



# LENT RISE SCHOOL

*'Learn, Reach, Shine'*

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**Lent Rise School**  
Coulson Way, Burnham, Slough, SL17NP

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# WELCOME FROM MRS WATSON

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*'Here at Lent Rise School we are passionate about promoting and safeguarding the welfare of all our children and are committed to providing a welcoming, community atmosphere in which we can nurture the achievements of every child.'*

*I believe the calm and purposeful atmosphere around school is truly unique. Relationships are strong and built on mutual respect. Whilst academic learning is highly valued we also know the importance of a broad and balanced education, enabling all of our children to grow in confidence, develop a sense of responsibility and achieve their personal goals whilst working hard and enjoying their time in school and subsequently enjoying learning and becoming lifelong learners. Our vision of 'achieving our potential together' is realised every day!*

*I am very proud of our school and the way all stakeholders work as a team so that we never stand still, continually striving to keep improving and to do the very best for all of our students. The staff, children and governors are also extremely proud of Lent Rise School and are always pleased to show current or prospective parents around so that you can see for yourself what we have to offer your children. To find out more about our wonderful school please contact the school office using [office@lentrise.bucks.sch.uk](mailto:office@lentrise.bucks.sch.uk).'*



# ABOUT OUR SCHOOL

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Lent Rise Combined School became an academy on 1<sup>st</sup> November 2015 and at that time changed its name to Lent Rise School. Lent Rise School is a primary phased school for pupils aged 4+ to 11+ years old. In September 2018 there were 450 children on roll.

Originally opened in 1973, the school is a flourishing, caring community, where the children learn to grow in self-confidence, where high expectations are fostered and all are helped to develop an awareness of the need for mutual trust and respect. Children are offered a range of educational opportunities covering the academic, creative, sporting, spiritual and social aspects of a child's development. The highest possible standards are expected from each child in every aspect of school life.

The school has many extra facilities, an excellent library, computer suite and a well-resourced Early Years including free-flow area. The grounds are attractive and include a Quiet Area, a developing Eco Garden, a Peace Garden, outdoor gym, football pitch and a mini fruit orchard that was planted during the school's 40<sup>th</sup> anniversary celebrations in 2013.



## THE AREA

As part of the ancient hamlet of Lent, Lent Rise is an area which has developed over the last 150 years, following the construction of the Great Western Railway line, which ran from Paddington westwards. The land that the school stands on was owned by the Bayley family, an old and important farming family in Burnham. It was used as a brickfield in the early nineteenth century, as an orchard and later a mobile home site in the 20th century.

The Lent Rise catchment area is defined as:-

*North to and including Burlington Road, but excluding The Green and Orchardville. East to the County Boundary. West to Hitcham Road. South to and including parts of the Bath Road. For further information contact Buckinghamshire County Council on 01296 383250.*

## **CLASS SIZES**

Class sizes vary from year to year, but there is an average of 30 children per class.

## **SCHOOL ORGANISATION**

Classes within the school are organised on an age group basis. For the purpose of assembly and other activities, e.g. Sports Day and Christmas Activities, the school is divided into three sections – Early Years (first year at school) Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6).

## **THE SCHOOL DAY**

The day starts at different times for each of the Key Stages :

Early Years (Reception)	start at 9.10 am
Key Stage 1 (Year1 and Year 2)	start at 9.10 am
Key Stage 2 (Years 3 – 6)	start at 9.05 am

Lunch :

Early Years and Key Stage 1	12.00 noon - 12.45 pm
Key Stage 2	12.45 pm - 1.30 pm

The school day ends for all pupils at 3.15 pm. All pupils attend full time.

There is a crossing patrol officer each morning and afternoon.

# ADMISSIONS

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Buckinghamshire County Council is responsible for all admissions decisions. Planned admission numbers are set at 60 new pupils each September for Early Years (Reception Class). In September 2015, the school took an additional 30 pupils into the Reception year, creating a 'bulge' class. All pupils attend full time.

At Lent Rise School we are aware that there is likely to be pressure on places for 2020 admission next year. With this in mind, you are strongly encouraged to make use of all six preferences options available to you and in order to increase your chance of being allocated a place at a local school, whilst you are free to express a preference for any school they want for their child, you are advised to consider including all your nearest schools. You are also reminded to list their preferences in the order you would like them to be considered.

