

*... Making a difference at Singleton School*





# Welcome to Singleton C of E Primary School.

Dear Parents,

I am delighted to be able to inform you that Singleton Church of England School has been rated as 'Outstanding' in every category by Ofsted (March 2017) – the highest accolade available to schools.

Singleton C of E Primary School is an exciting and innovative Church of England School committed to providing the highest standard of education for every pupil. We share, with parents, the responsibility for teaching our children and preparing them for the future. It is a place where children really matter and every individual's ability is recognised, developed and rewarded. Over the past few years our school has really gone from strength to strength and I am very proud that in 2014 we were the highest attaining school in Lancashire and the 5th highest in the country. In 2015 we were the 9th highest attaining in the country according to the 'Telegraph.' In 2016 we received a letter from Nicki Morgan MP congratulating us on our excellent achievements.

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed by reaching their full potential in every area of school life – academic, social, personal, physical and spiritual. We do this by ensuring that each child has a clearly defined personal creative curriculum where they understand their educational journey – where it is beginning, where it will take them and how they will get there!

Within our school we work very hard to create a passionate team of teachers, non-teaching and support staff that will support each child in reaching their full potential. Many who visit us comment on the strength of our staff team and their shared commitment to help every child in the school achieve their best. For us our philosophy of education is simple in that we want the best for all our children and we want to create a learning environment that encompasses our passion for learning and our passion for life!

We believe that the key to our success is the broad and balanced creative curriculum we offer. So whilst we ensure that we deliver the National Curriculum fully, we use creative ways to do so. For example we use our woodland areas to enrich the learning experience, we offer Musical Theatre, Enterprise, Forest School Clubs etc. Inspiring our children to become independent learners is at the heart of everything that we do and we take great pride in the fact that we offer such a wealth of experiences.

We see ourselves at the heart of the community and are proud of the strong links we have with local community groups and businesses and the use we make of local resources such as our local church, woodland areas and museums.

At Singleton C of E Primary School we are very fortunate to have a supportive and friendly parent body. Our parents recognise that educating children is a process that involves partnership between parents, class teachers and the school community.

We hope that as you read our school brochure you will gain a sense of the value that we place in every child and our desire to ensure standards, in all areas, remain as high as possible within the caring and happy community that is Singleton C of E Primary School.

Should you wish to visit the school to see our excellent facilities, please do not hesitate to contact the office, or call in to make an appointment. We will be happy to see you.

Yours sincerely

**Amanda Clayton. BA, QTS, NPQH**

Head Teacher





## *The Singleton School Overview*

Singleton C of E Primary School strives to provide a well-rounded education for our children within a stimulating, fun learning environment.

We believe that all children who become pupils at our school deserve the best Christian Education and we have the highest expectations of pupil attainment, teacher performance, governor performance, support staff performance and parental involvement.

We encourage everyone to strive for excellence and achieve their full potential.

## *Mission Statement*

**“Passion for learning ....Passion for life”**

To be a Christ centred community where the uniqueness of each individual is recognised and celebrated.

We ensure pupils and staff feel loved and valued, and that their full potential is realised within a secure, stimulating and happy environment.

# Introduction

It is with great pleasure that I am writing this introduction to Singleton C of E Primary School's brochure. Our goal is to make learning fun and to create a safe and nurturing environment where 'Every Child Matters.'

We aim to ensure all children will enhance and develop their natural talents to the best of their abilities in the most creative and enjoyable way possible. In addition to this we offer exciting and stimulating extra curricular activities. We also encourage you to support your child in their learning at home and together we can maximise their success.

From my perspective as Chair of Governors, one of the strengths of Singleton lies in the close links we have developed between school, the teachers, the parents, the Governors, the Church and the local community. This engenders a spirit of belonging and respect, an essential part of education.

The Governors are very proactive in school and we feel very strongly that the success of our school is due to the high level of commitment and dedication our staff show.

We are very proud of our school and look forward to sharing it with you.

**Alec Davies**  
Chair of Governors



## Our Vision

To ensure Singleton School is at the heart of the community, with an outstanding reputation for nurturing growth and excellence within all our children inspired by Christian values.

## Our Core Christian Values

Our core Christian values are:

• **Wisdom • Love • Caring • Endurance • Friendship • Trust • Forgiveness**

These are threaded into all aspects of school life. Our children played a significant role in choosing our core values. Within our school the older children are actively involved on a daily basis in ensuring that the core values are promoted throughout the school.

- As a Christian school there is a family environment in our school with high expectations of behaviour within a framework of love, reconciliation and forgiveness.
- A shared and understood code of conduct ensures a consistent message of respect and self-control for adults and children.
- We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with adults help children to behave well.
- Singleton C of E Primary School is a place where learning and personal development take place in a climate of trust and confidence. Children feel secure. They are encouraged to talk and are listened to.
- Curriculum activities and opportunities for Personal, Social, Health and Economic (PSHE) education equip children with knowledge; skills and vocabulary that they need to develop self-control and respect for others (see PSHE policy).
- All staff and volunteers working in school have a responsibility to act as role models of acceptable behaviour.
- A climate of trust, openness and communication exists between home, school and the wider community.
- Sanctions are appropriate and consistent with a clear progression of severity.
- Inappropriate behaviour may indicate emotional and behavioural special needs where a child needs special support to be included in school life. Our Learning Mentor plays a significant role within this area.



## Aims

Our school aims to prepare children for living and learning responsibly in society and provide the highest standards of Christian education by:

- Recognising that all children are at different stages in their faith journey and require support appropriate to their individual needs.
- Encouraging a love of learning, an ability to question and think rationally, to show initiative and apply themselves to all tasks conscientiously.
- Enabling each child to progress towards the realisation of his/her full potential, regardless of age, cultural background, disability, gender, race or religious beliefs.
- Promoting a respect and understanding for the cultural and religious principles of others, particularly those within our own community.
- Encouraging good behaviour by showing courtesy, good manners, consideration for the needs of others and respect for the ethos of the school.
- Recognising that parents are prime educators and encouraging a close partnership between home and school.
- Delivery of a broad and balanced curriculum with emphasis on the acquisition of Numeracy and Literacy skills.
- Monitoring our performance to raise standards even higher.
- Working in partnership with the local community and industry to deepen our understanding of the wider world.

Our aims underpin every aspect of day-to-day life. To help achieve these aims our school offers a happy, safe and welcoming atmosphere.

Children are encouraged to learn through first hand experience in a stimulating environment. Staff development is a high priority at Singleton C of E Primary School, and the school boasts a professional team with considerable expertise.



## The Hallmarks of our School

- Every person is valued.
- Every child is known and cared for.
- Where cooperation and healthy competition is encouraged.
- All successes are shared.
- Where difficulties are talked through.
- Compassion and forgiveness are present.
- Where equal opportunities are given.
- Lively enquiring minds are developed.
- Where the well-being of our school community is at the heart of all we do.



# A School for the 21st Century

We are very proud of our wonderful facilities.

The school dates from 1863. In July 2013 we had our 150th anniversary. We marked the occasion with a Victorian day and many past pupils came back to join in the celebration with us. The school was originally built and owned by the Singleton estate. Until 1952 the village children received the whole of their education here but after that they transferred to the local secondary schools at the age of eleven.

The school was extended to include 2 classrooms, an office and a kitchen in 1959. In 1994 an additional classroom was added and our fourth classroom was built in 2001. In 2002 we added a mezzanine floor in the old school hall which was followed by the addition of the conservatory and a quiet garden. In 2011 we added a large new Hall and in 2015 a large wooded area to our school. The addition of the Hall and Woodland wouldn't have been possible without the kind financial support of The Richard Dumbreck Singleton Trust (RDST) and the Blackburn Diocese.

