand the difference between right and wrong and to feel safe, valued and secure. London Meed will not accept bullying in any form, and although such incidents are rare, should an incident occur it is dealt with quickly and firmly. Every reported incident is



recorded, investigated and pursued with a view to achieving reconciliation between those involved. Parents will be brought into the process as appropriate. We seek to preserve an atmosphere in which children are prepared to bring these issues into the open by letting them know what they should do if they become aware of or experience bullying. Awareness of bullying is also raised in assemblies and the School Council reports back to their respective classes any issues that ought to be raised. Should you ever have any concerns about bullying please contact your child's teacher. We are proud of the exceptionally good behaviour of the pupils at London Meed, with recognition given for positive behaviour. This emphasis on positive behaviour from everyone forms a major part of the school culture.

School Council

The School Council is formed by elected pupils from Year 2 to Year 6 and meets with a staff representative and the Head teacher. The council represents the voice of the pupils and makes decisions on issues which have come from class discussions and decides which charities the school should support. It also deals with matters arising from the suggestion box.

“Pupils enjoy school life and value their warm friendships with classmates and trusting relationships with staff. They welcome responsibility and are very conscientious when they take on roles such as becoming a peer mediator.

These positive attitudes reflect in pupil's above average attendance.”

Ofsted Report March 2015

Childminders

Please enquire at the school office if you are seeking a childminder - we hold a list of local childminders and their contact details.

Admissions Policy

The Admission Policy for London Meed is common to all West Sussex schools. This policy can be found in the 'Information for Parents' booklet available from the Local Authority. A copy of the booklet can be obtained by phoning 0845 075 1007 or online at www.westsussex.gov.uk



General Information

School Day

We are pleased to welcome children into school from **8.45am**. We are unable to offer supervision before this time except for children attending a supervised club.

School hours are as follows, these times include time for registration, assembly and a 15 minute break in the morning:

- The Orchard - (Reception) from **8.55am** to **2.55pm**.
Lunchtime is from **12pm** until **1pm**
- Key Stage 1 - (Years 1 & 2) from **8.55am** to **3pm**.
Lunchtime is from **12pm** until **1pm**
- Key Stage 2 - (Years 3 to 6) from **8.55am** to **3.15pm**.
Lunchtime is from **12.10pm** until **1pm**

Absences

Please inform the school **by 9.30am** on the first day of any absence due to ill health. Medical appointments should be made out of school time but if this is not possible please inform us in advance. It is a legal requirement of parents to ensure that their children are in school and attendance registers have to be called each morning and afternoon. Schools have to record

whether a pupil's absence is authorised or unauthorised and only the Head teacher may authorise an absence, parents/carers may not do so. Any unexplained or unjustified absences are unauthorised. All absences are recorded on your child's Annual Report.

Withdrawal From Learning

What follows is an extract from Richard Barker who is 'senior manager for pupil compliance' for West Sussex County Council

'I am writing to give further advice regarding The Education (Pupil Registration) (England) (Amendment) Regulations 2013 which made amendments to the Education (Pupil Registration) (England) Regulations 2006. This amendment removed references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that head teachers may not grant any leave of absence during term time unless there are exceptional circumstances. These amendments will come into force on 1st September 2013. DfE explanatory notes accompanying the Regulations state that the purpose is to "clarify that leave of absence shall not be granted by schools unless there are exceptional circumstances". The current law does not give any entitlement



to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the head teacher must be satisfied that the circumstances warrant the granting of leave"
School and, where applicable, locality policies had needed to be amended to take account of these changes. Applications for absence from school will have to be considered in the light of amended policies and removing reference to reasons for family holiday.'

At London Meed, this means that we will request that any application for absence during term-time must be supported by a letter from parents/carers employer stating that leave is not granted for parents in school holidays. As always, we seek to work with parents to ensure that attendance at London Meed meets stringent national targets, and would hope to avoid unauthorised absence wherever possible.

Valuables

We expect children to be responsible for their own belongings and we ask that only essential items are brought into school. The school cannot be held responsible for the loss of any personal items. All clothing and other possessions should be clearly named, any unnamed property will be placed in the Lost Property Box and will be disposed of at the end of each half term

if still unclaimed. In line with the County policy jewellery is not allowed except watches and small studs for pierced ears. These earrings must be removed and safely stored by the child before PE lessons or any sport activity. If a child has recently had their ears pierced and cannot remove the earrings then they must be taped over to prevent injury. No money should be brought into school unless for a specific purpose when it should be in a sealed envelope with the child's name, class number and the amount of money enclosed clearly shown, this should then be handed into the class teacher at the start of the day. If mobile phones are brought into school they must be left with the office staff until the end of the day.

