Laughton Community Primary School
2020-2021

'Inspiring Learning for Life'









A Welcome from the Executive Head teacher

Thank you for showing an interest in our school. I hope that this booklet helps inform you of what life is like in our school, but please do make a visit to come and see it in action before making your choice.

Choosing a school for your child is a very important decision and you need to get a good feel for a place before making that choice.

We are very proud of our school and strive to ensure that our children become confident individuals who experience success. Our Ofsted report (July 2018) states that 'the leadership team lead the school with an unwavering commitment to enable pupils to achieve high academic standards and to become confident, resilient individuals.' 'Pupils love coming to school and say that teachers are kind and reassuring.' We are now working towards becoming an Outstanding School.

Our main aim is for the children to become confident individuals who experience success and enjoy coming to school.

At Laughton CP School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. We adopt a 'Growth Mindset' approach in all we do. The children are taught about how we learn and how important learning habits such as imagination, discipline, curiosity, resilience and working in collaboration with others are to their learning. We equip them with the skills, knowledge and understanding necessary to be able to make choices about the important things in their lives.

I hope that you enjoy finding out more about us, please ask if there is any more information you need. You can also follow this link to our new website www.laughtonschool.co.uk

Rachel West
Executive Head teacher

A Welcome from the Chair of Governors

Thank you for taking the time to find out more about Laughton Community Primary School. We are a small rural primary school with four mixed age classes. Our staff and children are very proud of our exciting curriculum that promotes hands on learning, encouraging curiosity and embracing challenge. We are proud to foster a 'Growth Mindset' within our school knowing we can all achieve success.

As a governing body, we are responsible for monitoring the school's objectives and its progress. We have no hesitation in recommending our school to you for its enthusiastic and caring staff and for the quality of its leadership under its experienced and dedicated Executive Head teacher, Rachel West.

We understand that choosing a school for your child is a big decision and we are happy to answer any questions you may have. We do hope you are able to come to see our school in action and that you will also want to join us.

Debra Vice-Holt (Chair)
On behalf of the Governing Board

Introduction

The information contained in this prospectus is intended to give you an insight into our school and how it is organised. Naturally, all schools evolve and develop over the years but the school ethos remains the same.

Our Shared Vision at Laughton CP School

'Inspiring Learning for Life'

We have spent a lot of time revisiting our school vision to ensure it stands for what we believe in and strive for.

Children learn best when:

- They feel happy, secure, confident and valued
- Their surroundings are lively and interesting to them
- They have access to a range of suitable resources
- They have time to think and talk about their experiences
- They have opportunities for practical, relevant exploration of ideas
- They feel they are making progress
- They are able to work together as well as on their own
- They know what is expected of them
- Work is matched to their individual needs.

To achieve this we focus on developing the children's skills of collaboration, imagination, discipline, resilience and curiosity.

We aim to help children reach their full potential in a happy, secure environment. With skilled, caring teachers and an attractive setting in the heart of the Sussex countryside, we aim to provide an atmosphere that will encourage all-round development, stimulating the children's natural curiosity and giving them a sound foundation for the next stage of their school career.

If you would like to come and visit our school, meet the teachers and see the children at work, please feel free to contact either Mrs Geer or Mrs Miller in the school office who will be delighted to make an appointment for you. We also have an **open afternoon on Monday 11th November 2019 from 2-3p.m and Wednesday 25th November 2019 from 2-3pm.**

Contact: Laughton CP School, Church Lane, Laughton, East Sussex, BN8 6AH
01323 811306 or by email office@laughton.e-sussex.sch.uk

Laughton School Council



A committee of pupils (Reception– Year 6), voted in each year by their peers, take responsibility for some aspects of school life (e.g. playtime routines, organisation, interviews). They have a say in spending a small part of the school budget, help run events and decide which charities to support through fund raising, they also play an active part in informing and discussing school issues. The School Council is facilitated by Mrs. West.

The School



Laughton Community Primary School is situated in the heart of the Sussex countryside between Ringmer and Hailsham. The original building is over 130 years old, although extensions have been added. The school backs on to the village recreation area, which is available to use for lessons and playtimes whenever the weather permits.

The Community Sports Hall was built on the school site and opened in February 1998. This wonderful facility serves as a school hall in term time and is a great asset being available for after-school activities as well as for private lettings for the community, clubs and families. Close by are the Village Hall and the Parish Church, with which we have close links.

There are 2 playgrounds at the back of the school and a garden area that is tended by the children, staff and volunteers.
There are four classrooms, each with outside access. We have a computerised library and a 'Learning Loft', which has been developed to provide an interactive learning environment for the children.