The addition of the Woodland area has enhanced our school; we now run a forestry school club and use the area as an outdoor classroom to enrich our curriculum experiences. Our FOSS team.

Our school has a modern interior with up to date resources and equipment. As well as colourful and well equipped classrooms, a school hall and a spacious Early Years unit, we have a separate dining area and numerous small rooms for group or specialist work.

Our Information and Communication Technology (ICT) facilities are excellent with 'Interactive Televisions' and sets of laptops in all classrooms and high speed Broadband connection for Internet access.

Set within its own attractive grounds, the school has a large playground, sports field, play areas, trim trail, enchanted woods, gardens and an all-weather pitch. Our surroundings provide exciting opportunities for stimulating, active learning.

*"Pupils typically think school is 'amazing' and feel very safe; parents agree."* (OFSTED 2017)

*"The wellbeing of every child and every family is paramount. Parents are immensely proud of 'their' school, giving excellent support, including fund-raising. They feel fully included, and comments about the school included, The vicar is great! He's always ready to help' and, referring to the impact on a shy reception child, 'It's a nurturing environment. It's really brought her confidence out'".* (SIAMS 2014)



## Why Choose Singleton?

Our school serves a large number of villages and has a very strong 'community' ethos. It has a bright and welcoming atmosphere and provides a range of excellent facilities to support the education of your child. Our staff are dedicated and highly trained, promoting the highest personal and academic standards. Our expectations for your children are always high.

We will care for, support and cherish all in a truly inclusive educational environment, underpinned by our Christian foundation.

*"Behaviour is exemplary and pupils conduct themselves impeccably around the school." (OFSTED 2017)*

*"The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners. The school's loving and caring Christian ethos creates a secure and joyful context within which all the children are enabled to give their best." (SIAS 2014)*

## Meet Our Staff

We are very lucky to have a very committed and talented teaching and support staff whose primary concern is the welfare of our children. We seek to create a stimulating learning environment in which our children thrive, feel valued and where their achievements are acknowledged and praised.

Our staff are here to nurture your child.

<b>Head Teacher</b> .....	Mrs A Clayton	<b>Office Assistant</b> .....	Mrs J Coggin
<b>Senior Teacher/Foundation</b> .....	Mrs K Haigh	<b>Office Assistant</b> .....	Ms T A Manning
<b>Class 1 Teacher</b> .....	Mrs L Rund	<b>Cook</b> .....	Mrs D Campbell
<b>Class 2 Teacher</b> .....	Mrs L Millward	<b>Welfare Assistant</b> .....	Mrs J Fretwell
<b>Class 3 Teacher</b> .....	Mr C Goostry	<b>Welfare Assistant</b> .....	Ms M Henderson
<b>Higher Level Teaching Assistant</b> .....	Miss E Quinn	<b>Welfare Assistant</b> .....	Ms T A Manning
<b>Teaching Assistant</b> .....	Ms T A Manning	<b>Breakfast/Kids Club Admin Leader</b> .....	Ms T A Manning
<b>Teaching Assistant</b> .....	Mrs K Topping	<b>Breakfast/Kids Club Planning Leader</b> .....	Miss E Quinn
<b>Teaching Assistant</b> .....	Miss T Davison	<b>Breakfast/Kids Club Day to Day Leader</b> ...	Ms M Henderson
<b>Teaching Assistant</b> .....	Ms M Henderson	<b>Kids Club Assistant</b> .....	Mrs Conway
<b>Teaching Assistant</b> .....	Mrs Grundy	<b>Kids Club Assistant</b> .....	Mrs N Grundy
<b>Teaching Assistant/Learning Mentor</b> .....	Miss C Dolphin	<b>Site Supervisor</b> .....	Mrs P Wilson
<b>Office Manager</b> .....	Mrs R Reeves	<b>Vicar</b> .....	Rev M Keighley



## School Governors

Our Governing body are very committed to the development of Singleton School. They are very pro-active in our school and can be seen in and around the school on a regular basis monitoring the standards and talking to our children. The Governors feel developing a good relationship with parents is crucial to the success of our school. The Chair of Governors, Mr. Davies, provides regular letters to the parents updating them on school developments and actively encourages parents to have a voice, giving them the opportunity to contact him at any time.

*“Governors know their school extremely well and are confident and skilled to ask challenging questions.” (OFSTED 2017)*

**Mr A Davies**  
**(Chair of Governors)**  
49 Chester Avenue  
Poulton-le-Fylde  
FY6 7RZ  
Tel: 07736 810175

**Mrs F Small**  
**(Vice Chair)**  
14 Miller Crescent  
Singleton  
Poulton-le-Fylde  
FY6 8LW  
Tel: 01253 883738

**Mrs K Haigh and**  
**Mrs Rachel Reeves**  
c/o Singleton School  
Church Road  
Singleton  
Poulton-le-Fylde  
FY6 8LN  
Tel: 01253 882226

**Mr Matthew Lee**  
Old Vicarage  
Lodge Lane  
Singleton  
FY6 8LS  
Tel: 01253 882749

**Mrs L Walker**  
Rosewood  
Singleton Road  
Weeton  
PR4 3PA  
Tel: 01253 836990

**Mr G Kerr**  
The Cornmill  
Fairfield Road  
Singleton  
Tel: 01253 895665

**Mr K Walker**  
32 Moorland Road  
Poulton-le-Fylde  
FY6 7EU  
Tel: 01253 884217

**Mr A Smith**  
Todderstaff Hall Farm  
Fairfield Road  
Singleton  
Poulton-le-Fylde  
FY6 8LF  
Tel: 01253 899630

**Mrs M Whyham**  
Fairview  
71 Mains Lane  
Poulton-le-Fylde  
FY6 7LD  
Tel: 01253 893571

**Mrs J Pawson**  
96 Mains Lane  
Singleton  
Poulton-le-Fylde  
FY6 7LD  
Tel: 01253 882433

**Rev M Keighley**  
The Vicarage  
7 Vicarage Rd  
Poulton-le-Fylde  
FY6 7BE  
Tel: 01253 883086

**Mrs S Davies-Ward**  
53 Compley Ave  
Poulton-le-Fylde  
FY6 8AL  
Tel: 07989 844652

## *A Pupils Perspective*

### **Singleton School in my Eyes!**

My name is Maisy and I have been at this school since Foundation. I have absolutely loved my time at Singleton! When I first started in Foundation ....I was very scared, but within a few weeks I realised there was nothing to be scared of and actually school was really good fun. We have amazing teachers; in fact all the staff at Singleton really are brilliant. I feel looked after and cared for and I feel that my school is like a family.

Every day I learn something new....to be honest it is amazing what you can learn..... there is just so much to learn! The teachers and teaching assistants really help you learn, they work really hard.....I actually think they are the best!!!

All of our lessons are fun. My favourite subject is maths because I think it is good for your brain, it makes you think about all the different ways to solve problems and it is challenging.

In my opinion Singleton is the best School!



## A Parent Governors Perspective

When I first looked around Singleton School with a view to my daughter starting here, the thing that struck me the most was how outgoing, confident and polite the children were. When I then checked the OFSTED results for the school, I knew that there was no better school around and I cannot think of a better start in life for my children.

This is why I am happy to serve as a Governor and to give back to the school for all the dedication and hard work that my children receive from the Head Teacher and all the teaching staff.

As a governing body, we have the responsibility for the efficient running of the school which includes the educational results, financial well being, health and safety and spiritual development of the children. Our Governors are drawn from a variety of sources like the Church or, as in my case, parents of pupils. We have a wide cross-section of skills and experiences between us and we each sit on at least one sub-committee relevant to our skill set. I personally sit on the Resources Committee and the Governance committee.

