

GERRANS SCHOOL PROSPECTUS

“Every Child Really Does Matter”



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Head: Mrs Julie Elvy,
Chair of Governors: Mrs Annabelle Sylvester

OFSTED JUNE 2013 RECOGNISED THAT:

Gerrans School is a very inclusive School;

- where additional support is expertly targeted to meet individual needs,
- where teaching is consistently good and often outstanding over time, enabling all pupils to make at least good progress in all subjects,
- where children in the Early Years foundation Stage benefit from good and outstanding teaching,
- where pupils attitudes to learning are often outstanding in lessons and behavior is impeccable, where they demonstrate high levels of independence, taking responsibility for their learning and a willingness to check their learning and alternative ways of undertaking their work with staff
- where pupils were adamant that there was no bullying in their School
- where pupils are passionate about their School and proud that they successfully represent it in the wide range of events that are organised, especially in the competitive sports with other schools,
- where pupils are very keen to come to School and are punctual
- where there is an exciting range of subjects and topics that interest pupils, providing good opportunities to learn and prepare them for future learning
- where well planned exciting activities in EYFS help children develop personal and social skills alongside their work in numeracy and literacy
- where the ethos in School is that everyone matters and is valued.

WELCOME TO GERRANS SCHOOL

Welcome to Gerrans School and thank you for taking the time to find out more about our school. Making the decision about which school is the right school for your child can be a difficult one. This prospectus aims to answer most of the questions you may have about how Gerrans School is organised. It will also help you understand how our school aims to provide an enriching education for your child. Every effort is made to deliver a full and interesting curriculum and to prepare your child for the future by providing learning opportunities, which will give them skills and an enthusiasm for learning throughout life.

As a School, we look forward to sharing the education of your child with you. We hope that you will find that Gerrans School is the right school for your child and look forward to a long and happy association with you.

SCHOOL INFORMATION

Pupils on roll:	37 in January 2015 (PLUS 11 Nursery Children)
Type and Age Range:	Primary 4-11 (with Nursery provision – pupils funded 15 hours a week term after 3rd birthday) 2 years old funding available
School Hours:	8.55 am – 12.15 pm 1.15 pm - 3.25 pm (Nursery 9 am -12 noon, 1-3 pm)
Local Authority:	Cornwall Council County Hall Treyew Road TRURO TR1 3AY Tele. 0300 1234 100

At Gerrans School we are committed to safeguarding and adhere to the Local Authority Guidelines.

- ***Be Safe***
- ***Keeping Healthy***
- ***Enjoy and Achieve***
- ***Making a Positive Contribution***
- ***Achieving Economic Wellbeing***

Welcome from the Headteacher

Gerrans is a caring small school with a family ethos. Judged by Ofsted in June 2013 as 'Good with outstanding features', the School is also proud of attaining 'Inclusive, Dyslexia Friendly School Status' and Full International Award Status as well as being a Healthy School. Through self-evaluation we aim to develop our school even further, which is achievable with the hard work of an experienced staff, guidance from a committed Governing Body and support from a creative PTA.

One of the advantages of teaching in a small school is that staff can get to know the learning styles and interests of individual children. This information can be used to tailor the curriculum and learning process for each individual, so that they are engaged and empowered in their learning at an appropriate pace and level. We encourage all pupils to be active learners, evaluating their own learning, taking pride in it and moving it forward, this will also involve taking risks. Pupils and staff have an open relationship about where the learning is, where it's going and how its going to get there and why. This information is shared with parents and carers. ***This was recognised by OFSTED to be a real strength of the School.*** At Gerrans School we encourage all learners to reflect and develop their learning behaviours. To develop perserverance, motivation, resilience and face challenge.

Our pupils are well behaved and enjoy school, we are all very proud of their achievements, whether they are academic, sporting, creative or social.

One parent quoted, ' At Gerrans, every child really does matter.'

I hope you find this information on our school informative and look forward to welcoming you for a visit.

Yours Sincerely

Julie Elvy
Headteacher



Letter from Chair of Governors

Welcome to the Gerrans School prospectus. I hope it gives you plenty of information about our School. As Governors we have the strong belief that the purpose of the School is to educate all of our pupils to the maximum of their potential. We offer a curriculum which is right for every child and sets high standards.