Laughton Community Primary School has recently federated with Firle Church of England Primary School to form The Oak Tree Federation. The two schools work very closely with each other and share skills, resources and personnel to provide the best education. Together, we are part of the Ringmer Alliance and work closely with Ringmer, Blackboys, Framfield, East Hoathly, Chiddingly and Alfriston on shared objectives and support in learning, as well as take part in opportunities offered by Kings Academy Ringmer. We are also a strategic partner school with the Newick Teaching School Group. We are committed to providing opportunities for the children in our Alliance so that they can gain valuable experiences in their learning and become confident and successful individuals in school.

The Oak Tree Federation

In September 2018 the Oak Tree Federation was formed. This enabled a formal partnership between Firle Church of England Primary School and Laughton Community Primary School. Both schools had been working in an informal partnership for the previous 2 years and had found that it had a very positive impact on improving outcomes for all the children.

The Executive Headteacher, Head of Schools and School Business Manger work across both schools to ensure that the joint school development plan meets the needs of each individual schools areas for development. Staff also support each other across the schools through training, monitoring and joint staff meetings. We share resources, planning, skills and expertise and provide the children with an extended community in which to learn. The children also benefit from joint focus topic days and many have built friendships from their joint activities.

Admissions Policy

The East Sussex County Council admission process is set out in "Applying for a School 2020-2021", see appendix A. The County Council is responsible for admitting children into the reception year; children may be admitted at the beginning of the school year in which they will reach the age of five. It has been agreed that 15 Reception places will be available at Laughton in September 2020. Entry into other years is subject to a place being available in the appropriate class and a decision is made in consultation with the Head teacher to discuss admissions and to come to look around the school with their son or daughter at a time that is mutually convenient. All admissions for the Reception year are decided directly by the Local Authority. (Phone County Hall: 01273 481000) http://www.eastsussex.gov.uk/educationandlearning/schools/findingaschool

Most children in the area attend a playgroup or nursery school prior to joining us. In the summer term, the pre-admission group visits the school for at least 3 half-day sessions, so that the children know their way around well before joining us and have begun to establish positive relationships with their peer group and the school staff. This provides an ideal introduction to primary school, but you might like to ensure that before joining, your child can:

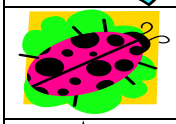
- Use the toilet independently
- Dress and undress themselves
- Recognise their name
- Hold a pencil or paint brush
- Use a knife, fork and spoon.

Parents and pupils receive a welcome pack that explains the routines of the day and the organisation of the curriculum. Please also read our 'Early Years Policy', which explains our ethos and organisation for you and your child, in Reception. Order details for school uniform are also included as well as school dinner menus.

Your child's first year at school is called Reception; then they move on to Year 1, Year 2 and so on until they complete Year 6 prior to transfer to secondary school. The majority of children move on to King's Academy, Ringmer however, we have also had children move to Lewes Priory, Chailey and UCC, depending on where they live. We have regular liaison meetings and other contact to ensure a smooth transfer to Key Stage 3. Pupils also have opportunities to use other resources at the college, suitable for the primary curriculum and take part in workshops and master classes for mathematics, science and design technology, attended with pupils from other local primary schools.

Organisation

Our classes or learning zones are currently organised as follows:

	Learning Zones	**Class teachers**
	**UNDERWATER** Foundation Stage: Reception and Year 1	Mrs Ricca
	**BUGS** Key Stage 1: Years 1 & 2	Mrs Coakley
	**HIGH PEAKS** Key Stage 2 (lower) Years 3 & 4	Miss Everest
	**JUNGLE** Key Stage 2 (upper) Years 5 & 6	Miss Mandy
Inclusion Manager (Special Educational Needs)	**ALL PUPILS**	Ms Levey (Wednesday)

Each teacher has 10% of their teaching time as PPA (planning, preparation and assessment). We cover this time out of class with a specialist sports coach and a Higher Level Teaching Assistant (HLTA).

Our Teaching Assistants are class based. They are Mrs Orme (Underwater), Mr Sidebottom (Bugs), Mrs Candogan (High Peaks) and Mrs Rieman and Mrs Pratt (Jungle).