Lent Rise School did take an additional class creating a 'bulge year' in 2015, taking three classes that year, but please be aware that our planned admission number is 60 ( two classes of thirty). The Local Authority will consider additional bulge classes if this is significant need across an area.

## PROSPECTIVE PARENTS

All prospective parents are encouraged to visit Lent Rise during the school day on one of our pre arranged school tours. This gives you the opportunity to see the school when it is alive with learning. To arrange a school tour please contact the school office on 01628 662913 or by emailing [office@lentrise.bucks.sch.uk](mailto:office@lentrise.bucks.sch.uk).





# OUR VISION

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***Our vision is for all pupils to Learn, Reach, Shine!***

We aim to fulfil this through:

- Having high expectations for all pupils and staff
- All pupils achieving expected levels of progress and many exceeding expectations
- All teaching to be good or better leading to outstanding learning and progress
- All pupils to feel safe and exhibit good behaviour, which supports good learning and attitudes
- An enriched curriculum used to inspire a love of learning and develop children as confident and well rounded individuals

***“I HAVE FUN AT SCHOOL. ALL THE TEACHERS ARE KIND AND WELCOMING AND I FEEL SAFE.”***  
Anusha, Year 6



# OUR CURRICULUM

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## ENGLISH

We have structured phonics lessons from Early Years to lower KS2 to support reading and writing. We aim to provide the children with enjoyable reading experiences which will produce confident readers who can use books effectively for pleasure and for information. Our Home Reading scheme encourages parents to support children in acquiring the 'reading habit' at home and we have many parent helpers who read with the children in school.

Our purpose built Library is open to pupils at lunch times, and a group of Year 6 children act as Junior Librarians to support younger children in their choice of books and in encouraging enjoyment of reading among others.

Children plan, produce and improve a great range of text types with grammar, spelling, punctuation and dictionary skills embedded within lessons to enable effective written communication. Opportunities are given for sharing good writing by reading it to other children in class and in assemblies, or by having it displayed throughout the school.



## MATHEMATICS

At all key stages, numeracy skills and concepts are related to a variety of practical situations. Both understanding and discovery are of paramount importance. Continual monitoring and assessment of numeracy work enables us to obtain a clear understanding of individual needs and provide tailored work programmes.



## SCIENCE

Science at Lent Rise actively engages pupils right from Early Years to Year 6. Science is taught through practical investigations, which not only enable children to gain important subject knowledge but also to develop their scientific skills. Children are encouraged to think scientifically, to make observations and to analyse and evaluate results.

We have a variety of educational visits that are aimed at supporting the children to develop their scientific knowledge and to encourage them to ask scientific questions.



## DESIGN TECHNOLOGY

We feel it is vital to nurture creativity and innovation through design. Children develop their skills and knowledge in design, structures, mechanism, electrical control and a range of materials, including food. Design and Technology encourages children's creativity and inspires them to think about environmental issues as well as the importance of health and safety. They are encouraged to be creative and innovative, and are actively encouraged to think about important issues such as sustainability and enterprise.



## FRENCH

All pupils from Early Years to Year 6 are introduced to French with a focus on oral and auditory. In teaching French we aim to foster a sense of enjoyment and confidence in speaking, reading and writing a modern foreign language. This in turn gives the children a firm foundation and positive attitude from which they can continue their learning in secondary school.







## TWINNING

Each class is linked with a school from another country with which they communicate through email, letter, and shared work. This gives all children an opportunity to learn about the culture and language of their twin country, and to foster communication links. As the children move up through the School, they are twinned with a variety of different countries, giving them more of a perspective of their place in the world, and a knowledge and understanding of people and places different from their own.

***“I enjoy learning about our etwin countries – it’s fun to study many different cultures.”***

**Karen – Year 6**

## RELIGIOUS EDUCATION

In Religious Education we aim to support children’s development as thoughtful and considerate individuals, and as members of a modern multi-cultural society. Through exploring and gaining understanding of a variety of experiences, attitudes, artefacts and religious practices we give children a range of opportunities to reflect on their spiritual and philosophical selves as well as gain respect for others.

We have daily assemblies which play an important role within the school’s social interaction. Collective Worship forms the backbone of our assemblies where children are given time to come together and share experiences, feelings and achievements about a given theme. This allows children time to feel part of the school community as a whole and to celebrate and learn about Easter and Christmas celebrations. Each week Open the Book visits to take an assembly based around a biblical story.



