

# 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](http://www.schoolprofile.parentcentre.gov.uk) and [www.longfield.darlington.sch.uk](http://www.longfield.darlington.sch.uk)

## **Admissions**

Information regarding admissions criteria and procedures can be found in the Darlington Borough Secondary Education Admissions Brochure 2010-2011.

## **The Year 7 Curriculum at Longfield**

Opening Minds is a competency based, learn to learn curriculum where the focus is for pupils to develop their independent learning skills. It was introduced at Longfield School 3 years ago as part of the new National Curriculum with a focus on the Personal Learning and Thinking Skills. Pupils are taught in form groups for 7 hours a week primarily with one teacher. This helps in the transition period from Primary school and gives pupils the opportunity to build a strong work ethic and to develop positive friendship groups.

Within Opening Minds pupils study a range of topics where they are encouraged to manage their own time and workload. They learn to participate fully whether working individually or as part of a team and will develop their creative skills and learn to reflect on their experiences. Topics include Longfield Life, Dragon's Apprentice, Smart Brain and Onwards and Upwards. During this year pupils will learn the skills required to be successful learners for the remainder of their time at Longfield School.

Literacy and reading has a key focus during Opening Minds lessons and pupils will complete a Salford reading assessment (sight word reading) and an NferNelson (reading comprehension) test. These tests indicate pupils who need further intervention to increase their success in Secondary school. Pupils who have a reading age of below 10.6 years will re do the Salford reading test during the year to monitor progress.

Each year the Opening Minds department offers each pupil an educational visit to [Kingswood outdoor activity centre in Wales](#).

This academic year the visit will be the week 14<sup>th</sup>-18<sup>th</sup> March 2011. All pupils are encouraged to take part.

## **Curriculum Overview**

All pupils follow a broad and balanced curriculum across both Key Stages that is fully in line with the requirements of the National Curriculum, leaving them equipped with the necessary skills for leisure, learning and the world of work. All pupils have equal access to the curriculum allowing them to develop academically, personally and socially.

Longfield is a Sports College which uses this specialism to enhance all areas of the curriculum. The school is also recognised within the local authority as a centre of excellence for ICT, providing excellent 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 3**

Pupils are taught in a mixed ability groups across the Key Stage and pupils are set by ability for English, Maths and Science in Years 8 and 9. Every effort is made to ensure that pupils achieve their potential irrespective of academic ability. In Year 7

pupils follow English, Maths, Science, Technology, RE, Music, Art and Opening Minds.

### **Key Stage 4**

During Year 9 pupils choose the courses they will follow across Key Stage 4, this is known as the Option system. Pupils will receive individual interviews to help them with their Key Stage 4 choices. Students also follow core subjects in addition to their options. Courses followed during Years 9, 10 and 11 lead to public examinations. More information about the Options process is available in the Options Booklet.

### **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.

### **School Ethos and Values**

At Longfield each pupil is recognised as an individual and encouraged to develop academically, physically and spiritually to his or her 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.

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

<b>2008-2009</b>				
<b>Year Group</b>	<b>% Authorised Absence</b>	<b>% Unauthorised Absence</b>	<b>% Possible Attendance</b>	<b>% Attendance</b>
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
<b>Whole School</b>	5.8	1.5	100	92.7

<b>2009-2010</b>				
<b>Year Group</b>	<b>% Authorised Absence</b>	<b>% Unauthorised Absence</b>	<b>% Possible Attendance</b>	<b>% Attendance</b>
7	3.50	1.40	100	95.10
8	4.94	1.61	100	93.45
9	4.07	1.90	100	94.03
10	3.74	2.81	100	93.45
11	3.69	2.18	100	94.13
<b>Whole School</b>	4.00	2.00	100	94.00

## Assessment Results

### GCSE/GNVQ Results

Number of Pupils in School on Roll at 19<sup>th</sup> January, 2010 aged 15 at 31.08.10: 180

	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>% Achieving 5+A*-C</b>	73.9%	74.4%	87.78%
<b>% Achieving 5+A*-C (including English and Maths)</b>	48.9%	34.6%	50.56%
<b>% Achieving 5+ A*-G</b>	96.1%	99.4%	99.45%
<b>% Achieving 5+ A*-G (including English and Maths)</b>	90.0%	92%	97.2%
<b>% Achieving 1+A*-C</b>	89.44%	96%	99.45%
<b>% Achieving 1+A*-G</b>	97.8%	100%	100%
<b>% Achieving No Passes</b>	2.2%	0%	0%

### GCSE/GNVQ Results in comparison nationally in 2009

<b>% Achieving 5+A*-C</b>	74.43%
<b>% Achieving 5+A*-C (including English and Maths)</b>	34.66%
<b>% Achieving 1+A*-G</b>	100%

## Destination of School Leavers 2009

	<b>Number of Pupils</b>	<b>% of Pupils</b>
Full Time Education	144	80.4%
Work Based Training (Non Employed)	13	7.3%
Employment with Training	15	8.4%
Employment Other (including part-time voluntary work)	2	1.1%
Not in Education Employment or training in November 2008 Available to the Labour Market	5	2.80
Not in Education Employment or Training in November 2008 Not Available to the Labour Market	0	0%
Known to have moved away	0	0%
No Response to repeated follow up by November 2008	0	0%

Destination of school leavers for 2010 is not yet available.

## School Holidays 2011 -2012

<b>Summer 2011</b>	Thursday 21 <sup>st</sup> July 2011 <b>Staff Training</b> <b>Friday 2<sup>nd</sup> September</b>	Monday 5 <sup>th</sup> September 2011
<b>End of Term 1</b>	Friday 21 <sup>st</sup> October 2011	Monday 31 <sup>st</sup> October 2011
<b>Staff Training Days</b>	Thursday 17 <sup>th</sup> November 2011 <b>Staff Training</b> <b>Friday 18<sup>th</sup> November</b> <b>Monday 21<sup>st</sup> November</b>	Tuesday 22 <sup>nd</sup> November 2011
<b>Christmas 2011</b>	Friday 16 <sup>th</sup> December 2011	Tuesday 3 <sup>rd</sup> January 2012
<b>End of Term 2</b>	Friday 10 <sup>th</sup> February 2012	Monday 20 <sup>th</sup> February 2012
<b>Easter 2012</b>	Friday 30 <sup>th</sup> March 2012 <b>Staff Training</b> <b>Monday 16<sup>th</sup> April</b>	Tuesday 17 <sup>th</sup> April 2012
<b>May Day 2012</b>	Friday 4 <sup>th</sup> May 2012	Tuesday 8 <sup>th</sup> May 2012
<b>End of Term 3</b>	Friday 1 <sup>st</sup> June 2012 <b>Staff Training</b> <b>Monday 11<sup>th</sup> June</b>	Tuesday 12 <sup>th</sup> June 2012
<b>Summer 2012</b>	Friday 20 <sup>th</sup> July 2012	To be confirmed