In these days of ever decreasing budgets and ever increasing red tape, all our teachers work flat out for the school and the Governors help out wherever possible to try and give our teachers more time to actually teach!

The 8.00am meetings can be especially challenging in the winter but always worth it when we see the results in our children.

**Matthew Lee**  
(Parent Governor)



## Children's Voice – Junior Leadership Team

As part of our commitment to children having a voice in our school, we have a very pro-active Junior Leadership Team. The Junior Leadership Team meet regularly to look at how we can move our school forward.

This year our Junior Leadership Team have generated many ideas as to how we can develop our fund raising to support others both locally and far afield. In November 2016 we invited a children's choir from an orphanage in Tanzania into our school – via a charity called the 'Bethany Project'. All our children found the experience to be life changing. Our Junior Leadership Team decided that they wanted to support the Bethany Project as the children they met had such an enormous impact them. This means that the money that the children raise through their sponsored event will go directly to the children that they met and will fund their education and their housing.

The Junior Leadership Team are consulted on many issues and even play a role in interviewing new staff! They played a significant role in the interview process for our new Learning Mentor just before Christmas. We believe the representatives are the voice of the children and, as such they have a valuable and important part to play in the running of our school. At the moment the Junior Leadership Team are working on developing 'pupil voice' linked to evaluating teaching and learning!



## Life as a Member of the School Council

If I had to describe being a member of the Junior Leadership Team in one word it would be 'incredible.' It gives children from every year of the school a chance to make a difference. Every Monday at lunchtime we come together and discuss important issues. For example;- Recently we have been involved in the appointment of our new Learning Mentor, we had to write our own questions and interview all the candidates. We discuss fundraising ideas and who we would like to raise money for, we also constantly discuss ways in which we can improve school and help around school. I believe that it really helps the school progress by involving the children as it ensures the staff make decisions that include a child's perspective...and we have some very good ideas!!

### **(Erin Yr 6)**

I am proud to be a member of the Junior Leadership Team at Singleton School. I like being in Junior Leadership Team and I actually am very lucky as I have been voted for and chosen twice to be a member of the Junior Leadership Team over the last few years.

We are involved in so many important decisions. Recently we have helped an orphanage in Tanzania through a charity called the Bethany Project. I felt so happy that I could help the children from Tanzania because I actually met them when they came to our school. It made me think about how lucky I am.

As Junior Leadership Team we get to have very important meetings and we even get 'Official Badges' to show everyone who we are. I must say ...I just love our school!

### **(Reece Y4)**

Junior Leadership Team is just fantastic. We meet every Monday lunch time with Mrs Haigh. Our job is to discuss very important ideas for the school and also to help plan events for the year. Junior Leadership Team is there in our school to help children have a voice but also to help children make the right choices about things that happen in our school. We debate our ideas and think about all different sides of the argument before making decisions. We also raise lots of money for charity so that we can help other people who are less fortunate than ourselves.

### **(Emma Y2)**

*"Pupils have and appreciate the range of responsibilities they are given, including, playground, lunchtime and class prefects." (Ofsted 2013)*

## Our Vision for Learning

We have very high expectations for all our children at Singleton. We recognise that pupils will have many gifts, abilities and talents and we aim to let them blossom and develop.

In September 2016 we introduced 'Growth Mind-set' into our school:-

### Rationale:

People with a **fixed mind set** believe that their traits are just givens; they have a certain amount of brains and talent and nothing can change that. People with a **growth mind set**, on the other hand, see their qualities as things that can be developed through their dedication and effort. They understand that no one has ever accomplished great things without years of passionate practice and learning. So, if we believe that having the highest expectations of the children is important as, in our experience, children will perform according to our expectations in most every way, then we have to adopt a growth mind-set about our children. But it is as important to adopt a growth mind-set about ourselves, as we will not improve as teachers if we do not think we can get better. We have to make real our previously stated belief in the limitless potential of people; if we can, it is guaranteed to motivate everyone at Singleton School.

To achieve our outcomes for children's learning, all areas of work will be focused on four core priorities:-

- **The achievement of pupils:-**

*Continue to develop a culture of 'learning without limits' through the ongoing development of an environment, a curriculum and an assessment system that ensures that all pupils are challenged to aspire to greatness and to thrive in all areas of their lives.*

- **The quality of teaching:-**

*Work relentlessly to drive ambition, self-improvement and a love of learning through outstanding classroom practice, personalisation and challenge.*

- **Behaviour for learning and safety of pupils:-**

*To raise aspirations and develop effective learning behaviours in all students and adults and to develop students as motivated, independent and resilient learners*

- **Leadership and management:-**

*To ensure that everybody connected with the school understands the culture and high levels of expectation at the school so that staff, pupils and parents are all able to contribute effectively to the vision of 'Limitless Potential'.*



Our Vision encompasses all aspects of school life – from the teaching and learning experiences, the learning environment, the relationships and our assemblies. Growth Mind-set along with our Christian Values underpins everything that we do and they are threaded through our curriculum.

*“Attainment is remarkable, with statistics showing that this school is in the top 20% in the country. The rate of progress for children of all abilities is exceptional, and a closer look at the data shows that the overall results for English and Mathematics places them in the top 2%.” (SIAMS 2014)*

### **Caring and Sharing**

Growth Mind-set and our Christian Values underpin our behavioural expectations. We encourage a sense of self discipline in the children and consideration of others within a caring Christian environment. Children are expected to have respect for each other; all staff within school any visitors to school. Good behaviour and positive attitudes are encouraged with praise and rewards, including acknowledgement during acts of Worship/Assemblies, Letters of Commendation, Prize Giving and Pupil Progress Awards.



## **Celebration of Achievements**

On Monday we have a Celebration Assembly. Every week pupils are selected to be the 'Stars of the Week' in their class and they receive an award from the Head Teacher during the assembly. Every week any pupils that have demonstrated an outstanding attitude towards school life are selected by their teacher and the Head Teacher secretly sends Letters of Commendation to the pupil's home. Also every week the class with the best attendance wins an award and at the end of each term pupils with 100% attendance are entered into a prize draw.

Once a term, each class has their own assembly where they can showcase their terms work to their parents who are invited in to the school to share in our celebration and achievements.

On a Friday we have our Growth Mind-set assembly. The children take ownership of this assembly and the theme is centred around our Growth Mind-set attributes and our Christian Values. During the week the children are awarded 'Make your Mark Dots' for:-

- Building on from mistakes
- Making your mark like Jesus
- Having a go at a challenge
- Best effort always

'Marking your mark' displays are all around school and in the school hall our 'Making your mark like Jesus' display is added to each week.

The Growth Mind set Prefects - are also involved in selecting children that receive a 'Make your mark dot' - names are displayed in the hall that week. We hold this assembly on a Friday afternoon to encourage a positive end to the school week. As part of this assembly we also run a Golden Book which is linked to our Growth Mind-set PHSE/R.E. curriculum. Each week children are entered into the Golden book and this achievement is celebrated during assembly.

Our children gain confidence and self esteem by sharing their talents with the rest of the school, parents, teachers and Head Teacher. We believe good behaviour comes through a purposeful, enjoyable and well organised work environment. We place a great deal of emphasis on rewarding good behaviour and have clear structures and protocols in place for our children.

## **The Vital Early Years**

*"Children make outstanding progress in the Early Years foundation stage, settling in quickly and enjoying all they do." (Ofsted 2013)*

Most children have their first experience of school in our outstanding Early Years Department. The experienced and caring staff provide a warm and welcoming learning environment for our young pupils. Children learn important skills while involved in structured play activities; developing imagination, curiosity, patience, concentration and the ability to cooperate with others.

The relationships forged in Early Years continue as the children move into school. Circle time, assemblies, class worship and class activities help to promote mutual respect and consideration for others throughout the school community. All the children experience a rich and stimulating curriculum and receive the support and attention they need.

