

... Making a difference at Singleton School





Welcome to Singleton C of E Primary School.

Dear Parents,

I would like to welcome you to Singleton C of E Primary School.

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 seek to provide an all-round education for children in a bright, stimulating and fun atmosphere. We have the highest expectations of pupil attainment, teacher performance and parental involvement and we encourage everyone to strive for excellence, in order to achieve their full potential. We seek challenge and embrace change in order to improve.

I have been at Singleton C of E School for the past 10 years. Singleton is a place where children really matter and every individual's ability is recognised, nurtured, developed and rewarded. Over the past 10 years, our school has really gone from strength to strength. 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. In 2017, our school was rated as 'Outstanding' in every category by Ofsted – the highest accolade available to schools. In 2018, we received a letter from Nick Gibb MP congratulating us on being in the top 1% of primary schools in England for attainment in English and Mathematics. In 2019 we received two letters from Nick Gibb MP, one for being in the top 1% of primary schools in England for Reading and Maths and the other congratulating us on 100% of our pupils reaching or exceeding the pass mark in phonics.

At Singleton C of E School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds.

We believe that all children who become pupils at our school deserve the best and we present our pupils with excellent learning opportunities and encourage them to achieve their full potential in all areas of school life. Progress is carefully monitored and extra help is given when required. As pupils mature, we inspire them to develop a personal love of learning as they become increasingly independent. Our pupils experience a broad and balanced academic curriculum and a rich extra-curricular programme, which enables them to move on to high school with confidence.

A 'Singleton' education provides each pupil with self-worth and a strong sense of responsibility. The emphasis that we place on the welfare of each child ensures that our pupils are happy and friendly individuals, who are at ease with themselves and in the company of others.

We believe that the key to our success is the broad and balanced creative curriculum we offer. Therefore, 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 and show you around our lovely little school.

Yours sincerely

Amanda Clayton. BA, QTS, NPQH

Head Teacher





Mission Statement & Vision

“Passion for learningPassion for life”

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full.

Developing a growth mind-set to believe that with God everything is possible.

To show love, trust, wisdom and respect making them exemplary role models in our community and the wider world.

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 every pupil to strive for excellence and achieve his or her full potential.

Introduction

Dear Parents, Carers and Friends,

A warm welcome to you and your children from the Governing Board of Singleton Church of England Primary school. Our goal is to make learning fun and to create a safe and nurturing environment where 'Every Child Matters'.

The purpose of the Governing Board is to help the school provide the best possible education for all its pupils, ensuring that the school is held accountable to those it serves.

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 entire Governing body and I look forward to working in partnership with you to support all children at Singleton as they journey through this phase of their development.

Laura Walker
Chair of Governors



School Ethos and Values

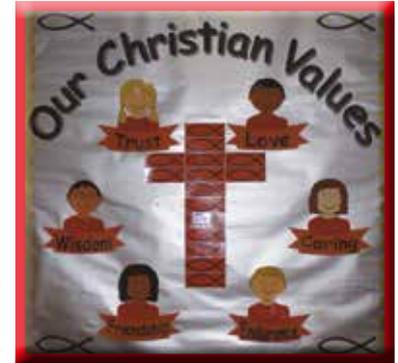
Our Core Christian Values

Our core Christian values are:

• Wisdom • Love • Caring • Friendship • Trust • Respect

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.
- Cooperation and healthy competition is encouraged.
- Successes are shared.
- Difficulties are talked through.
- Compassion and forgiveness are present.
- Equal opportunities are given.
- Lively enquiring minds are developed.
- 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.

Singleton is termed 'the Model Village of the Fylde'. Mentioned in the Domesday Book, the settlement was remodelled as an estate village in the late nineteenth century by Preston cotton magnate Thomas Miller, of the Horrocks-Miller family. 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.

Singleton School was originally built and owned by 'Singleton Estate.' Up until 1952, the village children received the whole of their education at the school but after 1952 children 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 would not 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 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.

