

Landewednack Community Primary School

Headteacher: Mrs Louise Jones



**Beacon Terrace
The Lizard
Helston
Cornwall
TR12 7PB**

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

Prospectus

Contents

<i>Message from the Chair of Governors</i>	3
<i>Introduction</i>	3
<i>Mission Statement</i>	4
<i>Aims of the School</i>	4
<i>The Governing Body</i>	5
<i>Class Organisation</i>	5
<i>Staff</i>	6
<i>School Office</i>	6
<i>The School Day</i>	7
<i>School Meals</i>	7
<i>School Council</i>	7
<i>Outside Agencies</i>	8
<i>Healthy Tuck</i>	8
<i>Physical Activity</i>	8
<i>Healthy Schools' Status</i>	9
<i>Attendance & Registration Procedure</i>	9
<i>Pastoral Care</i>	10
<i>Medical Care</i>	10
<i>School Uniform</i>	10
<i>The Admissions Policy</i>	11
<i>Term Dates</i>	12
<i>Calendar of Events</i>	12
<i>Community Cohesion</i>	14
<i>Safeguarding</i>	15
<i>The School Curriculum</i>	15
<i>Assessment</i>	19
<i>Homework</i>	19
<i>SAT Results for 2014</i>	20
<i>Secondary Education</i>	21
<i>Race Equality/Sex Discrimination</i>	21
<i>Disability Discrimination Act</i>	21
<i>Pupils Personal Accident Insurance</i>	22
<i>School Visits & Journeys</i>	22
<i>Charges & Remissions</i>	22
<i>Voluntary Contributions</i>	23
<i>Remissions</i>	23
<i>The Complaints Procedure</i>	24
<i>Public Access to Documents and Information in L.A. Maintained Schools</i>	24

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.

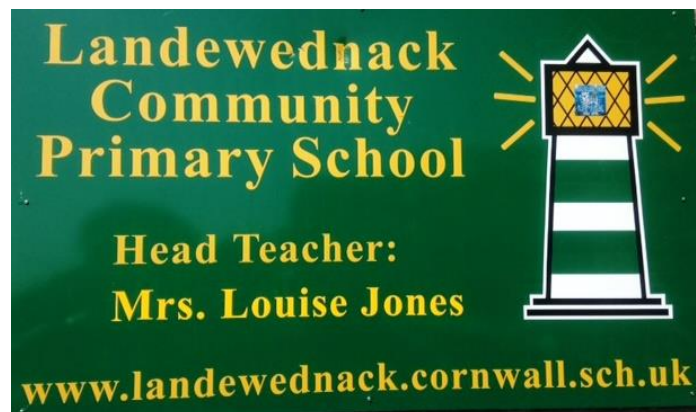
The children, parents, staff and governors are proud of our school and hope that this prospectus will give you an idea of the enthusiasm and commitment of all those who work here.

Landewednack Community School is a notable example of everyone—teachers, ancillary staff, governors, parents, community volunteers and, of course, children — working together happily and efficiently. The school has had many achievements and is constantly seeking to add to them. One of our most recent successes has been the establishment of our Little Lizards Children’s Centre catering for children from two years old to school age, and providing a breakfast club, after-school care and holiday club.

Thanks to its team spirit, Landewednack Community School continues to meet today’s ever-tougher challenges and to build on its successes, despite constant changes to the education system.

All the governors are privileged to be associated with maintaining this wonderful community asset and look forward to welcoming you into our happy school.