*"The provision for early years is outstanding. Excellent leadership and teaching create a stimulating learning environment and ensure that children have a first-class start to school life" (OFSTED 2017).*

# What I love about school – life at school through the eyes of our children

## Foundation Stage

I like to do lots of writing at school. I love the playground because there are lots of good toys. I love to play 'Opticians' in the role play area. I do lots of work. (*Darcey FS*)

I like to play with my friends at school, we play 'Avengers.' I like to draw, it was really fun making skeletons. We have a wood ....It is fun to play hide and seek in the wood. (*Erik FS*)

## Year 1

I like the playground because it is fun to play outside. I like my friends we have fun. I like how the teachers are so kind to me they make me feel happy. I like the school dinners I get. (*Fred Y1*)

## Year 2

School is full of friendship. We are kind to friends and we share toys at playtime. My favourite lesson is maths because the work is fun. Teachers are kind and caring. In Kids Club we play and we read books together which is really nice. (*Matilda Y2*)

## Year 3

I like Singleton School, it's a really good school. Everyone behaves really well and everyone is really kind to each other. We have lots of fun! I love doing Literacy, especially when we write poems as I love making words rhyme. At the moment we are doing 'The Princess and the Pea' and reading different versions of it. I look forward to coming to school every day. (*Emily T Y3*)

## Year 4

Singleton School is an amazing place, where we learn and be educated. Everyone here in this school is happy and cheerful. My favourite lesson is History, Miss Quinn gives me lots of fun challenges. I also love Art because I like drawing and illustrating. I also like drawing animals when it's wet break. All of the teachers here are kind and caring. Foundations teacher is Mrs Haigh, Class One's teacher is Mrs Rund, Class Two's is my teacher, Mrs Millward and finally Class Three's teacher is Mr Goostry. Every Friday at Singleton it is 'Fantastic Friday' – this term Year Four are doing Musical Theatre with Miss Natasha. We are doing Matilda. (*Woody Y4*)

## Year 5

Hi, I'm Sophie and I am in Year 5. My teacher is Mr Goostry. I go to the 'amazing' Singleton School where there is always lots of new strategies to learn in maths and interesting texts and topics in English. The teachers here are phenomenal; they work so hard and really want you to achieve the best you possibly can. I love my life at Singleton because I feel cared for and important, there is always someone ready to help you whether it is a member of staff or a friend. I can assure you that you will never feel alone! So if you are looking for a school for your child ...I would recommend Singleton as I believe your child would be in safe hands. (*Sophie Y5*)

## Year 6

Hi, I am Anna and I am a year 6 pupil at Singleton School. I believe that my school can provide all children with a fantastic education and years of happiness. It is really fun to learn here, and I feel that my confidence and my knowledge has been developed so that I know I will enjoy my move to secondary school. In our school the whole way of life ensures that you feel happy and secure. All the staff really cares about you and they develop the environment so it feels like one big happy family. One of my favourite experiences at Singleton are the trips! Last year we went to London to visit the Houses of Parliament and to Harry Potter World .....a prefect day! We also went on a residential trip to Tower Wood in the Lake District which was absolutely amazing! If I am honest I will be very sad to leave Singleton School as I have absolutely loved it here ....but I will have memories for life! (*Anna Y6*)



2016-00095655POSoS

RT Hon Nicky Morgan MP  
Secretary of State

Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT  
Tel: 0370 000 2288 [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)

Carolyn Gore

By email: [Carolyn.gore@singleton.lancs.sch.uk](mailto:Carolyn.gore@singleton.lancs.sch.uk)

9 March 2016

*Dear Ms Gore*

I am writing to congratulate everyone involved with Singleton Church of England Primary School for the excellent results that the school has, once again, achieved.

Singleton School is a consistently high achieving school and this is no doubt due to the hard work, dedication and expertise of its staff. It is one of the very best schools in the country and was placed ninth on the Telegraph's Primary League Tables 2015. I was particularly impressed that 100 per cent of pupils achieved level 4 or higher in reading, writing and mathematics, with 76 per cent above level 5. Clearly, every child that attends the school feels enthused and inspired to reach their full potential and is given the very best starting point for their future success. I have every confidence that your school will continue to achieve very highly and will continue to provide an exceptional service to the children in your care.

Please pass on my warm congratulations to all the pupils, parents and staff and I wish you all the very best of luck for the future success of Singleton School.

*with your best wishes in you -  
hard work.  
Yours sincerely  
Nicky Morgan*

RT HON NICKY MORGAN MP

## Enjoyment and Achievement

At Singleton we want every child to develop a love of learning, achieve their potential and leave us well prepared for Secondary School and adult life. Children are expected to work hard and achieve their best.

*“The exceptional leadership of the headteacher, the staff team and governors has created a climate of high expectations, a love of learning and an insistence on the very best for every pupil.” (OFSTED 2017)*

We are very lucky at Singleton School to have a very dedicated staff team, they are caring and exceptionally committed and have high expectations of children and themselves. We value equally all aspects of academic and personal success. The development of literacy and numeracy are given high priority at Singleton School. However, we are also committed to developing rounded individuals by providing the widest possible educational opportunities. We are particularly proud of our achievement in sports and the arts.

Our commitment to excellence in and out of the classroom is shown in the range of sporting activities we promote. Children have the opportunity to play rounders, football, netball, rugby, tennis and participate in gymnastics, dance and other sports. We take part in a wide range of sports competitions and our teams are very successful. Children have opportunities to experience a range of outdoor and adventurous activities including a residential visit. They can also participate in singing lessons with a qualified singing teacher, learn to play an instrument or go to one of the many clubs run at lunchtime or after school which include tag rugby, fitness, forest schools and many more.

*“Pupils are a credit to the school. They make a valuable contribution to its development and play a central role in ensuring that everyone is welcome and well cared for.” (OFSTED 2017)*

*“There is therefore no fear of failure, and the enthusiasm with which the children tackle their work and life in school leads to outstanding academic and personal development.” (SIAMS 2014)*

## Learning and Growing Together

Our motto **“Passion for learning ...Passion for life”** summarises our vision for the school. All our children have an entitlement to an education which meets their needs and will help them to go through new gateways as their future unfolds. It places a huge responsibility on the school and we meet it head on with enthusiasm and skill. We do the best we possibly can for every child.

For children with special needs and additional needs we have a caring experienced team who ensure they receive the support and attention they deserve. The school has a disabled ramp allowing pupil access the vast majority of the school, and for parents, a disabled parking space is located directly outside the school gate.



Equally we ensure that gifted and talented pupils are challenged within their learning.

“Singleton lives up to its school motto, ‘Passion for learning, passion for life’ in every aspect of its work”. (OFSTED 2017)

All children experience a rich and exciting curriculum that fosters creativity, imagination and a real joy for learning. In years 5 and 6 we take our children on a residential trip. This provides a very memorable team building experience based on outdoor and adventurous activities.

## School Curriculum

Long term planning overviews are available on our school website.

### Literacy (English):

There is a daily literacy lesson and a daily guided reading lesson in every class. This literacy lesson lasts about an hour and the guided reading approximately 20 - 30 minutes. The very youngest children are taught in frequent small bursts and do lots of practical ‘play’ activities. As the children get older and their concentration develops the lessons become more structured. They get regular teaching of spellings, grammar, handwriting, reading and writing skills. We encourage the use of joined-up handwriting which is taught from Reception.

Hearing children read is really important – especially until they become independent and confident with it. We try to encourage and foster good relationships with our parents and encourage them to read for 10 minutes each night with their child. Each Autumn Term Mrs Haigh our senior teacher runs a reading workshop for parents of infant children, this offers advice and practical tips for supporting children with their reading. We use the Oxford Reading Scheme to support children’s early reading but we also encourage children to choose books for enjoyment. It is important that children do not see reading as a competition or a race with other children. We want them to become confident expert readers who thoroughly enjoy a good book!