"The overwhelming majority of parents spoken to by inspectors and those that responded to Parent View expressed huge praise for the school and the work of the staff. Parents felt that their children were happy and well looked after. A number of parents were keen to say that their children were flourishing. They put this down to the staff's skills at nurturing and building confidence, but also because staff go 'above and beyond' for all of the children." (Ofsted 2017)

"The whole staff team are committed to ensuring that the pupils in their care are supported and challenged to reach their God-given potential. Parents who have chosen to transfer their children from other schools comment on the tangible difference this school has made in meeting their needs. Pastoral care is a strength of the school. Families and staff comment on how the school goes above and beyond, supporting them in all aspects of their lives". (SIAMS 2019)



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.

"The teaching at Singleton is characterised by friendly, warm relationships between staff and pupils. The extremely well organised lessons balance the needs of the different ages and abilities of pupils within the class very effectively. The learning environment is stimulating and industrious. Staff have high expectations of pupils in both their learning and behaviour. Pupils rise to these by working hard and taking an active, enthusiastic and responsible role in their learning. Pupils enjoy their learning enormously and say it is fun and exciting.." (Ofsted 2017)

"God's love for all, regardless of their circumstances, shines out and relationships throughout the school are exemplary. All are treated with dignity and respect enabling everyone to flourish in this supportive Christian environment". (SIAMS 2019)

Introducing some Key People

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.

Head Teacher/DSL	Mrs A Clayton	Office Assistant	Mrs C Bird
Foundation Teacher	Mrs L Rund	Cook	Mrs S Bacakoglu
Class One Teacher	Mrs A Marshall	Kitchen Assistant	to be appointed
Class Two Teacher/SENCO/DSL	Mrs L Millward	Welfare Assistant	Mr P Scudder
Class Three Teacher	Mr C Goostry	Welfare Assistant	Mrs J Fretwell
Teaching Assistant	Mrs K Topping	Kids Club	Mrs J Taala
Teaching Assistant/Kids Club	Miss C Green	Kids Club	Miss G Aris's
Teaching Assistant/Learning Mentor	Mrs M Lilley	Site Supervisor	Mr I Whalley
Teaching Assistant/Office Assistant	Miss T Manning	Vicar	Rev M Keighley
Office Manager	Mrs R Reeves	Curate	Lois Wood



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 are highly effective and make an important contribution to raising standards in the school.” (Ofsted 2017)

Mrs L Walker
(Chair of Governors)

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Singleton Road
Weeton
PR4 3PA
Tel: 01253 836990

Mr A Davies
(Vice Chair)

49 Chester Avenue
Poulton-le-Fylde
FY6 7RZ
Tel: 01253 893295

Mrs Rachel Reeves

c/o Singleton School
Church Road
Singleton
Poulton-le-Fylde
FY6 8LN
Tel: 01253 882226

Miss N Bromley

156 Normoss Rd
Blackpool
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Tel: 07833 051945

Mrs S Davies-Ward

53 Compley Ave
Poulton-le-Fylde
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Tel: 07989 844652

Mrs E Frith

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Poulton-le-Fylde
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Tel: 07525 860219

Rev M Keighley

The Vicarage
7 Vicarage Rd
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FY6 7BE
Tel: 01253 883086

Mr A Smith

Todderstaff Hall Farm
Fairfield Road
Singleton
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FY6 8LF
Tel: 01253 899630

Mrs S Tomlinson

Maple House
15 Oldfield Carr Lane
FY6 8EW
Tel: 07891 444177

Mr K Walker

20 Lowcross Rd
Poulton-le-Fylde
FY6 8EA
Tel: 07432 725746

Mrs M Watt

Farirview
71 Mains Lane
Poulton-le-Fylde
FY6 7LD
Tel :01253 893571

Mr S Willcock

Lanterna
Linden Close
Thornton-Cleveleys
FY5 2RA
Tel: 07968 285941

A Pupils Perspective

Singleton School in my Eyes!

Hello, my name is Emma and I am in year five. I love our school because it has so many amazing people and many opportunities. If you enjoy maths then Mr Goostry's X-factor is for you; if you enjoy drama or have a special talent that you want to share then you can enter 'Singleton's Got Talent'!

All of our brilliant teachers have helped me through my school journey and I will miss everyone when I go to high school, however, I hope that the friendships I have made will last for life.