Free School Meals

A pupil maybe eligible for additional government funded teaching support if their parents are in receipt of certain tax and benefit payments. Our office staff are more than happy to help with any application. This is based upon a child's eligibility for free school meals. Please check on www.westsussex.gov.uk or visit the school office to find out if you are eligible to register for Free School meals and thus additional funded teaching support. Any information will be treated in confidence. All children in Reception, Year 1 and 2 will receive a free hot school meal daily.



Administering Medicine

A qualified first aider is responsible for supervising the administration of prescription medicines with the exception of those taken by inhaler to treat asthma. Inhalers are stored in the pupil's classroom and a spare in the school office. Teaching and support staff are made aware of children who are receiving long term medication. The school has a policy that staff can administer prescription medicine only when parents complete and sign an "Administer Medicine" form, please note medicines must be in their original container and clearly labelled with your child's name and details as dispensed by the pharmacy and medicines must be required to be administered 4 times a day.

Medical Care

The Primary Care Trust has arrangements for a School Nurse to come in on a regular basis to monitor the health of the children. Parents are informed of any problems discovered during routine screening and are advised to seek further guidance. Children with hearing and visual difficulties are screened and any problems monitored. Should parents require any help or advice the School Nurse may be contacted either through the School Office or by phoning the School Nurse team directly on 01444 248901. If a child is ill they should be kept at home for their own sake, as well as for those around them.

In the event of a child becoming ill at school, the Office will endeavour to contact parents or a designated person to ensure prompt collection of the child. The school has a number of appointed First Aiders and most staff hold a basic First Aid qualification.

School Uniform

Please ensure that all items of clothing are clearly named. Shoes should be a dark colour and of a sensible design. Children are not allowed to wear trainers to school or open-toed summer sandals.





Boys

Dark Green sweatshirts with logo
White shirt
Grey or black trousers or
Grey or black shorts – summer (optional)
Black shoes

Girls

Green sweatshirt or cardigan with logo
White shirt or blouses
Grey or black trousers, skirt or pinafore
Green and white summer dress (optional)
Black shoes (not open toed or slingback types)

PE - all children

Yellow PE T-shirt with logo
Black PE shorts
Jogging trousers (for winter)
Black Plimsolls (KS1)
Trainers (KS2)
PE kit should be kept in school during the week in a clearly labelled bag
Book Bags
PE Bags

Purchasing School Uniform

London Meed school uniform can be purchased from:
Broadbridges, Lynnem House,
1 Victoria Way, Burgess Hill, RH15 9NF.
Please contact them on 01444 242682 or visit their website at
www.themanshopburgesshill.co.uk for opening times.

London Meed Association

The LMA is the parent/teacher association that organise events for the children and parents. The purpose of the LMA is to raise much welcomed extra funds for the school whilst having some fun. Every year there are many fund raising events held for children and their families. In previous years this money has bought books and technology as well as ports/play time equipment. Events we have organised included discos, quiz nights, film nights, fun runs, sponsored events and, of course, Christmas and Summer fairs. Every parent is automatically a member of the LMA and parents are asked to help especially at some of the larger events. The committee is formed at the AGM in September and is always glad to welcome new members with enthusiasm, energy and ideas. If you wish to make a donation to the LMA please enquire at the School Office.



Governors

The London Meed Governing Body is made up of parents, staff and volunteers from the wider community who, collectively, have a legal duty to ensure that the school promotes a high standard of education. It is responsible and accountable for all the major decisions about the school and its future, while respecting the Head Teacher's position as the professional leader of the school. It provides the Head Teacher and the Senior Leadership Team with strategic support and advice, often by acting as a 'critical friend' and drawing on knowledge and experiences from outside the school. In a world of education that is continually changing and challenging, the governors are extremely proud of the whole school, the pupils, staff and the LMA, for all working together towards the goal of high academic standards within a truly caring community.

“ Children have a positive introduction to learning in the early years. They join the Reception classes with skills and knowledge typical for their age. A broad range of exciting indoor and outdoor activities capture children's interest and ensure they make good progress. Warm relationships make children feel safe and secure in their learning and play.

Children behave well and respond positively to the high expectations of adults.”

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Contact Details

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School Website

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Office

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Headteacher

Ms C J E Reece

Governing Body

Chair of Governors: Mrs J Davey

