April 2022 Longton pupil questions

**So, is this a great/good school to come to (then, why?).**

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| Y1 – Y3 | There are fun things to do. Maths: I’m good at it. I know this because my teacher tells me. You both play and learn. I enjoy being outside. If you’re being distracting, you get moved.  |
| Y4 – Y6 | Good. Teachers are nice, every lesson is well-planned. “They teach you well; they know what they are doing”. They are friendly. I like the unpredictable afternoons, the school trips, science and geography. Fridays are good, with drama, music, IT and PE. There were some changes in music…… |

*Absolute 100% support from all children for Longton*

**How do you learn about keeping safe at school?**

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| Y1 – Y3 | We learn about safety in swimming, about drugs, even the cactus plant. We learn about stranger danger, and also about internet safety. Y1 child was able to give a full and expansive commentary on scamming and hacking. |
| Y4 – Y6 | Road and bike safety, keeping healthy, PSHE. IT, cyber safety (We had a PPT presentation on that! We are just about to do that!) |

*Children certainly knew about the dangers out there. Just check: is there a regular programme that systematically covers this?*

If you were worried about something, who would you tell?

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|  | I would talk to my parents or grandparents. In school: Mrs Brown will sort it out, or Mrs Fletcher or Mr Pearson.  |
|  | I would go to Sandy, or Mrs Mattison. We have a relax club. This develops your mind set, if you’re worried, you get help for a few weeks. You have to have a growth mind set, where you are open to new ideas, ways of working, approaches.We have a common theme, this year it is Unity. In PSHE we have a chance to discuss issues. We have a jigsaw assembly.  |

*Children know who to go to if they have any issues or feel worried.*

The school website talks a lot about behaviour, making the right choices, about manners. Are you taught this?

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|  | You get taught about manners from Reception. Your P&Qs, table manners. Classroom manners are taught, such as shouting out.  |
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What is behaviour like? In class? Outside?

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|  | It is good, inside as well in corridors and outside. Teachers will talk to you.  |
|  | Good. We are respectful of each other, of our teachers. There are some children, perhaps 1 or 2 in each class. They get help. Sometimes there are fidgits, or they go out for a while.  |

*Children talked positively about behaviour, about making choices, and the support a small number get. They were very understanding that some children find this hard, and were supportive.*

Care, Grow and support are everywhere in the school. What does it mean?

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|  | Care: it’s like caring and respecting each other, not shouting out or over-talkingGrowth: like trying your hardest in all subjects, even it you find it hardShine: rising to the challenge, learning to like the challenge, getting something at the end. Moving on to the next book band. “You can’t get away with easy learning”.  |
|  | We do care in the Autumn term. Growth: extending your learning, playing your part in school. Approach things in a positive way, avoid the negative |

*C, G and S runs like the proverbial stick of rock throughout the school. It is on display in every classroom. Unlike some schools where it becomes like wallpaper and not ‘real’, here are children Y1 to Y6 were able to talk about it, and what it meant. They referred to when reference is made to it.*

Academic achievement. Talents, creativity

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|  | Our talents are: in reading, in maths, my writing.I’ve only got one ½ triangle in my book. It means I’m getting challenged.  |
|  | They recognise our talents outside the school (eg swimming, dancing).This motivates you more. It also motivates others.Achievements inspires other children. |

Curriculum opportunities

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|  | Our trips: WW2, music, Manchester airport, Hindu temple, Van Gogh.Having visitors in (eg Romans)The clubs (eg IT on Fridays). |
|  | Residential visits in Y5 and Y6. Malham, Edinburgh. Trips based on your learning (eg Concorde). DT competitions with other schools. Whole tripsClubs (lunchtimes, after-school)Whole school topics (eg Art)Blackpool pantomime.  |

*The children were able to talk enthusiastically about a broad curriculum offer. Follow-up: do we monitor who goes to them, who doesn’t?*

My thanks to the following children:-

You were outstanding ambassadors for your school.