Our main role is to support and challenge the Head Teacher and staff. The phrase often used to define this role is 'a critical friend'. We help them set and reach targets and to strive for excellence across the whole spectrum of school life.

Our legal duties include, setting strategic direction, policies and objectives, approving the school budget, reviewing progress against the school budget and objectives, appointing, challenging and supporting the Head Teacher and staff.

We meet as a full governing body at least once a term. We set up committees for finance, curriculum, policies and performance management.

As Governors we attend training sessions and seminars to help keep us up to date with changes in schools and education and to help us do our jobs as governors effectively.

We also come into school to meet with the head teacher, staff and pupils to help us find out how the school is progressing towards its targets.

We are justly proud of Gerrans School and hope that your child enjoys and benefits from being a pupil here.

Yours sincerely

Annabelle Sylvester Chair of Governors

The History of Gerrans School

Gerrans and Portscatho are two small, coastal villages on the beautiful Roseland Peninsula. The school occupies a hilltop site in the village of Gerrans, with panoramic views of Gerrans Bay. The original school built in 1864, was an all age school until 1962 when the existing headmaster left to become the first head of the Tregony Secondary School. Gerrans became an Infant and Junior School. In 1982 the old school building was destroyed by fire. Temporary Elliott huts were installed and remained as the school for seven years!

At last the new school was designed and built. Children moved into their new school in 1989. The School was formally opened by Charles Causley.

In 2009 the School celebrated 20 years of the new building, which has been further adapted during that time to meet the needs of the modern curriculum.

The School is set in extensive grounds which are used not just for sport and play but other curriculum areas too, a netball court and a pond set in a wildlife garden. Within the grounds are also a purpose built outdoor classroom and self-contained free flow learning areas for Early Years pupils.

In 2005 Gerrans School welcomed 'Little Choughs' pupils of 3 and 4 years old entitled to Nursery education. Now this successful Nursery unit is fully integrated into The Early Years Foundation Stage Learning Unit.

The school accommodation consists of; an large open plan Key Stage Two Learning Unit equipped with up to date ICT and outside access, a large Key Stage One / Early Years Learning Unit with outside access, a library, staffroom, offices, a large hall equipped for gym and apparatus PE, assemblies and school dinners, which are cooked in an adjacent kitchen on site.



THE VALUES AND AIMS OF THE SCHOOL

GERRANS SCHOOL VISION AND VALUES

We would like Gerrans School to be a place where children, teaching and non-teaching staff, governors and parents;

- feel happy, secure, safe and stimulated
- leave the building wanting to come back
- feel respected and valued whilst respecting and valuing others
- feel their ideas are listened to and listen to the ideas of others
- are given the opportunity to challenge themselves academically, physically, socially and creatively
- learn about themselves, the people and the world around them
- can take a risk
- can identify their own learning style and work both independently and inter-dependently make appropriate choices and understand the consequences of their actions
- celebrate success
- learn and apply skills
- recognise healthy lifestyles and understand the implications of choices made
- value the role of the school in the community and the role of the community in the school

Admissions Policy

Gerrans School follows Cornwall's Local Authority's co-ordinated Admissions Scheme. There is a Common Application Form (CAF) contained within the booklet 'How to apply for a place in a reception class in a Cornish School.' All applications and admissions for reception made to and handled through Cornwall Local Authority. Applications for pupils moving schools within the school year are made directly to the school.

Transfer to Secondary School

Pupils usually transfer to The Roseland Community Collage at Tregony once they have completed Year 6.

There is a co-ordinated transition process in place between the Roseland primary schools and the Roseland Community. Extra transition experiences can be provided where appropriate.

How the school is organised:

The School is organised into two Learning Units:

Early Years Foundation Stage / Key Stage One (EYFS/KS1)
Key Stage Two Learning Unit (KS2)

Pupils aged 3 to 5: (Nursery and Reception) who are accessing the Early Years Foundation Stage (EYFS) Curriculum work in the area of the school which is known as the Early Years Foundation Stage Learning Unit (EYFSLU).