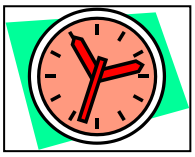
School Business Manager	Mrs Miller
Office Assistant	Mrs Geer
Caretaker	Mr Herdman
Kitchen Supervisor	Mrs Bolton
Kitchen Assistant	Mrs French

Our Reception children follow an Early Years programme in line with East Sussex and DFES guidelines. Very careful records of the children's work and progress are kept. During the Reception year children will be taught and assessed following the seven areas of learning: Personal, Social and Emotional Development; Communication and Language, Literacy; Mathematics; Understanding of the World; Physical Development; Expressive Art and Design.
Parents will be invited to attend more informal working mornings or afternoons to see their children at work and play in school, as well as more formal parents' consultation meetings in the autumn and spring term.

The EYFS environment is organised to help pupils to develop their learning and social skills in a safe, structured and stimulating indoor and outdoor classroom environment. Pupils have access to a dedicated, covered outside play area for structured play using a variety of larger equipment and there is also a lovely garden area which the pupils tend.
Pupils in years 1 & 2 follow the National Curriculum for Key Stage 1 and pupils in years 3 to 6 follow the curriculum for Key Stage 2. Subjects and topics are linked to develop pupils' understanding and interests whilst developing key skills in all areas of the curriculum.
All staff participate each year in training courses in order to further develop their knowledge and skills in all areas of the curriculum. We have a number of staff who are trained in basic First Aid: Mrs. West, Mrs. Geer and Mr. Sidebottom are the registered "First Aiders at Work", Mrs. Orme is a registered Paediatric First Aider and Mrs Reiman, Mrs. Candogan and Mr. Herdman have the Emergency First Aid at Work qualification. Mrs. Brown is the School's Designated Child Protection Officer.

Parents' Open Sessions & Consultations are held in the autumn and spring terms, though parents are welcome to discuss children's work at any time and attend informal 'pupils at work sessions'. Annual written reports are issued in the Summer Term.

Dates, Sessions and Teaching Times



Proposed term dates for the school year 2020-2021

Term 1	3 September – 23 October
	October Break
Term 2	2 November – 18 December
	Christmas Break
Term 3	4 January – 12 February
	February Break
Term 4	22 February – 1 April
	April Break
Term 5	19 April – 28 May
	May Break
Term 6	7 June – 23 July
	Summer Holiday

STAFF TRAINING DAYS: (additional holiday for pupils)

There are 4 additional staff training days during the academic year and we will keep parents fully informed each year of the dates (giving 2 terms notice, where possible)

School sessions are as follows:

8.45am – 12.10noon	(EYFS and KS1)
8.45am - 12.20pm	(KS2)
1.15pm - 3.00pm	(All year groups)

A staff member will be on duty in the playground from 8.30 a.m. Please avoid sending your child earlier as we cannot accept responsibility before that time.
Pupils in Foundation Stage and Key Stage 1 enjoy a 15 minute break in the morning and the afternoon which is fully supervised by two members of staff. Duty staff wear a red fleece for easy identification or high visibility vest. Pupils should bring in a named filled water bottle and fresh fruit is provided for pupils in Foundation Stage and Key Stage 1 to eat at morning breaktime. Pupils in Key Stage 2 have a 15 minute break in the morning with the younger pupils; pupils should bring in water and healthy fruit or vegetable snack.
Pupils may have milk at playtimes if you order through the school milk scheme. Please contact the office for further details.

Actual teaching times per week (excluding the daily act of collective worship, registration time and breaks):

Key Stage 2	23 hours 55 minutes
Foundation Stage & Key Stage 1	21 hours 15 minutes

Please ensure that your child knows the arrangements for picking him/her up from school at 3.00 p.m., particularly when the usual arrangements may have altered. A brief note in your child's homework diary to the teacher concerned, telephone call or email to the office will help to avoid confusion or even distress at the end of the afternoon. If your child is absent from school, please let us know the reason by telephone on the first morning of absence before 8.45am and each subsequent day; any unexplained absence will be recorded as unauthorised. Parents are asked to adhere to the school and County policy by not withdrawing their children from school for holidays during term time. Please see our Attendance Policy on the school website. The fine for taking your child on holiday (5 consecutive days or more) during school term time is £60 per child per parent, if paid within 21 days. We do not authorise any holiday in term time unless there is an exceptional circumstance.

The Curriculum

We plan our curriculum using a topic based cross-curricular approach. The children in KS2 work on a 4 year cycle and the children in KS1 and EYFS work on a 3 year cycle. Teachers plan together to share ideas and find opportunities to develop a skills based approach to learning. The topics cover a wide range of themes and trips and visits are used to provide memorable experiences that support the children's learning. We follow the National Curriculum that we have integrated into our cross-curricular skills based learning.