All KS1 children are assessed regularly using a recognised reading assessment which determines their reading age. However, we also have a very structured programme for teaching reading in school based on synthetic phonics. We teach phonics using the letters and sounds programme and also Read, Write Inc, daily and all pupils will also be heard to read within the guided reading Literacy lesson and other subjects as appropriate, as well as individually from their reading book by the Class Teacher and Teaching Assistant. Further information about reading is available on our website.

We spend a lot of time each week encouraging children to become expert writers with a “have a go” attitude. Indeed, they quickly become exciting writers. We very much focus on creating an exciting



engaging purpose for writing to stimulate imagination. In the infant department the children are often dressed up in character to fully engage in the writing task!

### **Numeracy:**

The children receive a daily numeracy lesson which usually lasts about an hour. The National curriculum 2014 is supplemented in our school by the Numeracy Strategy, Abacus, My Maths, Test Base and N rich.

Children are taught to develop methods for working with numbers that make sense and which they understand. The Numeracy Strategy places a great reliance on mental strategies for solving problems and builds on the firm foundation of previous knowledge. In school we have developed a booklet about progressions in calculations to explain the methods of working with the four rules of number. This is available on our website. Children should know their multiplication tables (up to  $12 \times 12$ ) by the time they leave Year 4. We encourage parents to practice tables with their children as soon as they are able to 'have a go' at them (most children can do this by year 2)

### **Physical Education:**

Sport and involvement in physical activity plays a very important part in life at Singleton School. We promote team sports and individual endeavour. We are proud of being a competitive school – we believe winning to be important but we also balance this with an emphasis on sportsmanship, fair-play and the need to be a 'good loser'.

We believe that sport should be for everyone and we try to offer a vast range of opportunities for children to 'find their talent'.

Team sports, games and other physical activities are alive and well at Singleton School. Curriculum time is allocated to addressing the requirements of the National Curriculum 2014 in full but, we also offer opportunities after school for children to take full advantage of the skills and enthusiasm provided by a dedicated and well-qualified staff.

Every opportunity is taken to compete against other schools at both a local and regional level.

### **Swimming:**

This takes place in Year 3 and Year 4 on a Monday morning. Children require a towel and swimming costume.

- All children with long hair should either wear bathing caps or have their hair tied back if the teacher considers the length of the hair constitutes a health hazard.
- Jewellery should not be worn in the pool.
- Parents who wish their children to wear goggles should inform the school in writing



### Extra-Curricular Activities throughout the year include:

Netball	Hockey	Athletics	Forest Schools	Dance Club	Yoga
Football	R.E Club	Tennis	School Council	Violin	Singing
Rugby	Talent Show/Drama	Cross Country	Brass	Recorders	Guitar

### Science:

Our aim is to encourage children to wonder about the world they are growing into and to ask questions about why and how things work.

The environment at Singleton school provides an exciting opportunity to study the plants animals and habitats aspects of science, with a wide variety of eco systems available within our own grounds – woods, meadow, hedgerow, woodpile, rock pile – the list is long!

Other aspects of science and their impact on the environment are not overlooked. An easily available supply of resources linked to National Curriculum 2014 is efficiently maintained and managed by the science co-ordinator so that an emphasis can be placed on practical work.

### Religious Education:

In our school we follow Blackburn Diocese syllabus for R.E and worship and this is threaded through all aspects of school life. Our aim is to develop a school where there is a prevailing generosity of spirit, a valuing of others gifts, genuine forgiveness, cooperation, readiness to share, realistic but adventurous goals and expectations also respecting the opinions of others We have identified with our staff and children a set of 7 core values – **Wisdom; Love; Caring; Endurance; Friendship, Forgiveness and Trust**. All members of our school community were involved in the choosing of these values and in ensuring that they are embedded in daily life of our school.

We take the children to church at least once a half term and on special Sundays We have just achieved the Church School of Distinction award for our relationship with the church and the parish.

### **‘The distinctiveness and effectiveness of Singleton Primary as a Church of England school are outstanding’.**

The headteacher gives outstanding Christian leadership and is supported wholeheartedly by all the staff. Attainment as well as spiritual development has improved significantly during recent years.

Christian values are lived out in the excellent relationships in the school family which results in exemplary behaviour.

Worship is central to the spiritual life of the school. It is sincere, varied and relevant and has a deep impact on the whole community.

The co-ordinator for Religious Education (RE) leads with commitment, passion and careful planning. The children’s understanding of faith and its impact is outstanding.’ (SIAMS 2014)

### **Computing:**

Using computers is an integral part of children's education. Becoming a confident user of technology is an essential skill for their future. We aim to ensure that children get first class opportunities using the latest equipment. The core of what we teach centres around computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to work through programming. Every class has an interactive television that makes teaching and learning a really exciting experience and the classrooms are well equipped with computers that the children have access to throughout the day in all subjects. We also have a class set of laptops; each class has at least 3 iPads. Our school has a secure wireless network that enables children to make appropriate use of the Internet.

### **The Creative Curriculum:**

The foundation subjects: History, Geography, Art, Design Technology, Music, Modern Languages are taught through our creative curriculum.

In our school the Early Years Foundation Stage Curriculum and the National Curriculum are taught in the most creative way possible allowing every child to develop their potential and increase their self-esteem. We have a whole school long term planning two year rolling programme in place. This consists of themes and topics that help us provide inspirational teaching and learning experiences. The core subjects, Maths, English, ICT and Science are often taught through other aspects of the curriculum. We feel it is important that, whilst great emphasis is placed on the acquisition of skills, positive attitudes to work and a sound understanding are the main objectives of the work planned for your child. We generally have a topic a term and we try to include an educational visit or a visitor in school to enhance the learning experience.

We aim to make learning as fun and interesting as possible.

*"The school offers a strong, broad and balanced curriculum that excites pupils and contributes to their enjoyment of learning." (OFSTED 2017)*

*"The quality of teaching and learning across the whole school is consistently high. This has led to pupils making outstanding progress." (OFSTED 2017)*



## Teaching and Learning:

Our staff continually works towards the highest standards of teaching and learning. We create a stimulating learning environment enhanced by the creative use of ICT and the outdoor environment within lessons. Every child's work is planned to inspire interest and curiosity and enhance their response to their learning and our children are involved in developing the direction of the learning. We take a great pride in displaying their work in an imaginative way which also increases self esteem.

*"Teachers' subject knowledge is very strong. They use this knowledge with confidence to challenge and extend pupils' thinking. There is a 'buzz' about learning." (OFSTED 2017)*

## Assessment for Learning

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. Assessment is inclusive of all abilities. We celebrate all achievements across a broad and balanced curriculum. Assessment is an ongoing process at Singleton and an integral part of the teaching and learning process. In September 2015 we introduced the new system of assessment without levels in line with changes nationally.

We believe that effective assessment ensures that teachers gain a knowledge and understanding of every child's progress, achievements and abilities. Assessments on progress are made through teaching but also in day to day marking of work and talking to the children. The assessment judgements the teachers make inform next step planning and provision.

*"The rigorous analysis of pupils' attainment and progress and the introduction of half termly meetings with senior leaders to discuss individual pupils' progress enable teachers to quickly identify where additional help is needed." (Ofsted 2013)*



## Fantastic Friday

Every Friday afternoon we run a very special curriculum called 'Fantastic Friday.'

As a school we felt that we wanted further enrichment in the teaching and learning experiences that we provide for our children. We have taken the core Christian Values and the core values from Live Well Learn Well and also the PREVENT strategies and threaded them throughout our curriculum. However, we felt that the development of Fantastic Friday provides an inspiring context in which to deliver these values.