## HUMANITIES

At Key Stage 1 (5 to 7 years old), the children are introduced to the concept of the past and passing of time by studying things they are familiar with, e.g. themselves, their families, toys, the school and its locality, houses and homes. At Key Stage 2 (8 to 11 years old), the children develop a chronologically secure knowledge and understanding of British, local and world history.

We relate geography as closely as possible to first-hand experience through fieldwork. The children are encouraged to make comparisons with other areas in Great Britain, Europe, North and South America and the world so they can begin to understand their role as global citizens. They also learn map reading skills.

## MUSIC

Each year band focuses on a chosen musical instrument. For example, in Year 5, during music sessions, children are taught how to play the ukulele by a professional music teacher where they learn ensemble skills and develop confidence when performing. Individual music lessons for piano, woodwind, guitar and violin are offered through Buckinghamshire Learning Trust.

## ART

At Lent Rise School we encourage and develop creativity and imagination in Art through both practical and theoretical lessons. Pupils are given the opportunity to experiment using a wide range of media and techniques, and are taught to develop their critical observation and self-assessment skills. They form an understanding of composition through the study of the formal elements of art and through the appraisal of the work of established artists. Pupils use a variety of stimuli from across the curriculum and around school to create art pieces in a range of styles, many of which are now permanent installations showcased around the school.

## **PERSONAL, SOCIAL, HEALTH AND EDUCATION (PSHE)**

PSHCE enables children to develop their personal, social and emotional wellbeing. Through PSHCE children feel able to discuss their worries, problems, thoughts and personal opinions. Themes include; safety, healthy eating, drugs awareness, our community/environment and citizenship.

At Lent Rise School we take great pride in caring for our local environment. Children are given the opportunity to carry out voluntary litter picks, to collect paper to be recycled and to maintain our school garden. We also participate in the Go for Gold scheme and Walk to School week which encourages children to walk to school on a regular basis.

Pupil voice is very important at Lent Rise and our Healthy School Council allows representatives from each class to discuss their ideas to make the school healthier for everybody. These meetings take place every half term and pupils are encouraged to voice their opinions to their representative prior to the meetings.

## **PHYSICAL EDUCATION**

The purpose of Physical Education is to enable all pupils to work towards becoming independently active within the School and the Community. We have a range of facilities, including a well-equipped hall, large school field and outdoor gym. The School provides extra-curricular activities including, boys' and girls' football, netball, athletics, rugby, Change 4 Life, dance and fitness clubs. Lent Rise encourages links with other schools in the area and matches are played in all of Key Stage 2.

The school has a Sports Council comprising of more than 30 students who lead and organise competitions across the school. They also lead play activities during playtime and help to deliver successful PE ideas across the school.

We also have eight Vice Captains in Year 5 and eight House Captains in Year 6 to help run sporting events and to aid the sports council meetings. Our houses are named after the local area and are: Cliveden, Hitcham, Huntercombe and Lent.



## ICT

At Lent Rise School we believe that through the effective use of ICT resources we are preparing our children for 21<sup>st</sup> Century learning and living. Our aim as a leading practice school is to provide inspirational learning experiences using ICT that educate pupils in all areas of the curriculum.



## RESOURCES AND FACILITIES

All classrooms have interactive whiteboards computers, visualisers, digital cameras, and movie cameras. Classes also have access to laptops and iPads which link through our wireless network.

The school boasts an ICT suite with videoconferencing facilities, an inspiration station and media centre with equipment that enables pupils to research and create media and films. Within the library the pupils use technology to borrow books.

Early Years also have their own purpose built ICT suite comprising of six computers, story headphones, handheld digital cameras and microphones. We also have a SMART interactive touch table. The children are able to move images, text and paint tools as well as listen to sound and film clips through specifically designed educational activities.

## LENT RISE LEARNING ZONE

Lent Rise Learning Zone is an individually designed “Virtual Learning Environment” for the school community. It provides remote access to learning from home using a secure internet site, usernames and passwords. All pupils are given the opportunity to use Lent Rise Learning Zone to complete one piece of their weekly homework. Within this site pupils are introduced to a safe chat forum environment and they can communicate directly with classmates as well as their teachers. Parents can also log into the site with their own username and password and access resources to help them support their child’s learning, in addition to viewing their attendance.

