

Landewednack Community Primary School



Headteacher: Mrs Louise Jones *B.Ed, NPQH*



Beacon Terrace
The Lizard
Helston
Cornwall
TR12 7PB

Tel: 01326 290337
E-mail: head@landewednack.cornwall.sch.uk
www.landewednack.cornwall.sch.uk

Prospectus 2017/18

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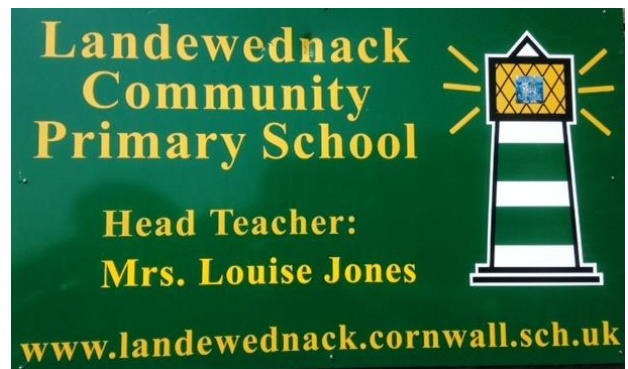
Message from the Chair of Governors

A WARM WELCOME to Landewednack Community School, a thriving primary school in The Lizard village at the beautiful, rugged southernmost tip of mainland Britain.

The children, parents, staff and governors are proud of our school and hope that this prospectus will give you an idea of the enthusiasm and commitment of all those who work here.

Landewednack Community School is a notable example of everyone—teachers, support staff, governors, parents, community volunteers and, of course, children — working together happily and successfully. The school has had many achievements and is constantly seeking to add to them. Our Nursery welcomes children from two years old. We provide wrap around care, including holiday club from 2 to 11 years old.

Our guiding principles are academic success, a supportive family ethos and being at the heart for our local community. Thanks to its team spirit, Landewednack Community School continues to meet today's ever-tougher challenges and to build on its successes, and we're pleased to achieve this with our 14 partner schools within the Southerly Point Cooperative Multi-Academy Trust.



We look forward to welcoming you into our happy school.

(Ms) Rachel Holder
Chair of Governors

Introduction

Our school prospectus is designed to give you as much information as possible about your child's new school. It cannot replace direct personal contact between school and parents, but we hope it will provide a basis for understanding and reinforce a sound parent, child and school relationship which is so vital in this first stage of your child's education. The school has an "open door" policy, where parents have easy access to teachers and the head teacher. However parents are asked to book an appointment if they require a more lengthy discussion.

Our school works hard to provide a wide range of opportunities for your child, both during the school day and in after school clubs. We aim to develop their confidence and self-esteem through music, drama, arts and sports, as well as through the main school curriculum. We look forward to welcoming you and your child to our school family and to providing a stimulating, enjoyable and secure environment in which he or she can grow and develop. We hope that your child's time at our school will be both happy and rewarding.

We are aware that the prospectus will not answer all your questions; if there is anything, no matter how small, bearing upon the health, welfare or education of your child that you wish to discuss, please do not hesitate to contact us.

Mission Statement

Landewednack CP School aims to be at the heart of the community, involved with community events, promoting a sense of belonging and ownership of the community. Being a small school enables parents, governors, teachers and pupils to work together as partners in children's education. Staff and pupils are friendly and approachable and all relationships are compassionate and caring – giving a family ethos.

The school is an inspirational, warm, happy and safe learning environment where staff and children are valued, by the provision of a relaxed but firm environment and making each child feel an integral part of the 'school family'.

The school has a holistic approach to education, encouraging development of the 'whole child'. Children are treated as individuals to promote confidence, self-esteem and caring for others; encouraging children to develop and express their own ideas to become happy, confident and courteous. We encourage a positive discipline policy through rewards and sanctions, teaching our children to resolve conflicts through our PSHE provision. The school delivers a broad and balanced curriculum, differentiated to suit the individual child from children with special educational needs through the ranges to the gifted and talented, with a wide range of activities available to broaden horizons and promote a healthy lifestyle and celebrate diversity. The school provides a support network for families through links with external agencies and works as part of the Healthy Schools' Initiative, to improve all aspects of health for our children.