Nursery pupils attend school 9am – 12 Monday – Friday.

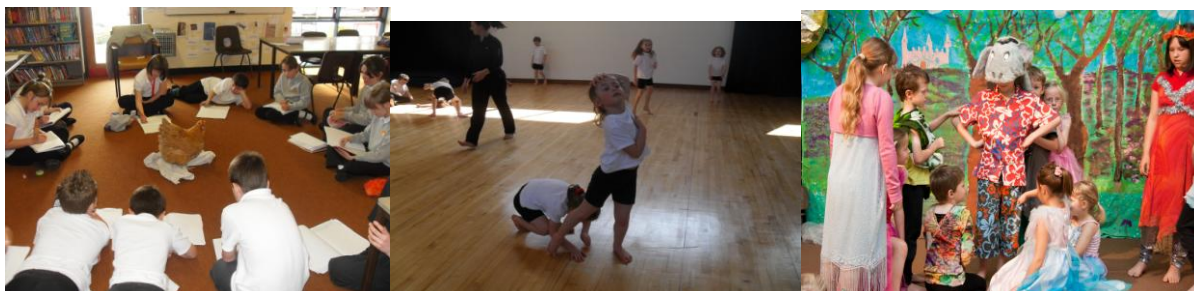


Within the Early Years Foundation Stage Learning Unit the pupils aged 3-5 years work on the EYFS curriculum. This learning takes place in a well resourced large space with access to a free flow, secured outdoor undercover and grassed area.

Pupils aged 6 to 11

(Y1 -Y6): who are accessing the National Curriculum (NC) will work in the area of the school known as the Key Stage One Learning Unit and Key Stage Two Learning

Unit



Little Shorelines – wrap around care.

Our breakfast and afterschool club runs as part of the provision for children attending Gerrans Primary School and schools on The Roseland Peninsula. It operates within the ethos, aims and guidelines of Gerrans Primary School. However, it differs from lessons and other club times in that the emphasis is on providing good quality play care for your child after a busy day at school.

Breakfast care:

Little Shorelines will run from 7-45am to 8-30 every day, with breakfast provided. Breakfast is normally a choice from cereal, yogurts, fresh fruit etc with either milk or water to drink. The children will then be accompanied to the school playground by an adult. This session costs £3-50.

Afterschool care:

Little Shorelines will run from 3-30pm – 6pm, Monday – Wednesdays. The children are collected from class and taken to the hall, where they are given a snack which is normally a choice from, yogurts, fresh/dried fruit, crumpets, sandwiches with either milk or water to drink. This session costs £8-50.

Holiday care:

Little Shorelines will run from 7-45pm – 6pm daily but this may change due to demand. There is also the option to do half day sessions. The children will be provided with Breakfast/snacks/drinks but they will need to bring their own packed lunches the days they attend. This session costs £19 per full day, £10 per half day.

We will offer a variety of fun and interesting activities at the Holiday Club, including one day trip out, a picnic and games on the beach, crafts and cooking. We want the children to have fun and enjoy their holiday, so if there is something they would like to do then then please let me know and we will give it a go!

Further information can be obtained from Lisa Menear on 07931 292564 or lisamenear@aol.com if you have any questions at all

Typical School Day

Pupils (Reception to Y6) arrive on main playground between 8.45 and 8.55 .

A member of staff is on duty from 8.30am.



- Registration Bell goes at 8.55am.
- Pupils R-6 line up in year group lines.
- KS2 pupils enter KS2 via the playground doors for registration.
- Reception and KS1 pupils are escorted through the building to KS1/EYFS by Y5 monitors.
- Parents of Nursery aged pupils are requested to enter the E Y F S via the Outdoor Classroom at 9am.
- Pupils in E Y F S / KS1 will have a fruit and milk break mid morning.
- KS2 pupils are required to bring a piece of fruit from home to have as a mid morning snack.
- Nursery parents are requested to collect their children from the E Y F S at 12 noon.
- Entry can be obtained through the Outdoor Classroom.