Reading and Language Development



A large part of each school day is given over to developing literacy skills in both a dedicated literacy session and through cross-curricular topic opportunities. The ability to read fluently is clearly central to all learning, and in teaching children to read, our aim is to help them realise that books can be a source of both further learning and immense pleasure. We have a whole school daily phonics and whole school reading approach to ensure children's needs are met.

We encourage children in Reception to develop reading skills from the very beginning. Regular sharing of books with your child will further stimulate and develop their lifelong love of reading and literature.

The ability to communicate clearly, both orally and in written English, is of utmost importance, and so too we feel is the careful presentation of written work. Children are encouraged to write imaginatively, while at the same time heeding the necessity for accurate spelling and use of punctuation. Writing tasks are linked to real events and other areas of the curriculum. We use high quality texts to support the grammar, punctuation and spelling elements of the English curriculum.

Mathematics



Our aim in teaching mathematics is to challenge all children in understanding and deepening their skills and reasoning in number, shape, space, measure and statistics.
We use a mastery approach that aims to provide them with a deeper understanding of concepts and how to apply them in different contexts using visual representations.
The children relate their arithmetic understanding to 'Real life maths' situations to understand how it helps them.
We follow the national curriculum and use a range of resources to make links and support activities in lessons. Where possible we teach cross curricular maths linked to our topics.

Science

Science is taught from Reception (through Knowledge and Understanding of the World) onwards, in line with the requirements of the National Curriculum which ensures a broad and balanced coverage of all areas of science with a special emphasis on investigative work and activities.



History and Geography

The History and Geography curriculum is organised through topics and the development of skills, which follow a progression throughout the year. Areas of study include Ancient Egypt, Hot and Cold Lands, Water and exploration of artifacts. The children are encouraged to be 'real historians' through investigative work.

Art and DT



Children are encouraged to use a variety of media and techniques. They study the use of colour, line, shape, tone and observational drawing to develop their artistic skills and their appreciation of artists' work. Art is also used to supplement and complement work in other areas of the curriculum. Each year we have an Arts Week to celebrate the creative arts and experience new methods and resources. We also create a collaborative piece which every child contributes to each year.
In DT they design, make and test various models and machines, using a variety of materials and carry out focused practical tasks and disassemble and evaluate design and technology. They also have food technology lessons which are linked to topic based themes and healthy eating.

Music



Pupils follow a programme of music developing their understanding and use of rhythm and pitch, and appreciation of music from around the world and from different periods.
The children are encouraged to play a full part in the musical life of the school, participating in singing, creative music-making and musical appreciation. We take part in singing festivals organised through the Local Authority, giving pupils the opportunity to perform with other schools in larger venues and also have our own events to raise the profile of music and singing. We run a choir one lunchtime a week to promote singing.
Violin, cello, piano, guitar and drum lessons are available for children during school hours: a charge is made for these lessons in line with the East Sussex guidelines (see Appendix B). These lessons are arranged through the East Sussex Music service and Sussex Academy of Music (SAM). We provide Community Concerts at Christmas and in the summer term and take part in the Villages Music Festival.

PE and Sport



PE and sports are an essential part of the curriculum and also feature as extracurricular activities. We aim to develop children's enjoyment, confidence and skill in physical activity and to introduce them to the pleasures of sport. All children are encouraged to develop and perform to their full potential. Competitive sport and team games are played, with a strong emphasis on sportsmanship. The formal PE curriculum includes lessons in gymnastics, dance and athletics for each class. We have a Sports coach who takes a weekly session of P.E with all the children and a yoga teacher who spends an hour per week with each class.

All the children take part in the Golden Mile which is an initiative for them to run, walk, skip or jog continuously for a period of time and record the distance they cover. They receive certificates for milestones such as 5, 10, 25, 50 and 75 miles!

Children in year 3 also attend swimming lessons at Kings Academy, Ringmer in order to meet National Standards.

There are a range of after-school clubs, linked to the interests and skills of the staff and coaches available, including: football, netball, cross country, multi skills, striking and fielding and athletics. These run from 3.00 – 4.00 p.m. We also take part in a range of local tournaments through our local Sports Partnership. Laughton Cricket Club organise coaching in the summer for all local children. Many of the children at the school play football in the evenings and at weekends for Ringmer Rovers and Lewes and Heathfield Rugby Clubs have thriving junior sections, which pupils attend.