Aims of the School

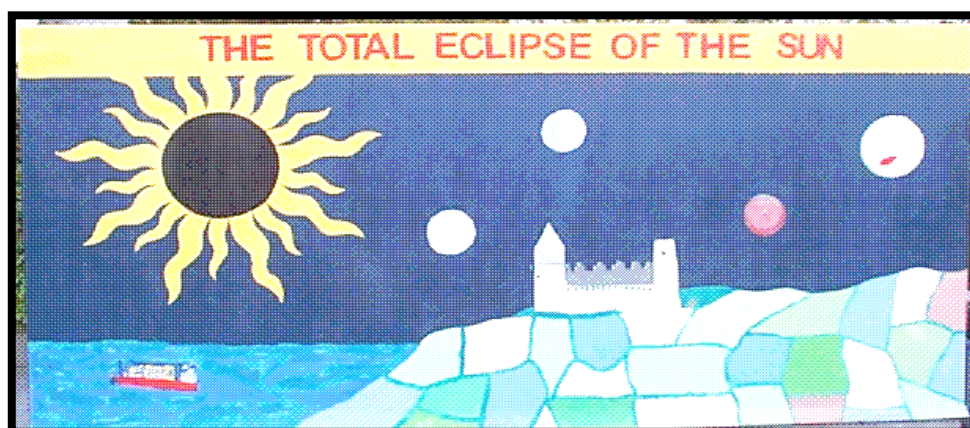
Our school aims to help pupils to develop:-

- ❑ Lively, inquiring minds, a love of learning, the ability to question and to discuss rationally and to think for themselves
- ❑ High self esteem
- ❑ Imagination, a sense of beauty and wonder of life
- ❑ The ability to work hard to succeed at tasks, to work independently and with other people and to appreciate their efforts and achievements
- ❑ A caring and understanding attitude
- ❑ Respect for other cultures and faiths; and appreciation and delight in different ways of life, both in Britain and the rest of the world.
- ❑ An awareness of the community and environment in which they live, and their own cultural heritage.

These aims are designed to help pupils develop into polite, happy, confident, sociable children who achieve to the best of their abilities.

The Governing Body

Mrs Elaine Broscomb	Staff
Mrs Demelza Vincent	Parent
Mrs Louise Jones	Ex-Officio
Miss Rachel Holder	Community—Chair
Mrs A Lord	Local Authority
Mr P Burgess	Community
Mrs L Chandler	Community
Mrs Alison Newman	Parent



***This Mural in the playground was painted by the children,
with the help of a local artist, to commemorate the Total
Eclipse of the Sun in August 1999.***

Class Organisation

Currently we have 102 pupils in four classes:

Seagulls – Miss Helen Beirne
Years R, 1

Choughs - Mrs Sam Jane & Mrs Judith Green
Years 2 & 3

Razorbills – Miss Alex Wells & Mrs Louise Jones
Years 3 & 4

Kittiwakes - Mr Tom Mitchell (temporary)
Years 5 & 6

Little Lizards – Suzanne Willey and June Evans
Ages 2 to 4

Mrs Liz Hill, Mrs Elaine Broscomb, Mrs Debbie Fisher, Mrs Lyndsay Bray, Mrs Claire Humby, Ms Kate Hughes and Mr James Green work throughout the school as Teaching Assistants and supervising the children during breaks and lunchtime at various times.

Miss Millie Lake and Mrs Angela Haskell work as nursery nurses in Little Lizards.

Staff

TEACHING

Mrs Louise Jones	Head Teacher, Designated Safeguarding Lead
Miss Helen Beirne	Teacher – Seagulls, Deputy Designated Safeguarding Lead
Mrs Sam Jane	P/T Teacher Choughs
Miss Alex Wells	P/T Teacher - Razorbills
Mr Tom Mitchell	Temporary Teacher – Kittiwakes
Mrs Judith Green	P/T Teacher – Choughs, Music Teacher, SENCO

Miss Veronica Holden	Nursery Manager (maternity cover)
Mrs June Evans	Teaching and Learning Lead (Nursery)

SUPPORT

Mrs Debbie Fisher	Teaching Assistant
Mrs Claire Humby	Teaching Assistant
Mrs Elaine Broscomb	Teaching Assistant
Mrs Liz Hill	Teaching Assistant
Mrs Lyndsay Bray	Teaching Assistant
Ms Kate Hughes	Teaching Assistant
Mr James Green	Teaching Assistant
Miss Millie Lake	Nursery Nurse
Mrs Angela Haskell	Nursery Nurse

NON-TEACHING

Mrs Sue Tattersall	School Secretary
Mrs Lyndsay Bray	Clerical Assistant and Family & Pastoral Support
Mrs Helen Winzar	Cook
Mrs Shona McIntosh	Cleaner

PERIPATETIC MUSIC TEACHERS

Mr Mark Burgoyne	Guitar /Piano
Mr Mark Wilkins	Drums
Kate Hughes	Flute
Hannah Sedgewick	Violin

School Office

The school office is open at the following times:

Monday 8.45am – 2.45pm
Tuesday 8.45am – 3.30pm
Wednesday 8.45am – 3.30pm
Thursday 8.45am – 3.30pm
Friday 8.45am – 3.30pm

Our School Secretary is Mrs Sue Tattersall
Our e-mail address for enquiries:
secretary@landewednack.cornwall.sch.uk
Telephone Number: 01326 290337



Where else could you walk to school across the fields?