A typical KS1 / KS2 timetable will be as follows;

- 8.55am registration
- 9.05- 10 am Lesson One
- Fruit break
- 10.15- 10.45 Whole School Phonics
- 10.45-11.00 Playtime
- 11.00-12 Lesson Two
- 12-12.15 individual reading or 1:1 precise teaching or small group intervention
- 12.15 – 1.15 Dinner time and playtime.
- 1.15 Afternoon registration
- 1.20- 3.10pm Afternoon lessons
- 3.10pm – Afternoon plenary or Whole School Assembly
- 3.20pm Parents invited into Learning Units to share day's learning
- 3.25pm School Ends – Pupils dismissed.

At the end of the day.

Please come into the Learning Units at the end of each day at 3.20pm. Your children will love to share with you their learning experiences from that day. It is also a chance for you to meet with members of staff, ask for clarification on any issues or just socialise!

E Y F S parents please come through the Outdoor Classroom
KS1 / KS2 parents please enter and exit via the external classroom doors. There is an 'in' and 'out' system in operation in KS2. Hopefully creating a one way system will prevent any bottlenecks.



BEING SAFE

ARRIVING AND DEPARTING

The Red Gate: Please note in order to increase site security and safety, this gate will be locked at 8.55am and re-opened at 3.15pm.

Car Park

Parents and carers are encouraged to walk their child to school if they live in the village and it is feasible to do so. Children must not use the car park entrance when entering school on foot, unless accompanied by an adult. There is a pedestrian gate which should be used when entering school grounds on foot.

If bringing your child to school by car, please park in the allocated bays only and walk with your child along the footpath. For the safety of all children please do not allow children to walk unaccompanied across the car park. Safety bollards have been erected to separate vehicles from pedestrians.

Cycles are permitted in school if your child has undertaken Cycle Wise training and has permission from the Headteacher

Children are asked not to arrive before 8.30am unless they remain under adult supervision until a member of staff commences playground duty.

No pupil may leave the premises during school hours without the permission of the Head teacher and being accompanied by an adult.

If there are any changes in the 'going home' arrangements for your child, for example they are being collected by another parent or family member, please notify us in writing, or if this is a last minute emergency, by telephone.

All children should have left the premises by 3.40pm unless attending a club in the charge of a member of staff or other adult.

Only pupils who are on the carrier's lists are allowed to travel on the school bus. This is for insurance purposes.

Absence

All absences must be accounted for by letters signed and dated by parents/carers, addressed to the class teacher. We would appreciate a telephone call or note on the first morning of absence so that we know that the child is at home and has not disappeared on the way to school. These absences will be recorded as authorised absences.

If parents or carers need to take their child on holiday during term time, they should request an absence from school form from school. This should not total more than 10 days and should not be during the week of statutory testing. Please note that the school has discretionary power to grant a leave of absence, but you should not expect such leave to be granted as of right. Please try to avoid holiday absence during term time, as it can have a detrimental effect on pupil progress.

Absence poses problems and many learning difficulties may be attributed to poor attendance. The cumulative effects of absence may lead to under achievement. If notification is not received promptly or if there seems to be a regular pattern of absence, then further action may need to be taken by the school. The school must collect and report absence details and attendance is used as a performance indicator.

Returning To School After Illness

Please ensure that your child has fully recovered from an illness before returning them to school. Children should be fit to participate in all school activities including outdoor games and playtime. If in doubt, please ask the school for advice.

Parent Support Advisor

Mrs Lyn Bell works within the community of Roseland Schools supporting parents , grandparents and pupils. For more details please see the school office.

School Uniform

- *grey skirt or grey/ black trousers*
- *tailored shorts or red/white check summer dress and grey cardigan in warmer weather (not white cardigan/jumpers)*
- *grey school sweatshirt with Logo (available from Mrs Hooper in School Office)*
- *robust black shoes not trainers please*
- *white , black, grey socks or tights*
- *warm or waterproof coat according to weather*
- *sunhat or warm hat*
- *Summer closed toe shoes*



Please ensure all uniform and equipment is named at all times.

Jewellery and Hair Styles

If your child has pierced ears then one pair of studs may be worn except on PE days.