(Mrs) Alix Lord
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:-

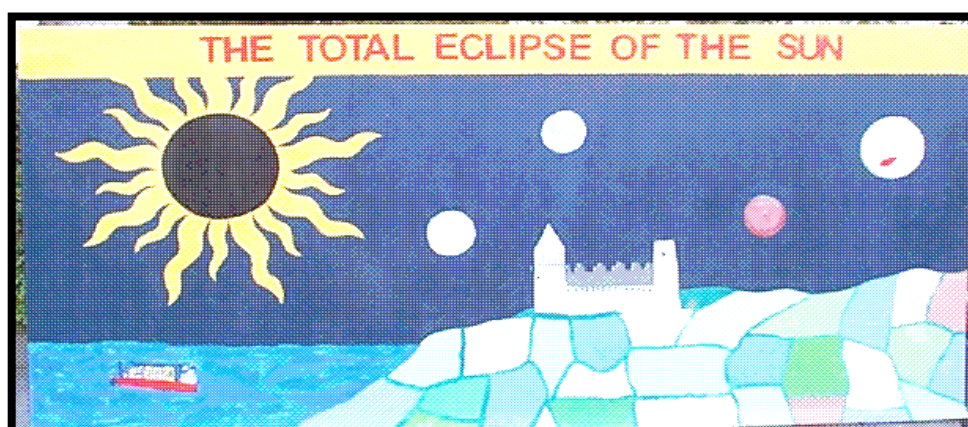
- ④ lively, inquiring minds, a love of learning, the ability to question and to discuss rationally and to think for themselves
- ④ high self esteem
- ④ imagination, a sense of beauty and wonder of life
- ④ the ability to work hard to succeed at tasks, to work independently and with other people and to appreciate their efforts and achievements
- ④ a caring and understanding attitude
- ④ respect for other cultures and faiths; and appreciation and delight in different ways of life, both in Britain and the rest of the world.
- ④ 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 Jenny Blunden	Foundation—Vice Chair
Mrs Louise Jones	Head Teacher
Mrs Becky Roberts	Parent
Mrs Alison Newman	Parent
Miss Rachel Holder	Community
Mrs A Lord	Local Authority—Chair
Mr P Burgess	Community
Mrs L Chandler	Community

The Governors meet on termly basis to assist in the organisation and running of the school. To assist in this there are sub-committees and working parties covering Curriculum, Finance, Public Relations, Health and Safety and the School Building. Copies of the minutes of all Governors' meetings are available for parents to read in the school office.



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 106 pupils in four classes:

Class 1 - Miss Beirne
Years R, 1

Class 2 - Mrs Sam Jane & Mrs Jones
Years 2 & 3

Class 3 – Miss Alex Wells & Mrs Green
Years 3,4 & 5

Class 4 – Mr Griffin
Years 5 & 6

Mrs Liz Hill, Mrs Elaine Broscomb, Mrs Debbie Fisher, Mrs Lyndsay Bray and Ms Kate Hughes, Mr James Green and Ms Kylie Chalker work throughout the school as Teaching Assistants at various

times.

Staff

TEACHING

Mrs Louise Jones	Head Teacher
Miss Helen Beirne	Teacher - Class 1
Mrs Sam Jane	P/T Teacher Class 2
Miss Alex Wells	P/T Teacher - Class 3
Mrs Judith Green	P/T Teacher Class – 3 & Music Teacher
Mr John Griffin	Teacher – Class 4

SUPPORT

Mrs Debbie Fisher	Teaching Assistant (classes 1&2)
Mrs Claire Humby	Teaching Assistant (class 1 & 2)
Mrs Elaine Broscomb	Teaching Assistant (class 2)
Mrs Liz Hill	Teaching Assistant (class 3 & 4)
Mrs Lyndsay Bray	Teaching Assistant (class 1 & 2)
Ms Kate Hughes	Teaching Assistant (class 4)
Ms Kylie Krivica	Teaching Assistant (class 1)

NON-TEACHING

Mrs Sue Tattersall	Secretary
Mrs Helen Matthews	Catering Manager
Mrs Lucy Hamer	Kitchen Assistant
Mrs Lyndsay Bray	Midday Supervisor
Mrs Liz Hill	Midday Supervisor
Ms Kylie Krivica	P/T Midday Supervisor
Mr James Green	P/T Midday Supervisor
Mrs Shona McIntosh	Cleaner

PERIPATETIC MUSIC TEACHERS

Mr Mark Burgoyne	Guitar /Piano
Mr Mark Wilkins	Drums
Ms Sara Munns	Brass
Kate Hughes	Flute
Hannah Sedgewick	Violin

School Office

The school office is open at the following times:

Monday 9am – 3pm
Tuesday 9am – 3pm
Wednesday 9am – 3pm
Thursday 9am – 3pm
Friday 9am – 3pm

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 9.00 a.m. Children should not arrive before 8.45 a.m. Morning break, when children may eat healthy tuck supplied by the school, is from 10.40 a.m. to 10.55 a.m. 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 Landewednack 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.