# ASSESSMENT AND RECORDS

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## ASSESSMENT

Assessment is an ongoing process at Lent Rise School. Our methods of assessing the children are built into all the curriculum plans and are used to develop an individual learning path for each child:-

- Through continued observation of the children at work and discussion with them
- Through the marking of completed work
- Through regular teacher assessments
- Through the use of formal assessments - e.g. Reading Age assessments.

Through the continued use of assessment, we can ensure each child has the best programme of study to suit their needs and that they will be able to make good progress during their time at Lent Rise. Children are set individual targets which help them to strive to achieve their full potential. Parents are encouraged to share these targets with their children.

## RECORDS

At Lent Rise we keep clear, concise records, in accordance with the National Curriculum and to suit the needs of each child. A pupil profile is kept which the child has access to and which shows at any given stage, the level the child has achieved. All of the records we hold in school are managed in line with GDPR (General Data Protection Regulations).

Two mini progress reports are sent each year plus a full end of year written report. Two formal consultation evenings are held at even intervals throughout the year with a further optional evening.



# OUR RECENT RESULTS

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## Key Stage 2 SATS 2017 - 2018

### Test Results

	% of pupils achieving the expected standard		Average Scaled Score		% of pupils achieving above the expected standard	
	School	National	School	National	School	National
Reading	83%	75%	107	105	37%	28%
Grammar, punctuation and spellings	81%	78%	107	106	36%	34%
Mathematics	85%	76%	106	104	32%	23%
Writing Teacher Assessment	93%	78%	/	/	18%	

# OTHER ACTIVITIES

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## **HOMEWORK**

Homework will be given to all children from Early Years to Year 6. We see homework as an extension or reinforcement of activities that the children are involved with at school. Class teachers may ask pupils to read (sharing a book with a parent), to learn times tables or spellings. There may be a need to do some research relating to a topic, or there may be more formal homework.

## **EXTRA-CURRICULAR ACTIVITIES**

A wide range of extra-curricular activities are open to the children. Our teachers run a selection of afterschool clubs. These vary each term but have included football, craft, cricket, film, Lego and ICT. We also welcome external clubs and teachers in to offer services such as; Get Active who provide sporting activities.

## **DAY VISITS**

The children have on average one curriculum based off site day visit each year. For the younger children, this will be within the local community, for example, a visit to the local library to inspire reading. For the other children this may be slightly further afield, for example, a visit to the Oxford Natural History Museum. Other visits to local places of interest may also be offered, where and when appropriate.



## **RESIDENTIAL VISITS**

We currently offer residential visits in Year 5 and Year 6. Each visit is designed to motivate and engage all children in subject specific areas. They will offer enriching first-hand experiences that will enhance pupil's learning. In 2018 our Year 5 children enjoyed a two night visit to Shortenills Activity Centre and Year 6 took part in a 3 night residential to PGL Weymouth.

## THE SCHOOL COUNCIL

Our school council is celebrating its 20th year. One child in each class from Year 2 upwards is voted for by their class. The half termly meetings are chaired by a member of the senior leadership team. Council Members raise ideas on behalf of their peers to benefit the school and pupils in the school. The Council Members discuss each idea and decide whether it is a good one. If the idea is unanimously agreed, the chairperson makes the decision based on the budget. The children fundraise for their ideas through an annual sponsored spell and the self run and funded stationery shop.

Being a member of the school council teaches responsibility, respect and compromise. It encourages different Year bands to work together and helps children develop financial responsibility.

*'It involves the children in having ideas and making decisions about their school with help and advice from teachers when needed. Children have to think carefully about what makes a sensible idea. It gives us pride in our school because **WE CAN MAKE A DIFFERENCE!!!***

The School Council



## THE HEALTHY ECO SCHOOL COUNCIL

At the beginning of each new school year, every class has a vote to decide who they would like to represent 'their voice' at the Healthy Eco School Council Meetings. The council meet every half term to discuss ideas to make the school an even healthier and environmentally friendly place for everybody. *The Healthy Eco School Strategy is linked closely to the Sustainable Schools agenda.*

# WRAPAROUND CARE

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## Rise and Shine Breakfast Club

Our breakfast club has been going from strength-to-strength since opening in 2016. The club runs from 8am with a healthy breakfast served until 8.40am. Children are encouraged to get active with games and dancing to get their brains and bodies ready to learn. The club is currently priced at £5 per session.

## Orchard After-School Club

The Orchard Club has two sessions, running from 3.30pm until 4.15pm or 5.30pm. Children have an opportunity to do their homework or play games, garden or take part in art activities. The club is currently priced at £4 for the first session or £8 for the whole session.