Religious Education

Each school day includes an act of collective worship. Religious Education is based upon the East Sussex Education Authority's Agreed Syllabus. The syllabus is Christian and non- denominational but recognises other spiritual beliefs. If parents do not wish their child to take part in collective worship or to be taught the agreed syllabus, they should inform the Executive Headteacher or Head of Schools by letter so that suitable alternative arrangements can be made. We teach RE through RE Days so that the children can grasp the concept they are learning and explore it through different activities including drama, art, music, reading and writing.

Personal, Social & Health Education (PSHEe)

Health Education is an important aspect of the curriculum. Topics covered include food, personal hygiene, safety at play and in the home. Sex education, as an integral part of this subject and the science curriculum, is taught throughout the school with parents being informed prior to screening of films, videos etc., as appropriate with regular guidance from the PSHE Advisory Team. Pupils and staff are encouraged to adopt healthy lifestyles, including drinking water, eating healthily and taking regular exercise.

PSHE is part of the curriculum for all pupils, providing them with the opportunities to prepare for life, encouraging pupils to make informed decisions and providing a forum for discussion and debate about a range of issues and citizenship. We have started the Thrive programme this year, which is a tool that will help assess and support children's emotional and social development. Our aim is to embed this approach to support children across our federation and enable all of them to achieve success in life.

Computing

Throughout the school, children use laptops, iPads, digital media and control mechanisms to support and develop their learning. Computing is an integral part of the curriculum and is evident in every class's daily learning. We have a wide variety of software, which supports the curriculum from Reception to year 6.

The school has its own website where parents can gain information. This can be found at www.laughtonschool.co.uk

An essential part of developing children's understanding is ensuring that all pupils have safe access to technology and therefore e-safety is taught and explored by all pupils, appropriate to their age.

Pupils also undertake design technology work from an early stage.

Home/School Agreement

The school issues a Home School Agreement when children start school. The agreement has many purposes but primarily it is to help everyone do the best they can for your child and the school; it underlines the partnership between home and school and the importance of working together to help support your child's learning and development.

There is a Homework Policy which sets out the homework requirements for each age group. The school also uses Homework Diaries/Reading Logs for the children's homework to be recorded in; this is also an important tool for communication between home and school. The school is happy to communicate with parents by email and will send letters in either hard copy or electronically on request.

OFSTED Inspection

The school was last inspected in July 2018. The school was judged as 'Good' in all areas. The few recommendations that need developing to become Outstanding are being developed through our School Improvement Plan.
The Ofsted Report is available in the School Office and on the Ofsted website.
http://www.ofsted.gov.uk/oxedu_providers/full/(urn)/114404/(type)/4096/(typename)/Primary%20schools

Attendance

Attendance figures for 2018-2019:

ATTENDANCE	AUTHORISED ABSENCE	UNAUTHORISED	TOTAL ABSENCE
95.6%	**3.5%**	**0.9%**	**4.4%**

(These figures have been rounded up)
Please visit the school website for our Attendance Policy. We are working on improving our attendance figures to get 96% in 2019/20

Achievement & Attainment 2018-2019

The following tables show our children's performance at the end of Key Stages 1 and 2 in the national standardised tests.

END OF EYFS
GLD =62.5%
Cohort Average Point Score:

YEAR 1 PHONICS
2018- 2019 – 71.4% of children met National expectations

YEAR 2 PHONICS
2018- 2019 – 100% of children met National expectations

KEY STAGE 1 ASSESSMENT RESULTS 2018- 2019
Teacher Assessments

KS1 Teacher Assessment %				
Year 2 Cohort size: 15 pupils	**School 2019**		**National 2019**	
	Expected Standard	**Greater Depth Standard**	**Expected Standard**	**Greater Depth Standard**

Reading	100	35.7	74.9	25.0
Writing	100	21.4	69.2	14.8
Maths	92.8	35.7	75.6	21.7

KEY STAGE 2 ASSESSMENT RESULTS 2018- 2019

SATs results %				
Year 6 Cohort size: 12 pupils	**School 2019**		**National 2019**	
	Expected Standard	**Greater Depth Standard**	**Expected Standard**	**Greater Depth Standard**
Reading	91.6	33.3	73.2	269
Grammar, Spelling and Punctuation	91.6	25.0	78.0	35.7
Writing	83.3	16.6	78.5	20.1
Mathematics	100	25.0	78.7	26.6
Reading, Writing, Maths combined	83.3		64.8	10.5

We are very proud of all our children's achievements and work hard in partnership with parents to help all pupils to 'be the best that they can be'.