A Parent Governors Perspective

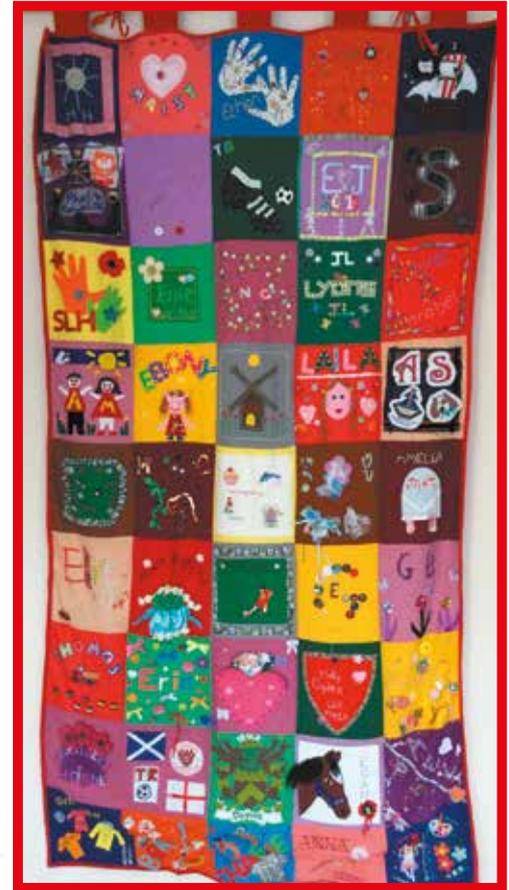
I have had the privilege of serving as a Governor at Singleton School since shortly after my eldest son started in Foundation Class in 2017. As a member of the governing body of the school I have seen first-hand the dedication of the staff and my husband and I feel incredibly fortunate to have our son enrolled here.

Within a short time of starting school my little boy knew all of the children in all of the classes, right up to Year Six, and similarly, they knew him! I was amazed by the close-knit nature of the school which has an almost 'family' feel and it was incredibly reassuring to know that my son would be spending his time in such a warm and welcoming environment.

Starting school is a huge milestone for both children and parents alike, a transition which is made so much easier when children are so enthusiastic about attending each day. Here at Singleton, children go into school happily which is a testament to the warm, caring atmosphere which the staff have created. As parents, our emphasis is first and foremost on the health and happiness of our children and Singleton School is a truly happy place to be – a place where core values such as friendship, love and respect are firmly embedded. Each individual child is nurtured and an attitude of resilience is fostered. This, coupled with the exceptional results that are achieved here make it a truly outstanding school.

Mrs Sarah Tomlinson

Foundation 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 School Junior Leadership Team. The Junior Leadership Team meet regularly and they play a significant role in school improvement.

This year our Junior Leadership team have generated many ideas as to how we can develop our fundraising to support others both locally and far a field. They have been involved in introducing STEM (Science, Technology, Engineering and Maths) challenges into school, also they have worked closely with the Literacy coordinator focusing on reading and writing across the school.

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 Key Stage 1 teacher. 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.

My Life as a member of the Junior Leadership Team

I really enjoy my role as sport JLT. The teachers and governors value our opinions and listen to what we have to say. Last year we won an amazing £3000 to spend on our STEM programme (science, technology, engineering and maths) This programme is used by the whole school and we are really excited about it. (Charlie Y5)

I am honoured to be a member of the Junior Leadership Team. I feel proud of how far I have come and how much confidence it has given me. In JLT we deal with pupils, governors and parents and they listen to us and respect us. Throughout the year we have managed to include some bigger and better STEM Challenges – thanks to this we are developing our skills and having a 'growth mind-set' when it comes to tackling difficult problems. (Matilda Y5)



“Pupils are encouraged to be actively involved in the life of the school, from ‘playgroundbuddies’ to leading assemblies; they rise effortlessly to the responsibilities they are given.” (Ofsted 2017)

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. As important is adopting 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.

“Baseline data indicates that starting points are often below national expectations. However attainment and progress are consistently well above local and national averages. Despite financial challenges, this school provides high quality teaching and targeted interventions to enable all pupils to flourish”.