Both clubs have been very popular with parents and children alike. Parents can pay for the clubs using childcare vouchers. There is also financial support/funding available for children who are eligible for Free School Meals.

**‘It is well run and for our children it is a happy place that they look forward to attending.’**      ***-Year 3 Parent***



“At this school, the health, safety and well-being of every child are our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is for children to enjoy their time as pupils in this school. We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers’ suitability, including Criminal Records Bureau checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under section 175/157 of the Education Act 2002 and “Keeping Children Safe in Education“ Sept 2019. There are two trained Designated Safeguarding Leads, the Headteacher Mrs J Watson and the Deputy Headteacher Mrs R Small, this ensures there is a DSL on duty at all times. It is their responsibility to ensure that all staff in contact with children receive child protection awareness training on a regular basis.

Occasions do arise when our concern about a child means we have to consult other agencies. Whilst we would always aim to work in partnership with parents there may be exceptions to this when concerns are raised for the protection of a child.

On very rare occasions Social Care, whilst undertaking an investigation under s47 of the Children Act 1989, may want to speak to a child without a parents’ knowledge. This would be a decision made in collaboration with partner agencies and would only be done in situations where a child might be at immediate risk. To gain consent at this point may increase the level of risk to the child or cause evidence of a crime to be lost.

The procedures, which we follow, have been laid down by the Local Safeguarding Children’s Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, Mrs J Watson or your child’s class teacher: the Policy can be found on the school’s website [www.lentrise.bucks.sch.uk](http://www.lentrise.bucks.sch.uk)





## **EQUAL OPPORTUNITIES**

Lent Rise is dedicated to ensuring all people are treated equally within our school community. There is no discrimination tolerated regardless of gender, ability, disability, race or creed. We hold the National Inclusion Award and promote a positive attitude to ensure all are included within the school Community. Please see our Equal Opportunities and Inclusion Policies.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Lent Rise is an inclusive school and endeavours to promote the highest quality of education for all pupils, including those with additional needs. More details can be found in our policies and procedures, which are published on the school and Buckinghamshire Family Information Service websites.

We ensure that all pupils are encouraged and supported through planned strategies and systems to be a valued part of the school team. We believe it to be imperative that our teaching and learning policies and practice show that the achievements, attitudes and wellbeing of every child matters.

## **DISABLED ACCESS**

There is access to the school building via ramps and the school also has a ground floor toilet, one with specific support for disabled access. We hope to continue to work with the local authority to develop our facilities further in the future.



## **SCHOOL ATTENDANCE**

We ask parents/carers to work with the school to make sure that children attend school regularly, as it is obviously necessary to ensure that each child achieves to their full potential.

## FIRST AID

All our staff are trained in Emergency First Aid and we have designated members of staff trained in paediatric First Aid.

We have a first aid area, in which children know where they need to go to seek advice or help. This is managed all day.



## BEHAVIOUR

We are **very** proud of our children who we quietly encourage to maintain a high standard of courtesy and good manners. Formal rules are kept to a minimum and pertain generally to the safety of all at the school.

We do believe that we share the responsibility for the care and discipline of all our children with parents and therefore ask that your child comes to school punctually and is always encouraged to be smart in appearance, courteous, reliable, friendly and caring towards others.

Each class is encouraged to have a system which allows children to be monitors and therefore to show how they reflect the qualities mentioned above. Monitors wear a red Lent Rise Shield. The monitor is selected by the class teacher.

Children who consistently make an effort through the school year are recognised at the end of year Prize Giving.

# SCHOOL UNIFORM

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We look to parents to work with the School to ensure that children come to school always maintaining a high standard of dress.

## Boys' Uniform :

- White shirt (preferably with turn down collar and sleeves)
- Grey trousers (not jeans, track suit bottoms or cords)
- Red V neck pullover or sweatshirt
- Black leather shoes (no suedes, trainers or boots)
- Dark socks (preferably grey)
- School tie (optional, but very strongly encouraged)

## Girls' Uniform :

- White shirt/blouse (preferably with turn down collar and sleeves)
- Grey skirt
- Grey, high wasited full length trousers
- Red cardigan, pullover or sweatshirt
- Black leather shoes (no suedes, trainers, slingbacks, heels or boots)
- Grey or white socks (or tights)
- School tie (optional, but very strongly encouraged)

In the summer, both boys and girls may wear grey shorts. The girls may wear red gingham or striped dresses. Shoes may be changed to black, closed-toe, leather summer sandals.