### Fantastic Friday covers the following attributes:-

- self awareness
- empathy
- tolerance
- self esteem
- making judgements
- managing feelings
- social skills
- respect
- keeping safe
- assertiveness
- motivation
- resilience
- independent thinking
- compassion

### It also focus's on the following skills:-

- enquiry
- creative thinking
- reasoning
- problem solving
- information processing
- evaluation and communication

Fantastic Friday links with many aspects of the National Curriculum such as Design Technology, ICT, Art and Music etc. but we have developed a unique curriculum that we feel meets the needs of our children. We offer a variety of experiences on a Friday such as:-

- **Enterprise:** – Singleton does The Apprentice! A group of children form their own company and produce a product with a view to making a profit! The incentive is they get to spend the profit on resources of their choice.
- **Performing Arts:** – This is linked very much with Musical theatre and the attributes of self-awareness, empathy and managing feelings. The children explore some of the messages and meanings behind Musicals – for example the musical “Wicked” – linked to friendship / not judging a book by its cover / having prejudices! The children then create dances and learn a variety of songs for a performance.
- **Design: – Textiles:** – To Plan design, make repair and decorate practical objects using a range of textures and employing a range of techniques.
- **Design: – Construction:** – This ranges in skills with the infants and lower juniors undertaking construction projects using wood etc. whilst the upper juniors undertake common diagnostic, maintenance and repair tasks on mechanical objects such as a bicycle and develop and use straightforward practical, maintenance and repair skills
- **Art:** – The current focus is outdoor art –the children explore a variety of mediums such as collage, modelling, 3D and design and make large scale permanent outdoor artwork.
- **Healthy Eating:** – To think about Horticulture: – what plants need to grow/ what kind of things we can grow in our climate/ what healthy food options we want to grow and eat/ planning and cooking healthy meals.

Fantastic Friday is a big hit with the children they rotate around each activity throughout the year.



## **Relationships and Sex Education**

Pupils are given opportunities to consider and reflect upon the wide variety of different relationships they have with others. Across the school, children build on their relationship and social skills through the delivery and teaching of PSHE & Citizenship

(Personal, Social and Health Education, and Citizenship) and SEAL (Social and Emotional Aspects of Learning) topics and we also follow the Lancashire scheme called Live Well and Learn Well. (LWLW) This scheme has 11 units. Unit 2 is Sex and Relationships.

It is differentiated for each key stage. The theme is threaded through parts of the curriculum e.g. Science. It is taught as a whole unit in the summer term for each key stage. It is taught each year –not on a two year rolling programme as the rest of the curriculum. The exception to this is year 6 when in the summer term a more detailed programme is delivered on sex and relationships.

Our aim is to: -

- Prepare pupils to cope with the physical and emotional challenges of growing up – preparing for puberty.
- Give pupils an understanding of human reproduction which is detailed in the Science Curriculum of the National Curriculum.
- Answer pupils' questions sensitively having regard to particular religious or cultural factors and the wishes of parents.
- Teach Sex Education in conjunction with the School's policies regarding Health Education, Equality, Behaviour, Child Protection and Science.

Section 241 of the Education Act 1993 gives parents the right to withdraw their child from any or all parts of the school's programme for sex education, other than those which are detailed in the Science Curriculum. If you wish to see the materials taught in Sex and Relationships Education lessons or discuss the matter confidentially then please contact the Head Teacher or the School Nurse who would be happy to address any concerns or questions you may have.

## **Children with Special Educational Needs (SEN) and Additional Educational Needs (AEN)**

All children are valued, respected and welcomed to our school whatever the level of their educational or physical ability. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The SEN code of practice (2001) recognises that there are 4 broad areas of SEN:

1. Communication and interaction (language and autism spectrum disorder).
2. Cognition and learning (general learning and specific learning difficulties).
3. Physical and sensory.
4. Behavioural, emotional and social.

We seek to identify and assess the special needs of individual pupils using a variety of assessment techniques and working in co-operation with the pupils, parents, teaching staff and external agencies. We are able to provide an environment which enables access for all pupils regardless of their need. Our accessibility plan enables optimum participation in the school community for pupils, and prospective pupils, with a disability.

Pupils with SEN are placed on our SEN register at an appropriate level and teachers differentiate for their needs in each lesson, through Individual Education Plans (IEP's) or in some cases Statements of SEN. This provision and register is regularly reviewed by the SEN co-ordinator and the Head Teacher. Parents of pupils on the SEN register are invited to school termly to review their child's current IEP and progress.

Within our school we also have a Family Learning Mentor. The Family Learning Mentor works within school to help children and families with any difficulties they may be experiencing. They are there to listen, offer support and practical advice. **They are informal educators.**

**A Family Learning Mentor is here to:**

- Listen
- Offer support
- Promote positive behaviour
- Offer encouragement and build self-esteem and confidence
- Identify the barriers to learning and set targets.

**Who does the Family Learning Mentor work with?**

- Individuals and groups of children
- Teachers and other members of staff i.e. support/welfare staff
- Parents/carers
- Schools
- External agencies such as; Social Services, Police, Health Professionals, Education Welfare Service, Sure Start, School Doctor/Nurse.



# The Role of the Family Learning Mentor

## For Children:

- Build confidence, raise self-esteem and motivation
- Improve social skills, form relationships with friends, family and staff
- Improve attendance and punctuality
- Remove barriers to learning
- Help children to achieve their potential

## For Families:

- Improve support and communication between home and school
- Access to outside agencies and someone to talk to in confidence

## For School:

- More effective and efficient communication between parents/carers, teachers and outside agencies
- Reduction in anti-social behaviour

## Able Gifted and Talented (AG&T)

In our school we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. Within this range of individuality, there are pupils who are more able intellectually than others and pupils who are particularly talented in certain specific areas of ability. Just as we need a policy for provision for pupils with special education needs, so we need a policy for provision for pupils at the upper end of the ability range, who have their own special needs.

We believe that every child has the right to be included in a broad, balanced and relevant curriculum and that each pupil is entitled to have the opportunity to be involved in appropriate education which challenges, motivates and rewards them so that they can fulfil their individual potential.

Pupils who are identified by teaching staff as more able and talented are placed on our AG&T register and lessons are appropriately differentiated to meet their needs. We have very close links with Hodgson Academy who offer specialist teaching and support for our more able children. The SMT (Senior Management Team) regularly reviews the provision for these pupils.



## End of Key Stage Results 2016

**Attainment at end of EYFS 2016** Percentage of all pupils at each level for each Early Learning Goal

	School	National (2015)	School	National (2015)	School	National (2015)	School	National (2015)
	Emerging	Emerging	Expected	Expected	Exceeding	Exceeding	At least expected	At least expected
<b>Communication &amp; Language</b>								
• Listening	0%	14%	67%	63%	33%	23%	100%	86%
• Understanding	0%	15%	67%	62%	33%	23%	100%	85%
• Speaking	6.6%	16%	60.4%	65%	33%	19%	93.4%	84%
<b>Physical Development</b>								
• Moving and Handling	0%	10%	73.4%	70%	26.6%	19%	100%	90%
• Health and Self-care	0%	9%	73.4%	71%	26.6%	20%	100%	91%
<b>Personal Social &amp; Emotional Development</b>								
• Self –confidence and self-awareness	0%	11%	67%	70%	33%	19%	100%	89%
• Managing feelings and behaviour	0%	13%	73.4%	71%	26.6%	17%	100%	87%
• Making relationships	0%	11%	67%	72%	33%	17%	100%	89%
<b>Literacy</b>								
• Reading	13.2%	24%	60.4%	56%	26.4%	20%	86.8%	76%
• Writing	19.8%	29%	60.4%	58%	19.8%	13%	80.2%	71%
<b>Mathematics</b>								
• Numbers	19.8%	23%	60.4%	62%	19.8%	16%	80.2%	77%
• Shape Space and Measures	13.2%	19%	73.6%	66%	13.2%	14%	86.8%	81%
<b>Understanding the World</b>								
• People and Communities	6.6%	15%	73.6%	72%	19.8%	13%	93.4%	85%
• The World	6.6%	15%	73.6%	70%	19.8%	15%	93.4%	85%
• Technology	0%	8%	86.8%	78%	13.2%	13%	100%	92%
<b>Expressive Arts, Designing &amp; Making</b>								
• Exploring Media and Materials	0%	13%	86.8%	73%	13.2%	14%	100%	87%
• Being Imaginative	0%	13%	86.8%	73%	13.2%	14%	100%	87%