The School Day

The School day begins at 8.45a.m and the register closes at 9.00am. Morning break is from 10.40am to 10.55am when children may eat healthy tuck. Children in years Reception – year 2 have their fruit supplied by the school. Our lunch break starts at 12.00 p.m. and the afternoon session begins at 1.00 p.m. There is an afternoon break for the infant pupils only from 2.30 p.m. until 2.45p.m. The school day ends at 3.15 p.m.

The hours spent teaching during the normal school week amount to 23:50 for the junior children and 22:25 for the infant children.



School Meals

School meals, which are cooked on the premises, cost only £2.20 at present and the children may bring a packed lunch or go home if you prefer. Menus for the week are displayed in school, on the website and sent out each time it changes. Dinner money should put in the black post box outside the secretary's office or the white box outside Little Lizards' office, in a sealed office, **stating who and what the money is for and how much is enclosed**, preferably at the beginning of the week and **definitely** by the morning of the day the meal is taken.

Please follow this procedure when sending **any** money into school, so that it won't get lost.

School Council

At Landwednack we aim to encourage the children to take responsibility for helping to develop different aspects of school life. We hold annual elections in each class to appoint school council members. The school council is made up of children from years 1 to 6 who meet monthly to discuss issues that arise and make suggestion brought to them by members of their class.

Outside Agencies

Landewednack School aims to give all children the opportunity to achieve their full potential, we still value the five outcomes of the Every Child Matters Agenda.

- ☑ Stay safe
- ☑ Be healthy
- ☑ Enjoy and achieve
- ☑ Make a positive contribution
- ☑ Achieve economic well-being.

To achieve this, we understand that the staff alone cannot deliver everything that a child may need during their school life and have therefore made strong links with many outside agencies. These agencies will at times deliver directly to the child or family and at other times may act as an advisor to the school.

Those children with additional special educational needs may receive support from Speech and Language Therapists, Hearing Support Specialists or Advisors for Communication Disorder, Physical Disabilities or Dyslexia. The Educational Psychologist will be called in to assess and monitor children with all types of difficulties.

In addition to this the school can signpost parents to a number of agencies to support the family, such as Scallywags, Barnardos, Parent Support Workers, Social Care and Health professionals.



Our Fitness Trail

Healthy Tuck

The school provides 'healthy tuck' during morning break to children in Reception, year 1 and year 2 as part of the Healthy School's initiative. Our other pupils are welcome to bring in a piece of fruit from home.

Physical Activity

The Healthy Schools Initiative encourages the development of physical activity outside the PE Curriculum. The school provides a wide range of after school activities such as football, netball, tag rugby, dance and country dancing. Each summer term year 5 and 6 have the opportunity to learn to sail with Helford River Children's Trust,

During playtimes the children use our fitness trail, "huff and puff" play equipment or play football.

Healthy Schools' Status

We review our Healthy School plan annually. This year we are focussing on the mental and emotional wellbeing of our children, as well as the physical fitness of our children in and out of school, health and safety and healthy eating.

Attendance & Registration Procedure

It is important to encourage good attendance in order that all our pupils can gain the maximum benefit from the educational provision of our school.

It is the parents' responsibility to ensure their child attends punctually and regularly. Attendance at school is compulsory and children should only be kept at home when they are sick. We ask parents to phone and notify the school on the first day of absence. All children returning to school after an absence should bring a brief note from the parent or guardian. If a child is likely to be away for any length of time, a telephone call or verbal message to the school, explaining the reason for prolonged absence, is required.

It is the responsibility of the staff to keep an attendance register at the beginning of each morning and afternoon session, marking pupils present or absent. Any unexplained absence will be recorded as unauthorised. We are no longer allowed to grant any holiday, if in exceptional circumstances, forms are available in the school office.

There were 3.3 % Authorised absences and 0.9% 'Unauthorised' Absences for Academic year 2016/17.



*Telling the time with Mrs
Jane in Choughs*

Pastoral Care

During school hours the teachers are in 'loco-parentis' with regard to the children in their care. In the event of an accident of a serious nature, every effort will be made to contact the child's parents as soon as possible. If a child is taken ill and it is considered wise to send the child home, the parents will be contacted. Please ensure we have a telephone number to contact you during the day. Supervision is provided during play times and at lunch times, when the children are in the playground or on the school field.