## P.E. Uniform :

- White T-shirt
- Red shorts
- Running shoes or sports trainers for outdoor sport
- Red, black or grey tracksuit bottoms

Hair must be neat and tidy with no extremes of colour or style, or shaved patterns on the head and must not be beneath collar length for boys. We ask that no jewellery is to be worn.

# TEACHER TRAINING

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Our links with Higher Education Institutes and the Teacher Training Agency for England have brought us many good graduates who have supported the standards agenda in our school.

A graduate trainee spends approximately 8-10 weeks in a class. They begin by observing the teacher so that they can learn from the 'best practice' and then begin to teach the class so that the teacher then acts as their support and 'observes' their practice. The teacher is also then able to work with groups of children enhancing their development still further. This is only possible because the whole class teaching is being led by the teacher trainee.

Teacher training in school is also supportive of our recruitment policy as it sometimes allows us to retain excellent teachers for the following academic year. If you are concerned at any stage the class teacher is still your first port of call, following our standard procedure as they are still responsible for the delivery of teaching and learning in the classroom and will have planned with the trainee and supported the trainee at all times.

We are delighted with the current standards throughout our school and the Headteacher is always happy to talk to any parent who wishes to have further information.

# LENT RISE PARENT TEACHER ASSOCIATION (PTA)

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Previously known as the Lent Rise School Association (LRSA) The Lent Rise School Parent Teacher Association (PTA) is a group of parents, friends and teachers whose main aim is to raise funds for the school to buy items which are outside the school's budget to enrich every child's experience at Lent Rise School.

The PTA raise funds by holding various events throughout the school year. Events for the children include; Summer and Christmas Bazaars, Film Nights, Discos and Early Years Christmas party and cake sales. For adults they hold events such as Quiz Nights and Christmas Shopping evenings.

The PTA also help cover the cost of some coach trips for the children, purchase welcome teddy bears for the new Early Years children and leaving hoodies for Year 6.

Over the last few years they have raised funds for many things including the outside gym equipment which was funded by the PTA and a local charity (£12,000), funded the hall gym bars/frame within the school (£5,000), books for the library (£1,000), a class set of iPads (£5,000) and a class set of keyboards and storage (£8,000).

The PTA is run by an elected committee of parents, regular parental/teacher help and occasional helpers who are able to support one or more events per year. They appreciate all offers of help, whether it's a few hours of help now and again, a place on the committee or by attending and supporting events.



# OFSTED REPORT

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You can view our most recent Ofsted report for the school at:

<https://reports.ofsted.gov.uk/provider/21/142432>

We are delighted with such a positive report and the verification that 'The school is maintaining high standards within a rich and broad curriculum'.

We are extremely proud that our children enjoy school. During the inspection, the inspector highlighted that *'They are happy young people who take pride in their school and their achievements', pupils 'feel safe in school because they receive high quality care' and 'pupils behave well and show kindness and consideration towards each other'.*

We are also incredibly proud of the work all staff, leaders and governors have undertaken to improve aspects of teaching and learning across the school since the last inspection, including the use of assessment data to drive improvements. Ofsted have acknowledged that *'School leaders and governors use performance information effectively'* and we are delighted that Ofsted recognises that *teaching is 'typically lively and engaging and helps to promote good learning'.*

We value the continued support of our parents and are pleased that you also see the school in such a positive light. A parent responding to Ofsted's online survey said, *'I couldn't wish for a better school for my children to attend. It is nurturing, safe, wonderful and inclusive for them to spend every day in'.*

You can be reassured that because *'Staff and governors are working towards the same common purpose'* we continuously evaluate ourselves to identify aspects of our work that could be improved. We are all committed to continually driving improvements forward to further impact positively for all at Lent Rise School where we want each member of our community to *Learn, Reach and Shine!*

Yours sincerely

Mrs J Watson  
Headteacher

# A PARENT'S VIEW OF LENT RISE SCHOOL

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When our eldest son Arthur was due to start school it was a time of mixed emotions for us as a family. Arthur was very excited and looking forward to starting 'big school'. His dad and I were also excited to see him starting the next phase in his life but we were also quite sad about him spending more time away from us and anxious about handing him over to 'strangers' for the majority of his week.