A watch may be worn(not for PE), but in the interest of health and safety no other jewellery may be worn in school.

Hair should be of natural colouring and tied back if longer than shoulder length. Extreme hair styles are not in keeping with school uniform, please refrain from encouraging your child to have this during term time.

Personal Belongings

There is very little need for children to bring large bags to school. Children do not need loose money except on rare occasions (e.g. non uniform days, cake sales). Any other money, (e.g. Dinner, Book Club, Sponsor money) should be in a sealed, named envelope. We do not encourage children to bring toys to school and certain items, such as personal radios/stereos, mobile phones, computer type games etc, are not permitted.

First Aid

The School has 2 designated first aiders.

If your child is involved in an accident at school, first aid will be given. In the event of an accident where further treatment appears necessary, the school will contact you immediately. If the injury is more serious, medical advice will be sought from the local doctor. If necessary, urgent treatment may have to be given before you can be notified. Whilst we will do our best to inform you immediately, the child's interests must come first.

Emergency Contact Details

Please ensure that your contact details are correct and that all changes are notified straight away. You should tell the school about any health matters, especially allergies, which may affect your child.

Medicines

Gerrans School is committed to keeping all children safe, For this reason we ask that you do not send your child to School with non prescription medicines or cough or throat sweets. In the case of a child being well enough to return to school before a course of prescribed medication, which includes a mid-day dosage, a parent or authorised family member brings the medicine to School at lunchtime to administer. If this is impossible the parents may request the child's class teacher to administer the medicine and sign an authorisation form which will ask you to state dosage, time of administration and medicine storage arrangement. This does not apply to asthma inhalers. Asthmatics must complete an Asthma Action Plan available from Mrs Hooper. Medicine will only be administered if this authorisation form is signed and the class teacher is comfortable in administering the dose.

Dogs

Please do not bring dogs on to school premises, even the car park. No matter how gentle your animal is. This is a Health & Safety issue.

Smoking Please do not smoke within the school grounds and buildings.

KEEPING HEALTHY

PE/Games



Children have PE sessions weekly and sometimes more frequently when preparing for special events,



therefore their kit is needed in school every day.

PE Kit consists of:

(Nursery children do not need a PE Kit)

- black shorts,
- plain white T shirt,
- extra pair of socks and PE shoes;
- trainers are preferable as they provide more support for the foot.
- A tracksuit is a good idea for the colder weather.

Please can you regularly check that the PE shoes fit, as children may not be able to take part in outdoor PE if they have incorrect footwear.



Pupils in Year 3 and Year 4 will be swimming at Trewince pool during the Autumn term. While Year 5 and Year 6 will be participating in water sports at Paddle and Sail.

Pupils will need: a swimsuit, a one-piece costume for girls and swimming trunks for boys. (Swimming shorts fill with air and make swimming very difficult for learner swimmers, therefore they are not recommended.)

Specific information will be sent to parents during the Summer term.

Sports Premium

Government received Sports Premium provides all pupils with specialised coaching in team games, ball skills, water sports and life skills such as Heart Start and Cyclewise. Pupils pride themselves on successfully representing the school in teams and tournaments within and beyond the Roseland.

School Meals

This school has excellent canteen facilities and a wide variety of meals is produced. There is usually a choice of main course. Children are encouraged to try food they are not familiar with and to speak up about likes and dislikes. They are not forced to eat everything but are encouraged to eat all that they ask for. The children are grouped so that the older ones help the young where needed. All the children eat together in the school hall and there is a supervisory assistant in charge. Those who do not partake of a school lunch bring a packed lunch. Each year we like all children to have the Christmas lunch. The cost of a school lunch is payable for the week in advance, on Monday morning.



Free School Meals

If you are receiving Income Support, your child may be entitled to free school meals. Application forms are available from the school Secretary. The school receives additional income for any pupils in receipt of free school meals.

Snacks

You may like your child to have a mid-morning snack. We welcome fresh fruit and vegetables, but ask that you do not send your child with sweets, chocolate, crisps or gum. EYFS pupils are provided with fresh fruit or vegetables every day.

