

LONGFIELD SCHOOL

A Specialist College

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Achieving High Standards by Demanding Excellence

This brochure gives full information regarding Longfield School. The pages in this booklet complete the school profile. Further information can be found at www.schoolprofile.parentcentre.gov.uk and www.longfield.darlington.sch.uk

Admissions

Information regarding admissions criteria and procedures can be found in the Darlington Borough Secondary Education Admissions Brochure 2009-2010.

The Year 7 Curriculum at Longfield

Following a subject content review a new curriculum was introduced at Longfield School in June 2007.

Pupils in Year 7 follow a competency based curriculum "Opening Minds" for part of their timetable.

This will help to create a smoother transition between primary and secondary school and help pupils develop skills to allow them to become independent learners.

This new curriculum combines and integrates Citizenship, History, Drama, ICT, Geography, MFL and PSHE. This curriculum develops Personalised Learning with project based work and some of the topics covered include: Longfield Life, Dragon's Apprentice, Global Citizens and the Olympics.

Pupils will be taught in mixed ability groups based on Key Stage 2 results and information provided by Primary Schools.

In Opening Minds pupils complete assignments to develop the skills of:

Self Managers	Effective Participants
Original Enquirers	Reflective Learners
Team Workers	

Pupils will be also be taught in their mixed ability Opening Minds groups for English, RE, Science and Music. For Technology and PE pupils will be taught in smaller groups. Year 7 Maths pupils are streamed in order for them to follow a tiered system that allows them to make progress through appropriate challenge.

Year 7 pupils will follow this timetable for 2½ terms before moving to Year 8 in June 2009.

In Years 8 and Year 9 follow a broad and balanced curriculum that is fully in line with the requirements of the National Curriculum, leaving them equipped with the necessary skills for learning and the world of work. All pupils have equal access to the curriculum allowing them to develop academically, vocationally and socially. Pupils are taught in a variety of groupings with classes arranged as mixed or whole groups, but generally by ability. Every effort is made to ensure that pupils achieve their potential irrespective of academic ability.

Longfield is a Sports College which uses this specialism to enhance all areas of the curriculum. The school is recognised nationally as a centre of excellence for ICT, providing first-rate facilities which support all subject areas.

Close links with local primary schools ensures that the Key Stage 2 / 3 transition is as smooth as possible.

Key Stage 4

During Year 9 pupils choose the courses they will follow across Key Stage 4; this is known as the Option system. Decisions are made after consultation between pupils, carers and subject staff. Courses followed during Years 10 and 11 lead to GCSE or vocational examinations. Pupils also have the opportunity to attend a variety of courses at Darlington College.

Out of Hours Learning

There is a clear link between homework and raising achievement towards higher standards of attainment. Teachers set homework regularly in order to encourage all pupils to achieve their full potential. Links to useful web sites for independent study can be found by accessing the Learning Portal link on the home page of our website. A review of The School Homework Policy and Practice will lead to homework becoming an integral tool to encourage progression to raise standards. Homework tasks will be broadcast using a range of IT Media.

School Ethos and Values

At Longfield each pupil is recognised as an individual and encouraged to develop academically, physically and spiritually to her or his full potential. We aim to promote standards of excellence in every aspect of school life.

We are ambitious for all our young people. Our task is to motivate pupils to achieve the highest possible standards so that they are well prepared to take their place in a changing world.

We believe that children should take pride in their appearance and work to the best of their ability at all times. We set high standards and have high expectations.

The school is a happy, supportive and challenging community which will endeavor to provide the best for your child.

Every pupil who attends Longfield will be offered an excellent education.

Religious Education

Religious Education is a core subject for all pupils attending Longfield. The syllabus for RE is based upon the Darlington Agreed Syllabus. Lessons use mainly Christian, Muslim and Jewish teachings and beliefs.

In KS4 all pupils take RE and are entered for a National Qualification.

Parents may withdraw pupils from RE lessons on religious grounds but must make their request to the Headteacher.

Parents who do withdraw from RE lessons are required to provide alternative work and supply school with a copy of the work.

Assemblies

Pupils attend a minimum of one assembly each week. Other group meetings will take place as and when appropriate to celebrate special events or occasions.

Assemblies are broadly Christian or ethical in content and deal with social, moral and educational issues.

Assemblies are based on the format: Prayer/Reflection, Theme/Talk, Administration/Notices.

Parents may withdraw their children from assemblies on religious grounds but must make their request in writing to the Headteacher.