If your child is asthmatic please ensure **there are two available and that they are clearly named**. These must be kept in the child's classroom. The school keeps an asthma register and must be notified if a child develops asthma. If your child has been prescribed medicine to be taken in the course of the day, such as an antibiotic and it needs to be administered by a member of staff, please come and see either the class teacher or TA.

We are a THRIVE school; this approach allows us to support children's optimal social and emotional development. In particular we can support children who have struggled with difficult life events to help them re-engage with life and learning. Please inform the teachers of any home circumstances which may be having an adverse effect on your child. Mrs Lyndsay Bray is our Family and Pastoral Support and is available in the mornings if you need to talk to her.

Medical Care

We have regular contact with the school nurse and she also visits periodically to check hearing and height and weight; parents are advised in advance. Staff at the school are first-aiders, and have regular training in dealing with asthma, anaphylaxis and diabetes.

School Uniform

All parents are requested to ensure that their children are smartly dressed in school uniform every day. All items of clothing must be clearly labelled to ensure that it can be returned to you. Please ensure long hair is tied back. The only jewellery allowed are watches and stud earrings.

School uniform list—Winter

Grey school skirt/trousers

White polo shirt/school shirt or blouse

Green sweatshirt, fleece or cardigan – available to order online

Sensible black school shoes (no boots, crocs, flip-flops, wedges or platforms)

Green, black or grey tights and socks

School uniform list—Summer

Summer dresses in green and white gingham or stripes may be worn

Grey school shorts/trousers

All the above can be purchased from major supermarkets or stores.

Green sweatshirt, fleece or cardigan – available to order online

Sensible black school shoes (no boots, crocs, flip-flops, wedges or platforms)

PE Kit

Yellow T shirt with school logo - order online

Green shadow stripe shorts - order online

Trainers or plimsolls

Please ensure PE kit is kept at school in a bag.

Sports Hoodies and Tracksuit bottoms are available to order online, for children to wear over their sports kit to the various sports events in which the school takes part. These are not normal school uniform.



*Our school PE kit, yellow shirt, green shorts and the green sports hoodie.
All of these items can be ordered online.*

The Admissions Policy

The published admissions number is 12 however at the moment we are running an operational capacity of 15.

The Published Admission Number (PAN) is the maximum number of pupils the school will admit at the relevant admission age in a given academic year if sufficient applications are received. Applications must be done online via <https://www.cornwall.gov.uk/admissions>

We currently follow County guidelines on admission into a reception class. Cornwall Council's policy is now to offer full time places unless you request that your child attends part-time.

Term Dates

The Cornwall school calendar includes 194 days with school open for 189. The remaining days are allocated for in-service training. The In-service training days for 2017/2018 are 4th and 5th September, 8th May and 23rd and 24th July. There will be a cultural day on when children can attend Flora Day.

Autumn Term 2017

Wednesday 6th September – Wednesday 20th December
(Half term—Monday 23rd October – 27th October 2017 inc.)

Spring Term 2018

Thursday 4th January – Thursday 29th March
(Half Term - Monday 12th February - Friday 16th February inc.)

Summer Term 2018

Monday 16th - April – Friday 20th July
(Half Term - Monday 28th May - Friday 1st June inc.)

May Day bank holiday Monday 7th May 2018



***Our well
equipped
Sports Hall***

Calendar of Events

During the school year we have many activities taking place, and these include both school and traditional village events. Dates for each of these events will be published and detailed information will be sent at an appropriate time beforehand. Please also check the school's website for updates.

Parents' evening take place in the Autumn term and Spring term and you will receive your child's annual report at the end of the summer term.



*Country dancers
at the
Midsummer
bonfire*

Landewednack School Association

Unquestionably, children benefit most from school when close co-operation exists between teachers and parents. The Landewednack School Association exists to promote the interests of the children and to support staff and governors. It is a vital part of the 'whole school team'. The Association has helped the school enormously in the past by organising many fund-raising and social events, as well as helping on many occasions in school with various activities. Membership is automatic to all parents of our pupils as well as staff, governors and friends from the wider community. Meetings are held regularly in school and parents are warmly invited to support all fund-raising activities and social events.

Every year we benefit from the funds raised by the School Association which includes curricular enrichment activities, such as school trips. They also purchased the fitness trail on the school field.



*Working with
the National
Trust*

Community Cohesion

Landewednack School values being part of the local community. The staff and children are involved in performing out in the community, for example, country dancing for the mid-summer bonfire and singing to the Evergreen Club. Members of the community are encouraged to come into the school and take part in a variety of activities. Our community is invited to attend our school plays and carol concert. Our Harvest and Christmas celebrations are held in the church and chapel.