Water

Each child is issued with a water bottle which they may take home, wash, fill with water, and drink in Class. Replacement bottles can be purchased from School at a cost of £1.

ENJOYING AND ACHIEVING

The Curriculum

EYFS pupils follow the EYFS curriculum which encourages early learning skills to be acquired through enquiry, exploration and play. Pupils in KS1 and KS2 follow the new National Curriculum Topics are built around Inspire Curriculum developed by Cornwall Learning but adapted by the school to suit our pupils and cater for mixed age classes.



Religious Education



Religious Education taught in the school reflects the fact that Christianity is the main religious tradition of Britain but takes into account the teaching practices of other religions represented in our country. Our collective worship is a daily act of a broadly Christian character which is non-denominational this happens within each Key Stage or as a Whole School. All pupils take part in Religious Education and Collective Worship, however parents have the right to withdraw their children if they so wish by putting this in writing to the Headteacher.

Inclusion

It is our policy to support every child in our school, from those experiencing learning differences to those who need a more challenging curriculum. We aim to identify special learning needs as early as possible and all staff contribute to this process. The school follows the agreed Code of Practice for SEND. Individual Support Plans are incorporated into planning and assessing from the early stages and regular meetings are held to review progress and learning needs. We work closely with various external agencies, which provide advice, resources and expertise. Parents of children with special needs are kept fully informed of progress at all stages. Our full Inclusion policy is available for inspection in school. The progress of all pupils is tracked and monitored on a regular basis, including higher achieving pupils.

The school is accessible to wheelchair users and has a disabled toilet and shower. The school uses a range of teaching techniques and resources to allow access to the curriculum. In 2008 we were awarded the Inclusive, Dyslexia Friendly Schools Mark. This was recredited in June 2012.

All Key Stage Two Pupils are encouraged to participate in a three day residential trip during the summer term.



All pupils have an opportunity to perform in public during the Christmas and summer term. Traditionally our Christmas production has been a Nativity performed in the Church, linking us with the village community. The summer production has been a Shakespearean production linked with literacy, this combined with the PTA BBQ rounds up and celebrates the end of the year.

Extra Curricular Activities

The school offers a range of extra activities both during and after school. These 'clubs' may include football, tag rugby, running, recorders, squash, rounders, netball, basketball, cricket, knitting and handbells.

Children are given the opportunity to take part in school productions and PTA events from time to time. These may include Harvest Festival, Christingle Service, Christmas Plays and PTA fund-raisers. House Captains are encouraged to organise fund raising events for their houses to participate in.

School Council

The School has an active school council with it's own chair and secretary. They have been involved in school improvements, staff appointments and fund raising activities.



Assessment, Pupil Tracking and SATS Tests

Assessment and tracking of each child is a continuous process at Gerrans School. Through this process we aim to build a complete picture of the development of your children and this will enable the teachers to set targets and objectives for them to achieve that are appropriate to their level and stage of learning.

Children are encouraged to play an active role in their own learning and are taught skills of self and peer assessment. Assessment for Learning plays an important part of day to day planning and delivery of lessons.

Assessment is carried out by discussion, observation and more formal testing from time to time. Parents and carers are kept informed of the progress of their child by meetings with the teacher and through annual reports. All mathematical, reading and writing skills are assessed termly across all subject areas through progression tasks. The progress and learning style and attitude of each pupil is discussed at termly progress meetings attended by all staff.

Statutory assessment takes place at the end of KS1 and KS2. KS 1 children undertake designated tasks which are teacher assessed. KS2 children are also teacher assessed in addition to sitting tests. These are standardised assessment tests in English and Maths at age 7 and 11. In Key Stage 1 pupils will be working towards levels 1, 2 and possibly 3 of the National Curriculum, with most achieving level 2 by the end of this Key Stage. In Key Stage 2, pupils will be working towards levels 2, 3, 4 and possibly 5, with most achieving level 4 at the end of this stage.

End of year summative assessments are carried out in Years 3, 4, and 5.

Our Links with India....