(SIAMS 2019)

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 Worship. 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 Worship. Every month 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 Worship 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 Junior Leaders - 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

"The quality of teaching is outstanding. Adults demonstrate excellent subject knowledge and are highly skilled at asking questions to draw out children's understanding. The importance placed on reading, writing and mathematical skills is very evident, with regular chances for children to write, practise their letters and sounds, and use numbers in all that they do. For example, a child building a den outside in the wooded area decided that his construction needed a name. He got paper and a pen and made a sign for the entrance. This was quickly copied by all the children.." (Ofsted 2017)

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, 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 strong emphasis on creating a caring and nurturing environment is evident from the very positive relationships adults have with children. Children play and learn together extremely well. They take an interest in each other frequently and can be heard offering their classmates help if needed. Children have excellent attitudes to learning and their behaviour is of a very high standard.." (Ofsted 2017)

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

Foundation Stage

“I like school because I like doing Forest School and going in the woods”
“I love all of my friends” “ I can read stories now” “At school we can see our friends” “Both of my teachers are good fun and they are really nice to me”

(Zach, Isla and Imogen)

Year One

I love school because I like writing ‘silly poems’. I always work hard and I like getting class points for my work. I love being the ‘dojo’ winner.

(Finley)

Year Two

I like to learn new things at school. I like Art the most because I love painting pictures of my family. I also enjoy playing on the playground with my friends

(Nancy)

Year Three

My favourite subjects are maths because I like to learn new strategies and English because I like writing. I am so thankful to be here – My school is amazing!

(Tom)

Year Four

I like school because I have so many friends. My teacher is Mrs M and she is so much fun. We have just had a Harry Potter themed week which was amazing. My favourite subject is History because I get to learn about things that I never knew.

(Emma)

Year Five

I have enjoyed this school since I arrived, my teachers have all made a huge impact on my learning journey and my friends have helped me through it too. I enjoy going to the local high school for some extra lessons. I also love reading and playing out at break-time.

(Heidi)

Year Six

I think that Singleton School is sensational. Throughout my time here I have made some fantastic friends and I have tried my best in all that I have done. In our school we always care for each other and encourage each other. In year six we do extra booster lessons which is perfect practice for our SAT’s. We also have lots of fun STEM activities and it’s great to see our ideas get put into action.

(Amelia)



Rt Hon Nick Gibb MP

Minister of State for School Standards

Sanctuary Buildings, 20 Great Smith Street, Westminster, London, SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Mrs Amanda Clayton
Singleton Church of England Voluntary Aided Primary School
Church Road
Poulton-le-Fylde
Lancashire
FY6 8LN

28 October 2019

Dear Mrs Clayton,

I would like to congratulate you, your staff and your pupils on your school's outstanding achievements in the 2019 phonics screening check. Your excellent teaching of phonics is something I hope to see replicated across the country: decoding skills are the foundations for pupils to progress to reading fluently, for purpose and for enjoyment.

There is a substantial body of evidence that demonstrates that systematic phonics is a highly effective method for teaching children to read. We want to ensure that every child develops a firm grasp of phonics, which is why I was delighted to see your results. With 100 per cent of pupils at Singleton Church of England Voluntary Aided Primary School reaching or exceeding the pass mark in the check, your school is in the top two per cent of all primary schools in the country.

This year's figures show that 88 per cent of pupils who achieve the expected standard in the check go on to achieve at least the expected standard in key stage 1 reading teacher assessment, which underlines the importance of teaching pupils to decode words effectively at an early age.

Your success in teaching phonics and early reading so effectively means your pupils are developing a firm foundation in literacy, from which they can develop excellent vocabulary and cultivate a love of reading that can last a lifetime.

Thank you for your commitment and success in teaching the next generation to read so effectively.

With best wishes.

Yours sincerely,

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.

“Pupils who have special educational needs and/or disabilities make outstanding progress from their starting points. The excellent support offered by teachers and teaching assistants is very effective and ensures that pupils succeed in their learning.” (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.