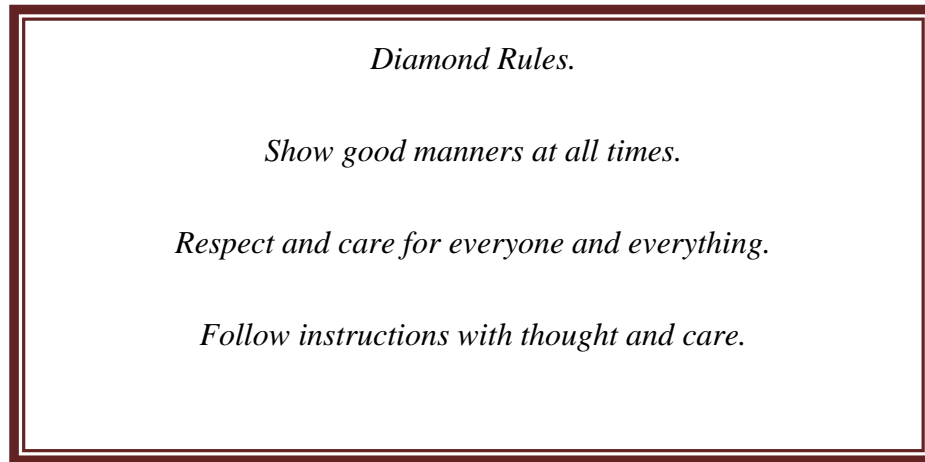
The staff work hard to aid the children's understanding of the National and International community. We strive to foster links with other schools and communities outside our own local area, for example our links with a school in Brittany.



Razorbill's visit to the Royal Cornwall Showground in Wadebridge for their "Food for Farming Day"

School Discipline

Our school aims to be like a happy, well-adjusted family where respect for each individual exists. The ultimate goal for each child must be self-discipline and respect for other people's thoughts, feelings and property. The children and staff have drawn up the following 'Diamond Rules' together:-



These rules are reinforced positively with a reward system for all children who are seen to be keeping them. This involves shine tickets, certificates, letters home, small gifts and recognition in assembly.

There is a hierarchy of sanctions for use to discourage bad behavior, see the behaviour policy for details. The staff believe that where children have high self-esteem, their behaviour is good; so children are encouraged to take part in a wide range of activities to build self-esteem.

Children are encouraged to take responsibility for their behaviour and recognise that there are consequences to bad behaviour. In the event of persistent bad behaviour, parents will be asked to come into school to discuss the problem. As a school we feel that where staff and parents work together, this will have the greatest impact on a child's behaviour.

The school believes that racism is wrong and it will not tolerate racist attitudes among its staff, pupils or those who visit the school.

Safeguarding

Landewednack School takes its responsibility to safeguard its pupils very seriously. We aim to safeguard and promote the welfare of the children including those who are vulnerable both within the school and within multiagency working arrangements.

In order to ensure this the school holds a single central record of staff, governors and volunteers, with information and DBS numbers in it. All staff and governors have attended training on child protection. Mrs Jones is the Designated Safeguarding Lead and Miss Beirne is the Deputy Designated Safeguarding Lead; these are the people you should speak to if you have a safeguarding concern. Landewednack School has a single equality scheme and an accessibility plan.

The School Curriculum

At Landewednack School we follow a 'skills-based' curriculum. This means that a clear progression of skills is taught through exciting, relevant topics and experiences. We plan a 'whole- school' topic which lasts for roughly a term.

We aim to launch our topic with a 'hook' which could take the form of an event, a visit, a visitor etc. Our teachers and TAs are creative and we get very excited when planning new topics for our children to experience. Although the progression of skills and coverage is meticulously planned and monitored, the beauty of our curriculum is that it is not a 'scheme of work' or a rolling programme so is always current, relevant and never boring!

English

The English curriculum is based around the Literacy Framework and each class has a daily Literacy lesson. We attach great importance to the spoken word and the ability to listen. We use a variety of books (reading schemes and children's literature) and children are encouraged to take books home to share. Children write for a variety of purposes and audiences and Literacy can be linked to other curriculum areas where appropriate. Good spelling and handwriting skills are developed.

Mathematics

The Mathematics curriculum is based around the topics outlined in the Numeracy Framework and each class has a daily Numeracy lesson. This includes an oral and mental maths session, and activities based around the framework outlined in the framework. We aim to make mathematics enjoyable, thus fostering a positive attitude, developing confidence and therefore greater understanding. The staff place a high priority on teaching the children how to use and apply maths in a practical context.

Religious Education

The curriculum for Religious Education is delivered in accordance with the Cornwall RE Syllabus. It is designed to enhance the children's spiritual, moral, cultural and social awareness and to develop a knowledge and understanding of Christianity and the other principal religions of the world. The school has a policy of collective worship which is broadly Christian and covers moral and social issues. This is available for anyone to view. Parents have the right to withdraw their children from collective worship. Alternative provision will be made as necessary.