## Year 1 Phonics Screening 2016

National results comparisons					
Year 1	National	Meet the standard	Not met the standard	Absent	Did not take the phonics screening check
All pupils (15)	National	77%	21%	0%	2
	School	93%	7%	0%	0
Boys (7)	National	73%	25%	0%	2
	School	100%	0%	0%	0
Girls (8)	National	81%	18%	0%	1
	School	88%	13%	0%	0

## End of Key Stage 1 - 2016

Year	NOR	Reading		Writing		Mathematics		SPAG	
2016	12	Working towards	17%						
		Expected standard	83%						
		In greater depth (standardised score of 110+)	75%	In greater depth (standardised score of 110+)	33%	In greater depth (standardised score of 110+)	75%	In greater depth (standardised score of 110+)	42%

## Teacher assessment data

Year	NOR	Reading		Writing		Mathematics	
2016	12	Working towards	17%	Working towards	17%	Working towards	17%
		Expected standard	83%	Expected standard	83%	Expected standard	83%
		In greater depth	33%	In greater depth	33%	In greater depth	33%

## End of Key Stage 2 - 2016

Year	NOR	Reading		Writing (teacher assessment)		Mathematics		SPAG	
2016	15	Working towards	13%	Working towards	7%	Working towards	7%	Working towards	13%
		Expected standard	87%	Expected standard	93%	Expected standard	93%	Expected standard	87%
		In greater depth (standardised score of 110+)	20%	In greater depth (standardised score of 110+)	7%	In greater depth (standardised score of 110+)	33%	In greater depth (standardised score of 110+)	20%

## **Charging Policy**

As a school we seek to meet the costs of all Educational activities undertaken by pupils from our delegated school budget. However, from time to time and in the case of some Extra-curricular activities, Educational and Residential visits we may ask parents to offer a voluntary contribution to the costs of these valuable experiences. These costs are communicated to parents well before the event and by helping with the costs enable us to offer a much wider range of such activities. No child will be excluded if they have not paid; however the school wishes to make clear that should insufficient funds be raised to cover the costs then visits may need to be cancelled.

## **Our Church Links**

We continue to maintain a strong connection with the life of the local Church. Each week our Vicar, Rev Martin Keighley, comes into our school and leads a collective act of worship for our children. Once a half term we take our children to Church for collective worship which is also led by Rev. Martin Keighley. Our children are also invited to join Junior Church once a month and are kept updated with parish events via our school newsletter. We also participate in Education Sunday and provide Christmas Nativities and Carol Services in the church for the local community as well as our parents. Rev. Martin Keighley is very pro-active within our school, the children know him very well. This strong link plays an invaluable role in reinforcing our Christian ethos and acknowledges the value and uniqueness of all our children, teaching them the importance of love, respect and forgiveness and encouraging the mental, physical and spiritual development of each pupil.

*'Parents readily attribute this to the close links with St Anne's Church and the Christian values at the heart of the school's life. One said that these links and the values '...are more important than I had imagined!' (SIAMS 2014)*

## **Friends of Singleton School (F.O.S.S.)**

We have a very strong and dedicated F.O.S.S. who have the important role of raising additional funds, separate from our budget which can be used to supply the school with some of the extra's which we would not be able to afford. Over the past few years, F.O.S.S. have organised a range of fund raising activities. Last year through a range of fundraising events such as The Christmas Ball and Christmas Fair raised over £4000. We used this money to purchase new 'Interactive Televisions' for each classroom. The activities of the F.O.S.S., whilst mainly aimed at fund – raising and school support, do also provide a valuable opportunity for the whole school to get together on an informal basis. Extra help is always welcome, whether it is in supporting events or as a member of the committee. Do please come and join us in this important role of raising funds for our school. New ideas are always welcome.

## **Preparing for the Future**

Moving on ..... We are always sad when our children leave us to continue their education in pastures new. We hope that they feel well prepared and confident for the challenges ahead and we have succeeded in playing our part in developing personalities with high standards and expectations and a positive regard for their friends and their communities. In our experience our children thrive and succeed when they move on to bigger things.

Most of our children move on to Carr Hill, Baines, Hodgson, St. Aiden's, AKS and Kirkham Grammar schools. We have excellent established links with these schools and they support us with many aspects of school life.

## **Safeguarding**

Singleton Primary School is committed to safeguarding and promoting the welfare of children and vulnerable people and expects all staff, parents and volunteers to share this commitment. Please see our website for further details

## Admissions Policy

Singleton Church of England School is an aided primary school provided by the Church of England Trustees to serve principally persons resident in Singleton. It provides for children between the ages of 4 and 11 and is maintained by the Lancashire County Council as the Local Authority. Admissions to school are controlled by the Governors.

The school is run in accordance with the principles of the Church of England and its religious worship and teachings – based on a syllabus of religious education adopted by the Blackburn Diocesan Board of Education. The Governors of Singleton School have consulted with the Local Authority and the Diocesan Board of Education and other admissions authorities in the area: - the maximum number of children that can be admitted to a year group is 15. Where more than 15 applications are received, then the Governors must operate their admissions procedure in order to secure the effective and efficient use of resources. By law, no infant class may contain more than 30 children.

### **The number of places available for admission to the Reception class in the year 2018 will be a maximum of 15**

The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. By law, no infant class may contain more than thirty children. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with a statement of educational need naming the school, the governing body will allocate places using the criteria below, which are listed in order of priority.

#### **1. (a) Children in public care and previously looked after children.**

This includes any “looked after child”, “previously looked after children” and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order

#### **(b) Children with special medical or social circumstances affecting the child where these needs can only be met at this school.**

Professional supporting evidence from a professional, e.g. a doctor, psychologist, social worker, is essential if admission is to be made under the criterion for special medical or social circumstances and such evidence must set out the particular reasons why the school in question is the most suitable school and the difficulties which would be caused if the child had to attend another school.

#### **2. Children whose parents live within the ecclesiastical parish of St Anne’s Singleton.**

A map showing the boundaries is available in the school.



### **3. Children whose parents live outside the ecclesiastical parish of St Anne's Singleton.**

#### **(a) Children who have a sibling attending the school on the date of application and on the date of admission.**

Siblings include step, half, foster, adopted brothers and sisters living at the same address.

#### **(b) Children with a parent/guardian worshipping in a church in full membership of Churches Together in England.**

“Parental worshipping” is normally taken to mean a minimum of monthly attendance at church at public worship for over at least the six months leading up to the 1st September 2016.

**The governors will request confirmation of this from the relevant member of the clergy or church officer.**

The lists of Churches can be found on the ‘Churches Together in England’ website at [cte.org.uk](http://cte.org.uk); lists are taken as on 1st September 2017. Churches in membership of the equivalent bodies to CTE in Northern Ireland, Scotland and Wales are equally accepted.