School Visits



We consider it very important to use the environment to enhance classroom work. Children often visit appropriate sites linked to their learning in the curriculum. We ask all parents to sign a permission form so that we can use the local area when it benefits learning. You will always be informed of when your child will leave the school premises for these activities.

A residential visit takes place for children in Years 5 and 6 to provide challenges in activities that we do not have the resources for in school such as rock climbing, abseiling, raft building etc. Risk Assessments and pre-visits by staff are an essential part of planning for visits and trips. For details of the County Council's charging and remissions policy in respect of school visits, please see Appendix B.

Extra-Curricular Activities

Clubs are organised by staff and independent bodies and represent current interests of staff and pupils which may vary from time to time. There is a range of sport and creative

arts clubs as well as cooking. Information is available through the school office and newsletters. We have established a tradition of tournaments with the local partnership of primary schools in the locality to develop team skills and competitive sport.
The Mohair Centre also collects children each day from school for extended child care.

Complaints Procedure

It is the duty of the Governing Body and the Local Education Authority to establish a complaints procedure covering many different aspects of school life. Governors take responsibility for monitoring the nature of complaints that are made. A copy of this document is available for inspection by parents.

Children with Special Needs

In a small school it is relatively easy to keep a very close eye on individual progress. Standardised tests are used at specific stages as required and small step targets are set as appropriate. The Inclusion Manager, Ms Levey, monitors the progress of children with special needs in liaison with the Class Teachers, Executive Headteacher, Head of Schools, Teaching Assistants and outside agencies.

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. This statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.
At Laughton CP School we will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

All members of teaching and non-teaching staff undertake regular training to update their skills, knowledge and understanding of Special Needs. The SENCO can be contacted via any of the staff or the school office (office@laughton.e-sussex.sch.uk).

Where there are obvious signs of specific difficulties, or special abilities, children are given appropriate tuition, either individually or in small groups. If it becomes necessary to seek the support of outside agencies, the matter is always discussed with parents and their prior permission sought. Staff will always work in partnership with parents and pupils for the needs of each pupil in their care.
Please see our School Offer and SEND report on our website homepage to find out more.



Child Protection

Parents should be aware that the school will take all reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect, or other forms of abuse, staff have no alternative

but to follow the Local Authority Child Protection Procedures and School Child Protection Policy and take appropriate steps, which may include informing the Social Services Department of their concerns. Executive Headteacher, Mrs. West, and Head of Schools, Mrs. Brown, are responsible for Child Protection issues in the school.

School Discipline

Great importance is attached to high standards of personal behaviour. Rules are simple and are concerned principally with safety and the development of good manners and courtesy between both pupils and staff. We prefer to encourage rather than to punish, and punishment usually takes the form of loss of privilege and taking time with pupils to try to determine reasons behind different behaviours in order to modify inappropriate behaviour. If any child's behaviour is a serious cause of concern we contact the parents immediately. We ask that all parents work in partnership with the school to support the school's Behaviour Policy. We follow the Golden Rules and strive to achieve our school values in being resilient, collaborative, disciplined, imaginative and curious.
We operate a variety of rewards systems to encourage pupils as learners in the school community, including Golden Time, certificates, stickers and pupil points and class marble jars. Please read the school's Behaviour Policy on our website for further details.

School Uniform

We like all our children to wear the school uniform listed below,

Girls	Boys
Green or white polo or white shirt (tie optional) School sweatshirt/ fleece Green cardigan/ V neck jumper Grey skirt/pinafore/trousers/shorts/culottes White, black or grey socks Grey or green tights Green and white checked summer dress Black shoes/ boots in winter (no sandals please) Long hair tied back No jewellery except for small plain stud earrings and a watch	Green or white polo or white shirt (tie optional) School sweatshirt/ fleece Green V neck jumper Grey trousers or shorts White, black or grey socks Black shoes (no trainers or sandals please)

Sweatshirts, cardigans, fleeces, polo shirts, PE kit, book bags, water bottles (all featuring the school logo) and ties are available online through a nominated website. You can buy a good selection of 'nearly new' items from our PTA, The Laughton School Association (LSA).

It is essential for reasons of safety and hygiene that all children should be able to put on a complete change of clothing for any kind of PE or games activity. Children will need

black shorts, a school PE T-shirt to match their team colour and plimsolls for PE lessons with a school fleece for use outdoors. Pupils may wear trainers for outside PE sessions.