“Senior leaders and governors are determined that standards should be the highest possible for each individual pupil. As a result, pupils’ overall achievement across the school has continued to improve and outcomes are now outstanding.” (Ofsted 2017)

‘Pupils are encouraged to be reflective and explore ‘big questions’. They enjoy their lessons and make excellent progress’. (SIAMS 2019)

Learning and Growing Together

Our Mission Statement **“Passion for learningPassion 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.

“Pupil premium funding is used very effectively to support disadvantaged pupils. As a result, they make outstanding progress by the end of key stage 2. Disadvantaged pupils’ attainment is similar to other pupils in school and above others nationally. This is because the school monitors the progress of these pupils effectively and regularly and ensures that they are supported well to improve. (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 many 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 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 we run 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 Read, Write Inc.,



daily. All pupils are heard read within guided reading and other subjects when appropriate, as well as individually from their reading book by the Class Teacher and Teaching Assistant. We use 'Cracking Comprehension' throughout the school to support the development of comprehension skills. 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 12×12) 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 in Year Six that cannot swim 25 metres will receive additional swimming lessons. 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	Athletics	Cheerleading	Booster Classes	Junior Leadership Team
Football	Tennis	Handball	Talent Show/Drama	Dodgeball
Rugby	Distinctive Christian Club	Fitness	Singing	Multi Skills
Cricket	Brass	Hockey	Forest Schools	Rounders

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 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 RE Curriculum is exceptionally well led and planned. The inspirational RE subject leader provides support and challenge to ensure that effective teaching enables all pupils to flourish both academically and personally. (SIAMS 2019)

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)



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.

"A strength of the school is the opportunities that staff have to discuss learning and be creative in the way they teach. As a result, leaders have created a culture of enthusiasm and innovation. For example, 'Fantastic Friday' is an opportunity for pupils and teachers to work in different groups across the school in a creative way, bringing together different subjects and offering pupils fun experiences and novel ways of 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. Assessment judgements 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.

"Teachers and leaders check on pupils' learning regularly. The whole staff team is very confident in using the assessment system and do so to great effect. Adults' constant checks on individual pupils' understanding make an important contribution to the secure progress pupils make in their learning. Teaching is focused precisely on what individual pupils need to learn; it provides opportunities for them to practise their skills so that they are confident to use them in different situations. Pupils are self-assured to think through their learning, drawing on what they already know that can help them solve a problem and create new solutions.."(Ofsted 2017)



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:** – STEM Challenges - Science, Technology, Engineering and Maths Challenges. In our school STEM is threaded through our curriculum. During Fantastic Friday, our STEM Challenges focus on 'LEGO Mindstorm'. The children are given construction and programming challenges.
- **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 provided with 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 supported by the school nurse.

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.

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.

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 as more able by teaching staff, will have their lessons 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 Statutory Assessment Data 2019

FOUNDATION STAGE DATA

Attainment at end of EYFS 2019 Percentage of all pupils at each level for each Early Learning Goal July 2019

	School	National (2017)	School	National (2017)	School	National (2017)	School	National (2017)
	Emerging	Emerging	Expected	Expected	Exceeding	Exceeding	At least expected	At least expected
Communication & Language								
• Listening	0	13.7	80	63.2	20	23.1	100	86.3
• Understanding	6.67	14.01	80	62.8	13.33	23.2	93.33	86.0
• Speaking	13.33	14.4	73.33	65.9	13.33	19.7	86.67	85.6
Physical Development								
• Moving and Handling	0	10.5	73.33	71.2	26.67	18.3	100	89.5
• Health and Self-care	0	8.8	100	71.2	0	20.0	100	91.22
Personal Social & Emotional Development								
• Self –confidence and self-awareness	0	11.1	80	70.7	20	88.9	88.9	88.9
• Managing feelings and behaviour	0	12.1	93.33	71.6	6.67	87.9	87.9	87.9
• Making relationships	0	10.3	100	73.3	0	89.7	89.7	89.7
Literacy								
• Reading	6.67	23.0	73.33	58.4	20	18.6	93.33	77.0
• Writing	20	26.3	66.67	62.6	13.33	11.1	80	73.7
Mathematics								
• Numbers	13.33	20.4	66.67	63.5	20	16.1	86.67	79.6
• Shape Space and Measures	13.33	18.3	66.67	66.66	20	15.0	86.67	81.7
Understanding the World								
• People and Communities	6.67	14.1	86.67	71.4	6.67	14.5	93.33	85.9
• The World	6.67	14.2	66.67	69.6	26.67	16.2	93.33	85.8
• Technology	6.67	6.9	80	74.4	13.33	18.7	93.33	93.1
Expressive Arts, Designing & Making								
• Exploring Media and Materials	0	11.0	80	72.6	20	16.4	100	89.0
• Being Imaginative	0	11.3	80	73.3	20	15.4	100	88.7
ACHIEVED A GOOD LEVEL OF DEVELOPMENT							80	71.5