Science

Science is concerned with gaining an understanding of the physical and natural world. The children are encouraged to observe carefully, recording their observations, to experiment and test, analyse results and draw conclusions in the process of developing their scientific knowledge.

Physical Education

Having a well-equipped sports hall has enabled us to develop a comprehensive physical education programme, both in summer and winter. Large and small apparatus skills, games, dance and drama now have space to be developed fully. We also have a large playing field which has a large grassed area with a fitness trail as well as a court area suitable for games like netball. Whenever we can we like to get the children outside and active.

Throughout the year all the junior children take part in athletics, games skills and team games, such as netball, cricket, hockey, badminton, football and touch rugby. We have adopted many ideas from The Real PE curriculum and these support the teaching of these traditional sports. Our infant children have lessons that are more of a multi skill approach. The ABC of sport is taught, so children are given many opportunities to develop their agility, balance and co-ordination. We are proud of the number of after school



clubs that are on offer to our children. Throughout the year, the children are able to access touch rugby, football, netball and dance. We also like to take advantage of the area in which we live. During the autumn term and spring terms different year groups attend Helston swimming pool for lessons. In the summer term our year 5 and 6 children are given the opportunity to go sailing on the Helford River with the Helford River Sailing Trust and also attend surfing lessons with Dan Joel's Surf School based at Poldhu beach in Mullion.

Sport is very important to us all at Landewednack and we are proud that our efforts have been awarded. The school is proud to have achieved the Gold Quality Mark from the Youth Sports Trust for our PE and School Sport provision. This recognises the fact that PE is embedded within the life of our school. This year we were also awarded a Sainsbury's School Games Gold award, a great achievement as not many gold awards are awarded.

Geography

The children learn of man's interaction with his environment, and of people and places around the world. Specific geographical skills, such as mapping, are taught, as well as environmental issues. Wherever possible links with our local area and environment are developed, as well as teaching the children to recognise differences between the locality, other areas in Great Britain and the world.

History

The children learn about historical people and changes around the world. They develop an understanding of the changes that take place over periods of time, the past, the present and the future. Local links with history are studied.

Computing

Computing is a support tool to enhance all learning in the Curriculum. It is delivered across the curriculum permeating all aspects of the pupils' curricular experiences.

We have an up-to-date Computing Policy in line with government guidelines. Our 30 laptops are used in the classroom and offer the latest in multi-media, connected via a wireless network. We also have interactive screens in all classes. This allows whole class teaching and an increased use of computers in the curriculum. All classes have an i-pad which is used by staff; as well as a set for use by the children in the classrooms. We aim to ensure that our pupils will have the skills needed for the future, and to raise their awareness of the variety of uses of computers and related technology in everyday life.

PSHE and Citizenship

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. The school follows the SEAL curriculum, (social and emotional aspects of learning) to develop the children's understanding of emotional development and the ability to socialise effectively.

The school, through its basic curriculum, seeks to recognise the multi-cultural nature of Britain in the 21st Century. The school regards a multi-cultural society as a positive feature of modern Britain, one that celebrates a rich cultural diversity. As part of the specific PSHE and Citizenship entitlement for all pupils there will be work focusing on living in a multi-cultural society and the need to combat racist attitudes and discrimination.

Sex and Relationships Education

Children will have the opportunity to discuss relationships and emotions within the SRE lessons. The Governors' policy for Sex Education is that children's questions relating to this area will be answered honestly should they be forthcoming. Children in Years 3, 4, 5 and 6 will follow a course of 'Personal Development' based on the Christopher Winter Project which covers all aspects of personal growth and change as well as relationships, alcohol and drug use, appropriate to the age of the class. This is delivered through the PACTT (Parents and Children and Teachers Together) scheme of work. The children have lessons at school, which are followed by a leaflet about the session to go home. This has discussion points and activities for children to complete with their parents.

We wore our wellies for a day in aid of The Lizard Lifeboat



Design Technology

Children have the opportunity to explore and work with different materials, leading to a greater understanding of things around them, i.e. Materials and structure, how they work or fulfil their use. This includes such things as tools, different materials, textiles, etc. They also have the opportunity to explore food, through cooking. This incorporates science, maths, reading, recording and discussion work.

When working within Design Technology, pupils will be involved in investigating, specifying, creative thinking, developing and evaluating, clarifying and communicating their ideas. When making, they will plan, organise, make, test and evaluate.