***Our School
Councillors***

Outside Agencies

Landewednack School aims to give all children the opportunity to achieve their full potential, through 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' as part of the Healthy School's initiative. All children get a free piece of fruit or vegetable during the morning break.

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, hockey, gym, athletics, yoga and country dancing. Each summer year 5 and 6 have the opportunity to try a course of sailing, windsurfing and surf skiing.

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

Healthy Schools' Status

Landewednack School initially achieved Healthy Schools Status in June 2005. In order to achieve Healthy School's Status several areas have been developed, such as physical activity, a travel plan, health and safety, healthy eating, emotional health, and well-being. Healthy Schools Status is re-accredited biennially to ensure standards are maintained. The School was re-accredited in 2012 having achieved Health Schools Plus.

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. All absences will be recorded as Authorised (A) or Unauthorised (U). Any unexplained absence will be recorded as unauthorised. The Headteacher in consultation with the Governors has the discretionary power for leave to be granted in exceptional during term time. A permission form obtainable from the office must be completed **prior** to the absence. Only in exceptional circumstances may the amount of leave granted exceed (in total) more than two weeks in any year.

There were 3.9 % Authorised absences and 0.2% 'Unauthorised' Absences for Academic year 2014/15.



Class three – 'Digging for Victory' with Mr Issitt as part of their World War II project

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 and needs an inhaler to be available at school, please ensure it is clearly named. Currently these are kept in the child's classroom and a spare in the Head's office. 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 or head teacher. Please inform the teachers of any home circumstances which may be having an adverse effect on your child.

Medical Care

The School Nurse visits the school regularly to see the new children. Parents are advised in advance and invited to attend; she also visits periodically to check height and weight. 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.

School uniform list—Winter

Grey school skirt/trousers

White polo shirt/school shirt or blouse

Green sweatshirt, fleece or cardigan – available to order from school office

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

School uniform list—Summer

Girls may wear dresses in green and white gingham or stripes.

Grey school shorts/trousers

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

Green sweatshirt, fleece or cardigan – available to order from school office

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

PE Kit

Yellow T shirt with school logo - order from school office

Green shadow stripe shorts - order from school office

Trainers or plimsolls

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

Sports Hoodies and Tracksuit bottoms are available to order from the office, 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.



Members of last year's Dance Club, showing the school's PE Kit

The Admissions Policy

The Published Admissions Limit is 12.

The Standard Number is 12.

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. The Published Admission Number may be varied annually. The PAN can never be below the Standard Number. Applications may be done by post or online and must be sent to the Admissions and Transport team at County Hall.

We follow the 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.

Prior to joining our reception class, most children attend the Little Lizards Children's Centre, where parents can choose to use their government funded places for three and four year olds. Little Lizards is open for 2-5 year olds for child care from 8am to 6pm every day. Please ask for a prospectus. Little Lizards is an integral part of the school and staff from both settings liaise regularly and the children and parents become familiar with the school.

'Foundation Stage' children will be part of the infant class, in which classroom support is provided, and they will have learning experiences planned for them at a level appropriate for their level of development, through a play-based curriculum.

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 2016/2017 are 5th and 6th September, 20th & 21st October, and 26th May 2017.

Autumn Term 2016

Wednesday 7th September – Friday 16th December
(Half term—Wednesday 20th October—Friday 28th October Inc.)

Spring Term 2017

Tuesday 3rd January – Friday 31st March
(Half Term - Monday 13th February - Friday 17th February Inc.)
(Easter – 3rd April – 17th April Inc.)

Summer Term 2017

Tuesday 18th April – Wednesday 26th July
(Half Term - Friday 25th May – Monday 5th Inc.)
May Day bank holiday Monday 1st May 2017



*Our well
equipped
Sports Hall*

Calendar of Events

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

Autumn Term

Our school year begins in the Autumn Term. A parent consultation evening will be held in October/November to enable parents to discuss how the children have settled into their new classes. The school holds its Harvest Festival at the Methodist Chapel. In addition to this the School Association runs various fund-raising activities, such as a Christmas Fayre. The children enjoy all the various activities which reflect the festive season, including a Nativity/Carol Service and carol singing for groups within the village, as well as Christmas Lunch and Parties.