PHONICS SCREENING DATA 2019

Year 1 Phonics

Cohort Size	Phonics Pass	Percentage	Disadvantaged	Lancashire	National
15	15	100%	100%		92%

Year 2 Phonics re-take:

Cohort Size	Phonics Pass	Percentage	Total for cohort
0	0	0	0

KEY STAGE 1 SATs DATA

Key Stage 1:

	Reading	Writing	Maths	Science	R, W & M	Reading +	Writing +	Maths +	R, W & M +
National 2018	75%	70%	76%	83%	73.3%	26%	16%	22%	21.3%
Cohort (15)	87%	87%	87%	93%	80%	27%	27%	27%	7%
Disadvantaged	0	0	0	0	0	0	0	0	0

Year on Year Comparisons

Year	NOR	Reading			Writing			Mathematics		
		Working Towards	Expected Standard +	In greater Depth	Working Towards	Expected Standard +	In greater Depth	Working Towards	Expected Standard +	In greater Depth
2016	12	17%	83%	33%	17%	83%	33%	17%	83%	33%
2017	15	7%	93%	27%	14%	87%	27%	7%	93%	27%
2018	15	13%	87%	27%	13%	87%	27%	13%	87%	27%
2019	15	13%	87%	27%	13%	87%	27%	13%	87%	27%

+ = Greater Depth

KEY STAGE 2 SATs DATA

Performance Data

	Reading EXPECTED	Writing (TA) EXPECTED	SPAG EXPECTED	Maths EXPECTED	R, W & M	R, W & M +	R Average Scaled	SPAG Average Scaled	M Average Scaled
National 2019	73%	78%	78%	79%	65%	11%	104	106	105
Cohort (12 children)	100%	100%	100%	100%	100%	42%	112.6	113.8	112.7
Disadvantaged (1 child)	100%	100%	100%	100%	100%	100%	115	118	118
Teacher Ass.	100%	100%	100%	100%	100%	100%			

Year	NOR	Reading			Writing (teacher assessment)			Mathematics			SPAG		
		Working Towards	Expected Standard	In greater Depth (Standardised score of 110 +)	Working Towards	Expected Standard	In greater Depth	Working Towards	Expected Standard	In greater Depth (Standardised score of 110 +)	Working Towards	Expected Standard	In greater Depth (Standardised score of 110 +)
2016	15	13%	87%	20%	7%	93%	7%	7%	93%	33%	13%	87%	20%
2017	14	0	100%	57%	14%	86%	36%	0	100%	43%	0	100%	43%
2018	14	0	100%	64%	7%	93%	43%	0%	100%	71%	0	100%	64%
2019	12	0	100%	58.3%	0	100%	58.3%	0	100%	83%	0	100%	83%

Provisional) Progress measures from Year 2 (2015) to Year 6 (2019)

	NOR	Progress	Confidence Interval		Statistical Significance
	12		Lower	Upper	
Reading	12	3.7	0.2	7.2	Well above average
Writing	12	2.1	-1.1	5.4	Average
Mathematics	12	3.7	0.6	6.7	Well above average