Special Education Provision

In a small school, such as Landewednack, the children receive a great deal of individual attention and any weaknesses in basic skills are readily diagnosed and extra help given. Identification of special need will involve the County staged assessment process as outlined in the Code of Practice and in the County Guidance booklet (available in the school office). Staff will discuss any concerns they have about a child with the parents. Parents will be advised if staff feel that a child should be put on the register of need. Should any serious difficulties arise, the advice of the County Psychological Service may be sought. The Advisory Teacher for Special Education Needs and a child's 'Statement' may make provision for a measure of ancillary support in the classroom. Statements of Special Educational needs are reviewed annually and the parents of statemented pupils are consulted prior to any review taking place. For those children who are not statemented but still need additional support, the school aims to have both a teacher and a teaching assistant in each class for the majority of the week. In addition to this the school develops a provision map each year to establish areas where individuals may need extra support. Intervention programmes are put in place to enable the children to develop in these specific areas.

The school will make provision of a package of support for any child with SEND, depending on the level of disability or learning difficulty. This could be classroom support, aids for disability, or in some cases, one-to-one tuition.

Children who are gifted and talented in a specific area are offered additional opportunities through the Cooperative MAT. Work is differentiated by staff to provide additional challenge.

Music

As well as having class music lessons delivered by a specialist music teacher, the children in the junior classes are able to have lessons to learn to play musical instruments. At present the children have the opportunity to learn flute, drums, piano, classical or electric guitar. Drums are charged for at £6 per session, invoiced by the school half termly in advance. Brass, piano, flute and guitar are invoiced by the tutor termly in advance.

Extra-Curricular Clubs

After-school clubs are available most weeks throughout the year, these include: Netball, Touch-rugby, Cookery, Football, Pottery, Crafts, or Gardening. These may change during the year.



*The children
enjoy their
extracurricular
music lessons.*

Assessment

We assess our children's progress in each subject, including personal development, by reviewing the depth of their understanding:

- Children in the nursery and reception are assessed using the Early Years Foundation Profile.
- From Year One to Year Six, all learning is grouped into three phases or 'milestones'.
- Throughout Y1 and Y2, children will be assessed on the concepts contained in Milestone one.
- During Y3 and Y4, all children will be assessed on the concepts contained in milestone two.
- In Y5 and Y6 all children will be assessed on milestone three.

Homework

Homework is that work which is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not directly supervised by the teacher and provides an extension of the learning activities carried out in class. It is organised in accordance with the objectives of the school curriculum. We consider the setting of homework to be beneficial for the following reasons:

- ☐ *to encourage pupils to develop the practice of independent study*
- ☐ *to develop perseverance and self discipline*
- ☐ *to allow practice, where it is needed, of skills learned in the classroom*
- ☐ *to permit more ground to be covered and more rapid progress in the classroom*
- ☐ *to enable classwork to concentrate on those activities requiring a teacher's presence.*
- ☐ *to open up areas of study and to make possible use of materials and sources of information that are not accessible in the classroom*
- ☐ *to involve parents and other adults in pupils' work*

Children benefit from shared reading times at home and parents should help their children with the learning of tables and spelling. Pupils in Razorbill and Kittiwakes will be asked to complete a task at home related to the work in class and the teachers will liaise with parents as and when necessary. The school's homework policy (developed in accordance with government guidelines) is available in the school office.

SAT Results for 2016/7

These are the percentages of assessments at different stages throughout the school compared to National and Cornwall averages.

	National %	2017 KS2 Landewednack %
Expected standard in Reading, Writing & Maths	61	68
Reading	71	84
Writing	76	84
Maths	75	84
GPS (Grammar, Punctuation & Spelling)	77	84
Exceeding KS2 In 2017 % of children exceeding National Expectation is as follows: Reading 32% Writing 16% Maths 5%		
The SATs tests are marked and a 'scaled score' is given. To achieve the National Standard, children need to achieve a 'scaled score' of 100 or above.		
Average Scaled Score	National %	2017 KS2 Landewednack %
Average scaled score Reading	104	107
Average scaled score GPS	106	107
Average Scaled score Maths	104	104
	2017 National KS1 attainment	2017 KS1 Landewednack
Expected standard in Reading, Writing and Maths	61	61
Reading	75	72
Writing	68	67
Maths	75	89
Exceeding standard in Reading, Writing and Maths	9	0
Exceeding in Reading	25	11
Exceeding in Writing	16	0
Exceeding in Maths	20	17
Y1 Phonics screening check	81	75
EYFS GLD	71	67

Secondary Education

At the age of 11 the children normally transfer to Mullion Comprehensive School. During the final year at Landewednack the teachers from Mullion School visit our School to meet the children and arrangements are made for the children to spend days at Mullion School, to familiarise themselves with the new school and take part in 'transition' activities. There is an open day in the Autumn Term, where parents and children can visit the school. In addition, year six pupils have a day's 'getting to know you' activities, including sports and orienteering around the school.