Spring Term

The school association generally organise an Easter/Spring Fayre.

This is usually open to all junior children. The group visits an activity centre and takes part in a range of exciting activities such as sailing, canoeing, climbing, abseiling and archery.

Summer Term

The Summer Term is very busy. School Camp takes place this term. Year six children visit Mullion Comprehensive School, where we also take part in the Inter-school Sports. The football, tag rugby and netball teams take part in various inter-school matches. Our country dancers are in demand in the village for various summer events such as the midsummer bonfire and the church fete.

In July we hold our school sports day and barbecue. The children's annual school reports are sent out and parents' evenings held to discuss your child's progress with their teacher. Towards the end of term every child takes part in our school musical production. Finally in our Leavers' Assembly we say goodbye to our year six children and wish them every success and happiness in their new school.



*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 the School Association raise money to subsidise swimming lessons and curricular enrichment activities, such as school trips. Last year they also purchased the fitness trail on the school field.

Community Cohesion

Landewednack School values being part of the local community. 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. Harvest and Christmas celebrations are held in the church and chapel.

***Working with
the National
Trust***

The
for
the
come

Our

Landewednack School supports the RSVP scheme (Retired and Senior Volunteers Project). Senior citizens from the surrounding area visit the school regularly to hear the children read, help to inform the children about past times and aid staff in running clubs.

The staff work hard to aid the children's understanding of the National and International community. Each class has a school in another very different area of the country, which they communicate with via letters and e-mail and finding out about the different communities through the Internet and through information sent to them. In addition to this the school has links with schools in Switzerland and France.

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:-

Diamond Rules.

Show good manners at all times.

Respect and care for everyone and everything.

These rules are reinforced positively with a reward system for all children who are seen to be keeping them. This involves stars, certificates, letters home, small gifts and recognition in assembly. However there is a hierarchy of sanctions for use to discourage bad behaviour. 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 and Mrs Jones is the designated person within the school. We aim to ensure that the children achieve the five 'every child matters' outcomes for children identified in the children act 2004. Landewednack School has produced a single equality scheme and an accessibility plan.

The School Curriculum

During their time at this school children are encouraged to reach out to the limit of their mental and physical abilities. The staff strive to cater for the challenge of the ablest child as well as for those who learn slowly or with difficulty. The children in all year groups follow the programmes of Study related to the National Curriculum subject. These subjects are:

Core subjects:- *English, Mathematics, ICT, RE and Science*

Foundation subjects:- *Technology, Geography, History, Music, Art, PSHE & Citizenship, MFL (French) and PE*

The curriculum is delivered wherever possible, appropriate and practical, through a topic approach linked to the National Curriculum Programmes of Study. Each subject has been allocated for each Key Stage on a two year rolling programme of topics. There will be an emphasis on 'active' learning and an enquiring approach, using first hand experience wherever possible working in the school or visiting the surrounding or the wider environment.

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.

Physical Education

The Landewednack Community 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.

During the autumn term the junior children attend Helston swimming pool for lessons. Throughout the year all the children take part in athletics, games skills and team games, such as netball, cricket, hockey, badminton, football and tag rugby. Other opportunities are provided through the after school clubs for activities such as football, tag rugby, cricket, netball, country and modern dance and gymnastics.

The school has achieved the Activemark status for many years for excellent sports provision and providing at least two hours physical activity per week. In 2014 the school was awarded the silver School Games Kitemark for its sports provision.



Our year 1 children visited Mullion Comprehensive to work with the Young Sports Leaders

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.

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 both staff and teachers; we hope to purchase a set for use 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.

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 Educational Trust. 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 and Brass is £4.88 per lesson, invoiced by the school half termly in advance. 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, Tag-rugby, Cookery, Football, Pottery, Cricket, or Gardening. These may change during the year.