KS2 RESULTS SUMMARY 2019

	Total Pupils	Reading SS	Reading AS+%	Reading HSS%	Maths SS	Maths AS+%	Maths HSS%	Writing AS+%	Writing GDS%	RWM %AS	RWM %AS+	RWM %HSS	Read Prog	Writ Prog	Math Prog
ALL	12	112.6	100.0%	58.3%	112.7	100.0%	83.3%	100.0%	58.3%	8.3%	100.0%	41.7%	3.1	2.0	4.0
Boys	7	111.9	100.0%	57.1%	113.0	100.0%	85.7%	100.0%	42.9%	14.3%	100.0%	42.9%	2.6	0.7	4.7
Girls	5	113.6	100.0%	60.0%	112.2	100.0%	80.0%	100.0%	80.0%	0.0%	100.0%	40.0%	3.9	3.7	3.1
SEN All	2	108.0	100.0%	0.0%	107.5	100.0%	50.0%	100.0%	0.0%	50.0%	100.0%	0.0%	1.9	-0.4	3.0
SEN K	2	108.0	100.0%	0.0%	107.5	100.0%	50.0%	100.0%	0.0%	50.0%	100.0%	0.0%	1.9	-0.4	3.0
SEN E	0														
SEN N	10	113.5	100.0%	70.0%	113.7	100.0%	90.0%	100.0%	70.0%	0.0%	100.0%	50.0%	3.4	2.5	4.3
FSM True	1	115.0	100.0%	100.0%	118.0	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%	2.5	2.8	6.1
FSM False	11	112.4	100.0%	54.5%	112.2	100.0%	81.8%	100.0%	54.5%	9.1%	100.0%	36.4%	3.2	1.9	3.9
FSM6 True	1	115.0	100.0%	100.0%	118.0	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	100.0%	2.5	2.8	6.1
FSM6 False	11	112.4	100.0%	54.5%	112.2	100.0%	81.8%	100.0%	54.5%	9.1%	100.0%	36.4%	3.2	1.9	3.9
Custom 1 - Yes	12	112.6	100.0%	58.3%	112.7	100.0%	83.3%	100.0%	58.3%	8.3%	100.0%	41.7%	3.1	2.0	4.0
Custom 1 - No	0														
Custom 2 - Yes	12	112.6	100.0%	58.3%	112.7	100.0%	83.3%	100.0%	58.3%	8.3%	100.0%	41.7%	3.1	2.0	4.0
Custom 2 - No	0														
Custom 3 - Yes	12	112.6	100.0%	58.3%	112.7	100.0%	83.3%	100.0%	58.3%	8.3%	100.0%	41.7%	3.1	2.0	4.0
Custom 3 - No	0														
WBRI	12	112.6	100.0%	58.3%	112.7	100.0%	83.3%	100.0%	58.3%	8.3%	100.0%	41.7%	3.1	2.0	4.0

Please find below descriptions of each of the columns:

Reading SS	The average Reading Scaled Score
Reading AS+%	Percentage of pupils achieving expected standard or above in their reading test
Reading HSS%	Percentage of pupils achieving a High Scaled Score in their reading test
Maths SS	The average Maths Scaled Score
Maths AS+%	Percentage of pupils achieving expected standard or above in their maths test
Maths HSS%	Percentage of pupils achieving a High Scaled Score in their maths test
Writing AS+%	Percentage of pupils achieving expected standard or above in their writing teacher assessment
Writing GDS%	Percentage of pupils achieving a Greater Depth of Standard in their reading teacher assessment
RWM %AS	Percentage of pupils achieving expected standard ONLY in reading, writing and maths
RWM %AS+	Percentage of pupils achieving expected standard and above in reading, writing and maths
RWM %HSS	Percentage of pupils achieving High Scaled Score in reading and maths and Greater Depth in writing
Read Prog	Average Reading Progress (based off the 2017/18 Prior Attainment Group figures)
Writ Prog	Average Writing Progress (based off the 2017/18 Prior Attainment Group figures)
Math Prog	Average Maths Progress (based off the 2017/18 Prior Attainment Group figures)

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.)

At school, there is an active Parents & Teachers Association, (FOSS) to which all parents automatically belong. The FOSS plays an important role in the school and their aim is simple – to raise funds to provide the school with things that its budget simply cannot cover. FOSS over the last few years have purchased a 'Trim Trail,' Interactive TV's for all the classroom as well as resources for our outdoor woodland area. This would not have been achievable without the generosity and support of our children and their parents and carers and the hard work and commitment of the FOSS Committee and helpers.