We do reserve the right to forbid items of clothing, accessories, jewellery and footwear, which are liable to be dangerous or against the interests of the children at large. All clothing should be clearly named. Each term we run a uniform draw where children wearing the correct uniform are entered into a draw for their class. The name which is pulled out wins a £2.50 WH Smith voucher, kindly funded through our LSA.

Laughton School Association



The Laughton School Association (LSA) is an organisation of parents and friends of the school. It organises many social and fund-raising events each year, and plays a very important part of school life.
Events have included: Christmas shop for pupils, Family Fun Day in partnership with the Village, Laughton's Got Talent, 'Pop up Boutique' and Quiz Night.
Monies raised help to enrich pupils' experiences in school by subsidising school trips and visitors, buying specialist equipment for use by all pupils and paying towards refurbishment as appropriate. We are grateful for the contribution that the School Association makes to school life for pupils and parents.

Appendix A

Apply for a school 2020-2021 Community and Voluntary Controlled (LA) schools

The priorities below will be used to decide who gets a place at community and voluntary controlled infant, primary and secondary schools.

1. Looked after children and children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.
2. Children who will have a brother or sister* at the school (or linked junior school) at the time of admission and who live at the same address, within the pre-defined community area**.
3. Other children living within a pre-defined community area**.
4. Children who will have a brother or sister* at the school (or linked junior school) at the time of admission who live at the same address, outside the pre-defined community area**.
5. Other children.

*Children are 'siblings' if they are full, half, adoptive or foster brother or sister living in the same household including siblings attending sixth forms.

**Each home address in the county falls within a community area although living in a community area does not guarantee a place.

Children who have a brother or sister who joined the school prior to 1 September and who is still on roll will be assigned to priority 2 under the previous arrangement which gave priority to brothers and sisters regardless of whether they live in the pre-defined community area or not.

Where a child has been unable to secure a place at a school in his/her community area and has been directed to attend a school outside the community area as an alternative, any applications for younger siblings to attend the school will be treated as if the family were resident in the community area, as long as the sibling will still be attending the school when the younger child starts.

Tiebreaker

In the event of oversubscription within any priority, place allocation will be decided by prioritising applications on the basis of home to school distance measured in a straight line. This will be measured from the address point in the school (supplied by Ordnance Survey) to the address point in the family home. For split site schools, we will measure to the site where the child will attend for the majority of lessons at the point of entry.

In the event that applicants cannot be prioritised using the tiebreaker above because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

Out of area siblings

Since **September 2017**, the admissions criteria give priority to children living in a community area (priority 3) above siblings who live outside of the area served by the school (priority 4). You can still apply for and get schools outside of your community area. However, there is no guarantee that younger children in your family will be able to follow their brother or sister. You will therefore need to consider the possibility that your children may end up at different schools if you send your child to a non-local school.

Factors not included

When schools are oversubscribed, the stated admissions criteria are applied to decide which children will be allocated places. Given this, you will need to bear in mind that it does not take account of:

- attendance at a particular school, pre-school or nursery setting. The only **linked** schools are those recognised under **priority 3** for children moving from an infant to a junior school;
- any previous association you or your family may have had with a school;
- your profession or your working or child care arrangements; and
- any reference to a child's ability or particular aptitude.

The deadline for applying for a Primary School place for September 2020 is Wednesday 15th January 2020.

Appendix B

CHARGING AND REMISSIONS POLICY

Introduction

The purpose of the policy is to ensure that there is clarity over those items which Laughton CP School will provide free of charge and for those items where there may be a charge.

This policy statement has been drawn up by Laughton CP School in line with the Local Authority and DFE guidance in accordance with the requirement of Section 449-462 of the Education Act 1996. The policy will be effective from 1 April 1996 and applicable to all registered pupils in maintained schools and tutorial units in East Sussex and complements the school's prospectus and lettings policy.

Definition

The school day is defined as: 8.45-3.00pm. The midday break does not form part of the school day.

Responsibilities

The head teacher will ensure that staff are familiar with and correctly apply the policy.

The Governors will review the policy annually.

During the school day all activities that are a necessary part of the National Curriculum plus religious education will be provided free of charge. This includes any materials, equipment and transport to take pupils between the school and the activity. It excludes charges made for teaching an individual pupil or groups of up to four pupils to play a musical instrument**.**

Voluntary contributions may be sought for activities during the school day which entail additional costs, e.g. field trips, theatre trips, swimming costs.
In these circumstances no pupil will be prevented from participating because his/her parents cannot or will not make a contribution.

From time to time we may invite a non-school based organisation such as a visiting storyteller or drama group etc to arrange an activity during the school day. Such organisations may wish to charge parents, who may, if they wish, ask the head teacher to agree to their child being absent for that period.