Arrangements are made for the parents to meet the staff of Mullion School, during the Summer Term.

Race Equality/Sex Discrimination

The school believes that racism is wrong and it will not tolerate racist attitudes among its staff, pupils or those who visit the school. Staff, when they encounter it or when it is brought to their attention, will always challenge racist attitudes and behaviour. Our policy aims to meet the requirements of the Race Relations (Amendment) Act 2000 and seeks to promote the welfare of all pupils and their academic achievement, regardless of their ethnic background.

The school is committed to equal education opportunities for boys and girls and employment for men and women, and does not discriminate on the basis of sex in its education or the opportunities available.

***Quiet reading in our new
Lighthouse Room.***

***We also use this for
working in groups with
our children and weekly
music lessons.***



Disability Discrimination Act

Landewednack School welcomes its responsibilities to promote disability equality according to the Disability Equality Duty, and views this extension of its duties alongside Parts 2, 3 and 4 of the Disability Discrimination Act (DDA) as a further positive step towards achieving equality for disabled pupils and staff across all areas of school life. Our School is committed to promoting positive participation in the life of the school. We believe that disabled children and adults are uniquely placed to support the school in identifying and removing the barriers they face and in taking proactive steps to promote

disability equality across the school – their participation in the development and implementation of this Scheme is our priority.

Pupils Personal Accident Insurance

The Southerly Point Cooperative MAT has taken out insurance with Zurich. Please see MAT policies for further details.

Parents are encouraged to provide their own personal accident insurance for their children if desired.

School Visits & Journeys

We have a safety policy for all Outdoor Education activities and journeys. Under the terms of this policy parents will be asked to complete a consent form with regard to school visits and journeys. Risk assessments are completed for all trips out of school.

Charges

The school values the contribution that a wide range of additional activities, including visits and residential experiences, can make towards pupils' personal and social education.

The school aims to promote and provide such activities both as part of a broad and balanced curriculum for pupils of the school and as additional optional activities.

The school may from time to time amend categories for which a charge may be made to take account of any changes in MAT policy and the law.

The school reserves the right to make a charge in the following circumstances for activities it organises:-

- School journeys in school hours - the board and lodging element of residential activities deemed to take place in school hours.
- Activities outside school hours - the full cost to each pupil of the activities deemed to be optional extras taking place outside school hours.
- Music - individual instrumental tuition - the cost to the pupil for providing instrumental tuition.
- Charges for ingredients, materials and equipment - cooking, DT and needlework - the school may charge for ingredients or materials or require them to be provided if the parents have indicated in advance that they wish to own the finished product.
- Damages or breakages - payment will be charged to parents for damage to property or equipment caused by the pupil.

Voluntary Contributions

The school reserves the right to invite voluntary contributions towards the cost of visits which take place wholly or mainly during school hours and which may, or may not, be provided as part of the syllabus for a prescribed public examination and may, or may not, be required in order to fulfil statutory duties relating to the National Curriculum or to religious education. The cost could include travel, insurance and admission charges, etc. Visits will proceed only if all of those who wish to go are willing to make a voluntary contribution, therefore making the trip viable. The Headteacher will decide whether or not a visit is financially viable. All voluntary contributions should be made and charges paid by a specified time, prior to the date of the proposed visit.



We visit the local lifeboat station regularly, taking part in workshops and fundraising as part of SOS day and their annual Carolaire at Christmas when our choir sing carols from the stern of the boat, accompanied by a local silver band

Here are two of our former pupils dressed in their Dads' crew gear – future crew maybe!

The Complaints Procedure

Where parents and carers have a concern about their school, we encourage them to raise concerns informally. We are keen to be made aware of concerns about pupils and about the educational and other services they provide. If you have any concern, parents and carers are encouraged to speak with a member of staff either in person or by telephone/e-mail. Office staff may be able to resolve their concerns themselves. Alternatively, they may need to make an appointment, for example with a class teacher, or headteacher. Most issues can be dealt with as concerns. The School is keen to work in partnership with parents/carers. If this doesn't resolve the issue, the Southerly Point Cooperative MAT Complaints Policy should be followed, this can be found on the school website.

Public Access to Documents and Information

The Headteacher will make available for inspection, by any interested party, the documents listed below. All documents and policies are available on request from the school office or can be seen online at: www.landewednack.cornwall.sch.uk

- Government strategies and frameworks for curriculum planning.
- H.M.I. and Ofsted Reports.
- Any schemes of work/syllabuses currently in use.
- School policies.
- The MATs Complaints Procedure.
- The Agreed Syllabus for R.E.



***Daya came and talked
to the children about
Hinduism; they had
the opportunity to
dress in saris and
make chapattis***