However, as busy parents ourselves, we understand that life can get hectic and free time is precious. That's why you don't have to come along to all the meetings to get involved.

We appreciate any contribution – from donating buns to a stint on the bar at the event. Please speak to one of the Committee or sign up to become an 'occasional helper' and let us know the sort of things you might like to help out with.

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 2021 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 2020.

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; lists are taken as on 1st September 2020. Churches in membership of the equivalent bodies to CTE in Northern Ireland, Scotland and Wales are equally accepted.

(c) **Other children.**

Tie break

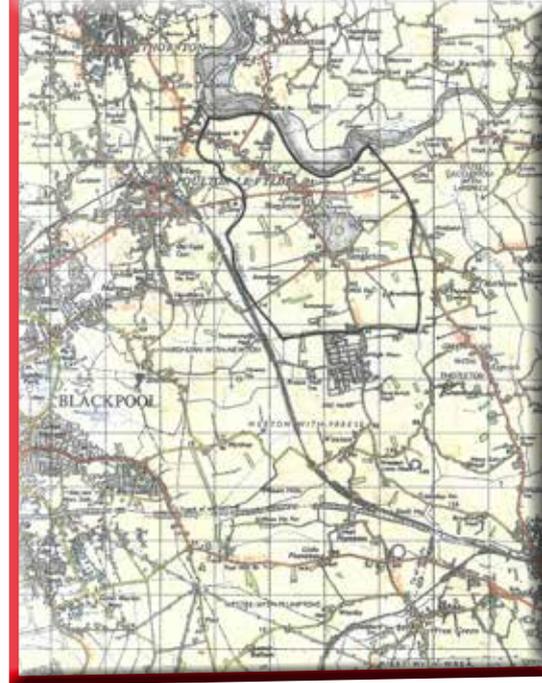
Where there are more applicants for the available places within a category, then the distance between the Ordnance Survey address points for the school and the home measured in a straight line will be used as the final determining factor, nearer addresses having priority over more distant ones. This 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 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

Our website is regularly updated and has all the latest information for parents.

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

Email: head@singleton.lancs.sch.uk Website: www.singleton.lancs.sch.uk

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
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
White (ankle or knee length) socks

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
Sensible trunks
Swimming hat



Coats

In the winter months there is an expectation that all children bring an appropriate coat to school to wear during outdoor play sessions. Children will not be allowed to play out without a suitable coat.

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. We **do not** allow smart watches or devices with internet access/camera/recording capabilities.

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 serving in the Armed Forces – 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 **6 weeks prior** to the holiday - allowing 20 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.
- 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 2020 / 2021

Autumn Term

Open	Thursday 3rd September, 2020
Close	After School Friday 23rd October, 2020 (Normal Time)
Open	Monday 2nd November, 2020
Close	After School Friday 18th December, 2020 (1.30 p.m.)

Spring Term

Open	Tuesday 5th January, 2021
Close	After School Friday 12th February, 2021 (Normal Time)
Open	Monday 22nd February, 2021
Close	After School Friday 26th March, 2021 (1.30 p.m.)

Summer Term

Open	Monday 12th April, 2021
Closed	Monday 3rd May – Bank Holiday
Close	After School Friday 28th May, 2021 (Normal Time)
Open	Monday 7th June, 2021
Close	After School Friday 16th July, 2021 (1.30 p.m.)

Inset Days:

- Tuesday 1st & Wednesday 2nd September 2020
- Monday 4th January 2021
- Monday 19th & Tuesday 20th July 2021

Kids Club

At Singleton School we have a before and after school club. Our Kids Club is very popular and is available from 7.30am 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!

The after school 'Kids Club' has its own online booking system.

Morning

£4.25 - this includes breakfast

After School

There are a variety of options after school - from a 1 hour stay upwards. Prices start from £4.50 per session.







“

Matthew 19:26

With God all things are possible.

John 10:10

I have come that they may
have life, and have it to the full.

”

... Making a difference at Singleton School



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E: head@singleton.lancs.sch.uk

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Head Teacher:
Mrs. A. Clayton