Optional activities outside of the school day

We will charge for optional, extra activities provided outside of the school day, for example sport clubs, theatre trips etc. Such activities are not part of the National Curriculum or religious education nor are they part of an examination syllabus.

Education partly during the school day

If a non-residential activity happens partly inside the school day and partly outside of it, there will be no charge if most of the time to be spent on the activity falls within the school day. Conversely, if the bigger proportion of time spent falls outside of the normal school day, charges will be made. When such activities are arranged parents will be told how the charges were calculated.

Residentials

Charges will be made for board and lodging, except for pupils whose parents are in receipt of eligible benefits.

Other charges will be made to cover costs when the number of school sessions missed by the pupils totals half or more of the number of half-days taken up by the activity. In such cases parents will be told how the charges were calculated.

Example 1: Visit during school hours

Pupils are away from noon on Wednesday to 9pm on Sunday. This counts as 9 half days including 5 school sessions, so the visit is deemed to have taken place during school hours.

Example 2: Visit outside school hours

Pupils are away from school from noon on Thursday until 9pm on Sunday. This counts as 7 half days including 3 school sessions, so the visit is deemed to have taken place outside school hours.

Minibus

Only pupils of the school, school staff or parents may be charged for travel in the minibus. Charges made will cover only actual costs incurred, including depreciation; the service should not make a profit for the school.

Calculating charges

When charges are made for any activity, whether during or outside of the school day, they will be based on the actual costs incurred, divided by the total number of pupils participating. There will be no levy on those who can pay to support those who can't or won't. Support for cases of hardship will come through voluntary contributions and fundraising.

Parents who would qualify for support are those who are in receipt of eligible benefits.

The principles of best value will be applied when planning activities that incur costs to the school and/or charges to parents.

Charges may be made by the County Council to cover the cost of each of the following:-

a) Individual music tuition which takes place in or out of school hours and which is not provided as part of the syllabus for a prescribed public examination or to fulfill the requirements of the National Curriculum.

b) Activities which take place outside school hours and which are not provided as part of the syllabus for a prescribed public examination and are not required in order to fulfill statutory duties relating to the National Curriculum or to Religious Education.

c) Board and lodging on all types of residential visits.

d) Examination fees for entering pupils' examinations which are not prescribed in Regulations made under the 1996 Act.

e) Examination fees for entering pupils for prescribed public examinations in a syllabus other than that for which they have been prepared at the school.

f) Preparing pupils for non-prescribed public examinations where the preparation takes place outside school hours.

g) Entering pupils for re-sits of prescribed public examinations where no further preparation has been provided by the educational establishment.

h) Materials involved in producing a 'finished product' of a lesson where a parent of the pupil has indicated in advance a wish to own the product.

Remission of Charges

Remission of any charges levied by a school will normally be granted (except in the case of the finished products of practical lessons) where:-

a) Parents are in receipt of family credit or income support (and in the case of board and lodging the activity can be classified as taking place in school hours, and if outside school hours is provided specifically to fulfill requirements of the National Curriculum, Religious Education or a syllabus of a prescribed public examination); or

b) parents are in receipt of a maintenance grant and/or free transport if the pupil is aged 16+ (and where board and lodging is concerned the activity can be classified as taking place in school hours); or

c) The Head teacher (the County Music Advisers for individual music tuition) has recommended remission of the charges in individual cases of hardship).

Voluntary contributions

Head teachers or governing bodies may ask parents for a voluntary contribution towards the cost of:

- any activity that takes place during school hours
- school equipment
- school funds generally.

The contribution must be genuinely voluntary, though, and the pupils of parents who are unable or unwilling to contribute may not be discriminated against. Where there are not enough voluntary contributions to make the activity possible, and there is no way to make up the shortfall, then it must be cancelled.

Music Tuition

Although the law states that all education provided during school hours must be free, music lessons are an exception to this rule.

The Education and Inspections Act 2006 introduced a regulation-making power which allowed the Department for Children, Schools and Families to specify circumstances where charging can be

made for music tuition. The new Regulations, which came into force in September 2007, provide pupils with greater access to vocal and instrumental tuition.

Charges may now be made for teaching either an individual pupil or groups of any appropriate size (provided that the size of the group is based on sound pedagogical principles) to play a musical instrument or to sing

In cases of hardship the governors will consider in their absolute discretion the remission of fees (either in full or in part) for those pupils who they consider will benefit from such tuition.