Our anxieties were eased when Arthur attended his Teddy Bear's Picnic during the Summer Term before he started. It was a really lovely way for us, and him, to meet his new teacher, speak to Mrs Watson, the Headteacher, see a bit more of the school and get a feel for the atmosphere.

When the big day finally arrived for Arthur to start school it was a really proud moment when he went into class and seemed to settle nicely on the carpet next to his new classmates. It was very helpful that there was a staggered start that day so that the teaching staff could give lots of attention to each small group of children before the next group arrived. It was also very thoughtful that the PTA had set up a 'Tea and Sympathy' area outside the classroom for the new parents to have a cuppa and a bit of consolation from other parents, who were all experiencing a mixture of emotions.

As Arthur has a fairly quiet temperament he did find it difficult at first to adjust to being away from me and his daddy for a whole day and initially found the school-day quite long. However, his teacher and the TA in his class could not have done more to help him (and us!) adjust to this new situation.

For the first term parents were invited to attend an After School Club with their child which was a stay and play session in the Early Years classroom. This was invaluable for us as it gave us an informal and relaxed way of chatting with his teacher to work out, in partnership, strategies to help Arthur settle a little more. His teacher suggested that we send in a photo of us as a family for him to keep in his drawer which he could take out and look at whenever he felt he was really missing us. This simple trick worked a treat and by the end of the first term Arthur and his teacher decided that he was ready to send the picture home as he did not need it anymore!

Through discussions with his teacher during these after school sessions we worked out that Arthur seemed to be finding playtimes the most difficult. His teacher was then able to more closely keep an eye out for him during break times and ensure that he could find his group of friends in the playground (sometimes it's tricky to find your friends when everyone is running and playing!) and helped him to start a few games off with them like hide and seek. She also let Arthur choose a book or two to take outside and share with a helpful older pupil in Year 1 who he was familiar with from his old nursery as a short term measure, for about a week or so. This was a great little confidence boost for him.

Throughout that time we found the single most important thing was the open communication we had with his teacher. We were told by Mrs Watson right from the start that the school encourages parents to keep good communication lines with staff and we have always found this to be true. During the Reception Year we communicated via email, Arthur's home-school diary, informal chats during the after school club and occasionally on the phone when necessary. This worked well both ways as we could feed back to his teacher about all the things Arthur told us he was enjoying as well as the things about the school day he was finding tricky and this helped his teacher to support him to settle well. By the end of the first term there was no stopping him and he really began to make friends, learn and develop.

It was really comforting for us as parents to regularly observe the kindness of the teaching staff with the newest and youngest members of the school community. Their interaction with the children seemed always to be respectful and warm, which in turn rubs off on the pupils because if you ever do go into the school you'll find you'll be tripping over polite children holding doors open for you!

We have found that we are always kept well informed of upcoming events and other important information through the monthly newsletters and handy text messages and alerts. We have also felt encouraged to be included in Arthur's learning journey by the teachers keeping us informed of his progress through parent evenings, notes in his home-school diary and informal chats when required.

Arthur has gone on to grow in confidence at Lent Rise and seems to learn new things every day! More importantly, he is enjoying learning and is keen to experience and explore all the many opportunities that Lent Rise has to offer its pupils.

By Fiona Barry Mum of Arthur now Y5

# OUR SCHOOL PRAYER

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This is our School  
Let peace dwell here  
Let this room be full of contentment  
Let love abide here  
Love of one another  
Love of mankind  
Love of life itself  
And love of God  
And let us remember  
That as many hands build a house So each and every one of our hearts  
Build this our School

Amen.

# OUR AWARDS

  <p>Specialist Schools and Academies Trust <small>The Schools Network™</small></p>	 <p>INTERNATIONAL SCHOOL AWARD <small>2014-2017</small></p> <p><i>International School Award</i></p>	 <p>Quality Mark <i>(Basic Skills Agency)</i></p>
 <p>Healthy Schools</p> <p><i>Healthy Schools Award</i></p>	 <p>Parental Engagement Quality Standard</p> <p><i>Parental Engagement Quality Mark (Gold)</i></p>	
 <p>INVESTOR IN PEOPLE</p> <p><i>Investors in People</i></p>	 <p>GOLD 2014</p> <p><i>Geography Mark</i></p>	 <p>Customer Service Excellence (formerly <u>Chartermark</u>)</p>