A copy of the Collective Worship Policy is available on request.

Gifted and Talented

Longfield School has been actively involved in the development of provision for some of Darlington's most able pupils. Whether a pupil is "Talented" in the Arts, Sport or Dance or "Gifted" in academic subjects such as Science or Mathematics, Longfield School strives to support its pupils in a number of ways.

We provide extension and enrichment programmes examining life skills and learning how to manage workload as well as supporting specific subjects as staff aim to help the "Gifted" pupil achieve their best.

This includes pupils participating in a wide range of personalised learning programmes resulting in pupils achieving a range of accreditation from Year 7 onwards.

As Darlington's only Sports College, financial support for athletes is available as well as extra activities for all our other Gifted and Talented pupils. These take place at a number of locations all year round.

Special Educational Needs

Our vision at Longfield School is to provide all pupils with an excellent all-round education enabling them to achieve success and experience fulfillment. We need to build up their strengths and self esteem so that they grow into confident and independent citizens. Inclusion 'is about the quality of children's experience and how far they are helped to learn, achieve and participate fully in the life of the school.' (Removing Barriers to Achievement- DfES 2004).

Aims

- To ensure that all have access to a broad, balanced and rich curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs.
- To ensure the identification of all pupils requiring SEN provision as early as possible.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that all SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

Pupils with SEN should, whenever possible, receive their education in a mainstream school and join fully with their peers in the curriculum and the life of the school. For example, we believe that – taking account of any normal arrangements for setting – children with SEN should generally take part in mainstream lessons rather than being isolated in separate units. We have a Learning Support Area where pupils can access individual and small group work including speech and language programmes, numeracy / literacy interventions and physiotherapy sessions.

The school building is accessible by ramps, and handrails have been fitted to aid those with disabilities on steps and stairways. Disabled toilet facilities are available and doors have been replaced to enable wheelchair movement around the ground floor of the school.

We recognise that many pupils will have special needs at some time during their school life. In implementing the policy we believe pupils will be helped to address these needs.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

All pupils in Longfield are encouraged to take an active role in school life and have full access to the curriculum.

We are fully compliant with the Disability Discrimination Act.

A full copy of the SEN Policy is available from school on request.

Pupil Absence/Attendance Rates

2007-2008				
Year Group	% Authorised Absence	% Unauthorised Absence	% Possible Attendance	% Attendance
7	5.2	0.5	100	94.3
8	5.1	0.8	100	94.1
9	5.8	0.7	100	93.6
10	5.5	2.1	100	92.5
11	6.1	3.0	100	90.8
Whole School	5.6	1.4	100	93.0

2008-2009				
Year Group	% Authorised Absence	% Unauthorised Absence	% Possible Attendance	% Attendance
7	5.4	0.6	100	94.0
8	5.7	1.1	100	93.2
9	6.3	1.3	100	92.4
10	5.1	1.3	100	93.6
11	6.3	3.3	100	90.5
Whole School	5.8	1.5	100	92.7

Assessment Results

GCSE/GNVQ Results

Number of Pupils in School on Roll at 19th January, 2008 aged 15 at
31.08.09: 178

	2007	2008	2009
% Achieving 5+A*-C	52.2%	73.9%	74.4%
% Achieving 5+A*-C (including English and Maths)	28.0%	48.9%	34.6%
% Achieving 5+ A*-G	95.2%	96.1%	99.4%
% Achieving 5+ A*-G (including English and Maths)	89.2%	90.0%	92%
% Achieving 1+A*-C	88.7%	89.44%	96%
% Achieving 1+A*-G	99.5%	97.8%	100%
% Achieving No Passes	0.5%	2.2%	0%

GCSE/GNVQ Results in comparison nationally in 2008

% Achieving 5+A*-C	65.3%
% Achieving 5+A*-C (including English and Maths)	47.6%
% Achieving 1+A*-G	98.6%

Destination of School Leavers 2008

	Number of Pupils	% of Pupils
Full Time Education	147	79.5%
Work Based Training (Non Employed)	11	5.9%
Employment with Training	12	6.5%
Employment Other (including part-time voluntary work)	4	2.2%
Not in Education Employment or training in November 2008 Available to the Labour Market	8	4.4%
Not in Education Employment or Training in November 2008 Not Available to the Labour Market	2	1.1%
Known to have moved away	0	0%
No Response to repeated follow up by November 2008	0	0%

Destination of school leavers for 2009 is not yet available.