*The children
enjoy their
extracurricular
music lessons.*








Assessment

The children entering the school in reception will be assessed on entry by the class teacher. This will be completed in the first six weeks of attending school. Parents will be informed about the outcomes of this assessment at the parent consultation evening in October. The children will also be assessed at the end of the Foundation year and parents will be invited to a parents' consultation evening to discuss their child's progress.

The children are continually assessed throughout each year of their education, using a system called APP (Assessing Pupil Progress). From year 2 onwards the children take SATs, the results of which help to inform the teacher's assessments.

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 class 3 and 4 will be asked to complete a task at home related to the work in class and Mr Bolton and Miss Wells 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 2015

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

2015 Results	School	National
EYFS % Good Level of Development	70% (this includes a pupil with a full diagnoses of autism who is assessed using p-scales (SEN levels) and 2 August birthdays 80% if SEN child not included	National 2014 60% Cornwall 63% National 66% School 70%
End of KS1 reading level 2+	93%	90%
End of KS1 Speaking & Listening 2+	100%	89%
End of KS1 maths 2+	100%	92%
Pupils achieving 2+ having achieved a good level of development in Foundation Stage	100%	
KS2 % level 4+ Reading	100%	91%
KS2% level 5+ reading	53%	49%
KS2 % level 4+ GPS	94%	82%
KS2% level 5+ GPS	65%	53%
KS2% level 4+ maths	88%	86%
KS2% level 5+ maths	42%	42%
KS2% level 6+ maths	7%	7%
% pupils making expected progress in reading	School-88% (Cornwall- 91%)	91%
% pupils making above expected in reading	School-50% (Cornwall- 34%)	35%
% pupils making expected progress in maths	School- 94% (Cornwall- 89%)	89%
% pupils making above expected in maths	School- 29% (Cornwall- 31%) (This does not include our level 6 child who did not have a NC level when he arrived at our school)	35%
% pupils making expected progress in writing	School- 100% (Cornwall- 94%)	93%
% pupils making above expected in writing	School- 63% (Cornwall- 37%)	33%
% school average score This is the score for our Reception children during their first 6 weeks at school.	School 273.5 This is the average total score of the 17 aspects of the EYFS profile "on entry" scale	Cornwall 251.3

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.

***Story telling at
St Michael's
Mount with the
National Trust***



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 position of Cornwall County Council regarding insurance cover in cases of accidents to children in schools or on school outings is that, like the majority of local authorities, it carries no general policy cover for accidental personal injury when negligence can be proved against the County Council or its employees. If in this event the County Council is held legally liable by the courts, the latter determines the level of compensation to be awarded. Full policy details are available from: The Insurance Section, Room G08, Finance and Administration, County Hall, Truro. TR1 3AY.

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

School Visits & Journeys

The Cornwall LA has endorsed 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. This is not necessary for visits in close proximity to the school, i.e. in the village. Risk assessments are completed for all trips out of school.

Charges & Remissions

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

The Governing Body 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 Governing Body may from time to time amend categories for which a charge may be made to take account of any changes in the LA Policy and the law.

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school:-

- 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 Governing Body 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 Governing Body 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.

Remissions

Where the parents of a pupil are in receipt of income support or family credit, the Governing Body will remit in full the cost of board and lodgings for any residential activity that it organises for the pupil, if the activity is deemed to take place within school hours or where it forms part of the syllabus for a prescribed public examination or the National Curriculum.



The children took part in workshops at the lifeboat station as part of SOS day. Here are two of our children dressed in their Dads' gear – future crew maybe!

The Complaints Procedure

The Governing Body of the School has endorsed the Complaints Procedure of the Local Authority, which lays down the arrangements for the consideration of complaints about the Curriculum.

1. In the first place all complaints should be addressed to the Headteacher of the school concerned. It is at this informal level that most problems and difficulties should be successfully resolved.
2. If the matter is not successfully resolved, the Headteacher/Complainant can refer the matter to the Board of Governors.
3. If a successful resolution is not achieved at this level, the complainant has recourse to the local Authority.
4. The School Complaints Policy is on the website.

Public Access to Documents and Information in L.A. Maintained Schools

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 L.A.'s Complaints Procedure.
- The L.A.'s 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