#### **(c) Other children.**

### **Tie break**

Where there are more applicants for the available places within a category, then the distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones. This address point is within the body of the property and usually located at its centre. Where the cut-off point is for addresses within the same building, then the single measure between address points will apply and the Local Authority’s system of a random draw will determine which address(es) receive the offer(s).

### **Late applications for admission**

Where there are extenuating circumstances for an application being received after the last date for application, and it is before the Governors have established their list of pupils to be admitted then it will be considered alongside all others.

- Otherwise, applications which are received after the last date will be considered after all the others and placed on the waiting list in order according to the criteria.

**For further information on Admissions, please contact the school for a copy of the Full Admissions Policy.**



## Complaints Procedure

Should a problem or difficulty arise concerning your child, we would hope that, in the first instance you would contact the school and your child's the class teacher. If you still have concerns or worries you should then contact the Head Teacher or the Chair of Governors. In the unlikely event that the situation is not resolved, parents should follow our complaints procedure (We use LEA model guidelines) and contact the Chair of the Governing Body and Local Education Authority to take the matter further.

## Equal Opportunities

We value all members of our school and community seeking to accept everyone with respect and ensuring that all have equality of opportunities irrespective of their gender, ethnicity, sexuality, religion, background or disability.

## Useful Details

If you need to get in touch with us at any time our address, phone number, e-mail contacts are as follows:-

### **Singleton Church of England Primary School**

Church Road, Singleton, Poulton-le-Fylde FY6 8LN

Tel: 01253 882226 Fax: 01253 893461

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***Please note: the office is closed for lunch between 12noon and 1pm so phone calls will not be answered during this time.***

## School Hours

Please note classroom doors open at 8.45am and children are welcomed into the classroom at this time where activities are provided.

We open the doors earlier to aid with congestion and parking but it should be noted that children should not be on the school site before 8:45am unless they are booked into breakfast club.

### **Morning session**

8.55am – 12noon (Foundation Stage & KS1)

8.55am – 12.20pm (KS2)

### **Afternoon session**

1.00pm – 3.00pm (Whole school)

Please ensure that children arrive promptly each day. Parents are asked to drop children off on the playground and let them come into school alone to avoid congestion/foster independence and ensure the safety of the children – with the exception of the Reception class children where the parents are welcome to take the children to the classroom until they get used to school.

## Uniform

It is important for our children to develop a pride in their appearance and identify with school. We ask that children have appropriate hair styles and if they have long hair it is tied back for school.

- Please ensure that all items of clothing are clearly marked with your child's name and that P.E kits are available in school at all times.
- The Sports and Trophy Centre in Poulton-le-Fylde supplies all our school uniform.

## Our School Uniform

### Winter

#### Girls

Grey skirt/pinafore  
White blouse  
White socks or grey/red tights  
Smart sensible black shoes  
– not trainers  
Fleece  
Red/grey striped tie  
Red cardigan  
Fleece

#### Boys

Grey trousers  
Grey/black socks  
White cotton shirt  
Red/grey striped tie  
Smart sensible black shoes  
– not trainers  
Red v-necked jumper  
Fleece

### Summer

Red/white check dress  
Red cardigan  
Smart sensible black shoes  
– not trainers

Grey shorts  
Red v-necked jumper  
Red Polo shirt or white shirt with tie  
Smart sensible black shoes  
– not trainers

## P.E.

Red shorts  
White polo shirts  
Black pumps (KS1)  
Trainers (KS2)

## Swimming

Sensible costume  
(not red)  
Sensible trunks  
(not red)  
Swimming hat

## Jewellery

The guidelines from Lancashire are that no jewellery or watches can be worn for P.E. In our school we allow a watch and stud earrings. However, children should be able to take out the studs for P.E. themselves without assistance; if a child cannot remove their own earrings we ask that parents send them into school on the days when they have P.E. without their earrings in.

## Medicine

Our school medicines policy is that we do not administer medicines. Parents can come at lunch time if they wish to administer Calpol, etc. However, if a child has specific medical need we do ensure a Health Care Plan is in place and their medical needs are catered for.



## Attendance

It is vital that your child has good attendance at school – pupils make the best progress at school through regular and punctual attendance. We try to encourage good attendance in school through weekly awards and prize giving assemblies at the end of term.

If your child is absent from school then please inform us as soon as possible, preferably between 8am – 9am. Schools must differentiate between authorised e.g. due to illness, medical appointments etc and unauthorised absences e.g. unknown reason or absence without agreement with the school. The Head Teacher undertakes regular monitoring of attendance and will contact parents of pupils whose attendance level gives cause for concern.

## Holiday Requests

The Government has amended key legislation relating specifically to the authorisation of leave in term time this came into force on 1st September 2013. This decision has been made to encourage schools to take a firmer stance on unnecessary absence and to dispel the myth held by many parents that there is an entitlement to time off school for holidays in term time.

The new legislation means that as of 1st September 2013 Head Teachers/Governing Body cannot authorise any leave of absence during term time unless they are satisfied that there are “exceptional” circumstances to warrant the granting of leave.

We contacted the Lancashire County Council attendance department for clarification as to the amendments and they explained the following examples are classed as exceptional circumstances:-

- Parents in Afghanistan – who miss school holidays
- Police – where annual leave can be dictated by certain, circumstances i.e. Riots/critical incident or Olympics where annual leave holidays were all cancelled.
- Parents whose holidays are inflexible – in this circumstance parents would have to give schools the contact names of their employers to clarify this. (e.g. where a factory closes down for a set date a year and holidays cannot be taken out of this time)



As a result of these changes the Governing Body has made the following changes to our school attendance policy and procedures and these are currently being incorporated into our formal school policy:-

- Holidays will not be authorised in term time unless there is an exceptional circumstance.
- The new County recommended up dated “request for leave” forms will be used and these can be obtained from the school office.
- All applications for “exceptional circumstance” leave must be made allowing 10 working days for a decision to be made.
- The decision will be made by a representative of governing body in consultant with the head teacher but the more stringent requirements shall be enforced.
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- Parents may be asked to attend a meeting to discuss the application for exceptional leave.
- Parents will be informed by letter as to the outcome.

We hope all parents will acknowledge and understand the limitations placed on schools in granting any leave in term time and we need parents to support the school in our efforts to reduce unnecessary absence and minimise the impact on the education of our pupils.



# School Holidays 2017 / 2018

## Autumn Term

Open	Wednesday 6th September, 2017
Close	After School Friday 27th October, 2017
Open	Monday 6th November, 2017
Close	1.30pm Thursday 21st December, 2017

## Spring Term

Open	Tuesday 9th January, 2018
Close	After School Friday 9th February, 2018
Open	Monday 19th February, 2018
Close	1.30pm Friday 23rd March, 2018

## Summer Term

Open	Monday 9th April, 2018
Closed	Monday 7th May, 2018 (Bank Holiday)
Close	After School Friday 25th May, 2018
Open	Monday 4th June, 2018
Close	1.30pm Friday 20th July, 2018

## Inset Days:

Monday 4th & Tuesday 5th September, 2017
Friday 22nd December, 2017
Monday 8th January, 2018
Friday 6th April, 2018

## Kids Club

At Singleton School we have a before and after school club. Our Kids Club is very popular and is available from 7.45am and breakfast is available at this time. After school the Kids Club runs until 5.30pm and includes a fantastic range of activities and a very popular snack time!

Ms Henderson is the day to day leader of Kids Club and she works very closely with Miss Manning who is the financial lead and organises invoices and booking and Miss Quinn who is the planning lead and organises the activities for the children.

## Morning

£3.50 - this includes breakfast

## After School

There are a variety of options after school - from a 1 hour stay upwards. Prices start from £4 per session.





*... Making a difference at Singleton School*



Singleton Church of England  
Primary School  
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Head Teacher: Mrs. A. Clayton