The UKIERI (UK India Education and Research Initiative) project was funded by the British Council with the purpose of fostering links between schools in India and the UK. Gerrans School has been involved, along with three other Roseland cluster schools, for three years. We have developed a relationship with six schools from the Punjab which started with teachers from each country visiting each other to further understanding, give talks to children about our cultures, and learn about each other's educational provision. Teachers and pupils have been able to exchange visits to schools in the Punjab and the Roseland. They were very successful visits, and we hope to continue to develop these links.

Supporting Learning at Home

Homework is set by the school: This could be reading with your child, learning spellings, tables or number bonds or researching or consolidating new information. Homework and completion dates will be communicated with parents and pupils via a weekly homework sheet and on the website.

As a school we recognise that there must be a balance in work and life. Whilst we would prefer that the children would complete any work set, we would not belittle any child that had not completed the task for a genuine reason. Nor would we want homework to become a battle at home – if you find that is the case, then we would urge you to speak to your child's teacher.



We encourage parents to become involved in their children's work in school. Learning takes place at home and at school. By talking with their child at the end of the day, when collecting from the classroom, you can share their successes and give support when things go wrong. This will help to strengthen the link between home and school. If the child is confused about certain points made during the day, this gives an ideal opportunity for you to report back to the teacher and will give the teacher a different view of how a lesson has been received. This discussion has to be approached with caution as some children can resent always being asked "What did you do today, then?" If you require help with this please ask your child's teacher.

School Trips

Learning Outside: We are a hardy lot at Gerrans! In the E Y F S curriculum, learning happens inside and outside. We try to reflect this in KS1 and KS2 too. Therefore, please ensure your child is equipped for our changeable Cornish climate with a raincoat or sun cream and a hat as appropriate.

Permission for local area visits will be obtained by completing a generic form on entry to school. Visits further afield will require specific permission and sometimes require a voluntary contribution towards cost.

Please consider becoming a volunteer driver and joining us when we learn outside the classroom.



Roseland Cluster and Transfer to Secondary School

Gerrans is part of the Roseland Cluster of schools which hold regular liaison meetings together. Joint activities are arranged from time to time.

When the children leave Gerrans at the end of Year 6, most transfer to the Roseland Community School at Tregony. Teachers from that school visit Gerrans through the year and some are involved in projects with the children here. In this way our children get to meet staff of their next school and the transfer process is eased. There is a Primary Liaison Teacher from the Roseland appointed to each partner Primary School. The Headteachers of the Primary Schools meet termly with the Head at the Roseland for informal as well as formal discussions.

MAKING A POSITIVE CONTRIBUTION

PTA

We have an active PTA who raise funds for the school which benefit all pupils. New members are always welcome. Our current Chair is Anne Nicholls.

Discipline

See attached Behaviour Policy

Damage/Loss of School Property

Where a pupil deliberately damages School property, the pupil will be required to pay the full cost of repairs. The School reserves the right to refer appropriate cases of willful damage/vandalism to the Police.

Where a pupil carelessly damages School property, e.g. by breaking a window when playing football, the pupil may be required, depending on all the circumstances, to pay for the cost of repairs or make a contribution towards them.

Where damage/loss occurs accidentally, the School will bear the cost of replacement.

School books, including Library books, are loaned to pupils. If they are not returned, or are deliberately damaged, pupils will be required to pay the replacement costs.

Complaints Procedure

Any complaints should normally be discussed with the Head teacher or other appropriate school staff in the first instance. If the complaint cannot be resolved informally, the complainant should write to the Chair of the Governing Body or to the Secretary for Education, County Hall, Truro, TR1 3AY.

ADDITIONAL INFORMATION

Charging for School Activities

The School and the LEA is committed to the general principle of free education. However, the school reserves the right to charge parents/carers for certain activities which are offered to pupils as part of the curriculum. The School will always organise activities which are in the best interests of the children to benefit their education and experience of school life.

A full copy of the charging and remissions policy can be obtained from the Headteacher.

Communication with Parents/Carers

The school communicates with you in various ways. There will be letters, a monthly newsletter, questionnaires, informal presentations, open days, formal progress discussions, annual reports and the school website. Please take time to read the information and return any reply slips to School as soon as possible.

Governors

The Governing Body of the School is made up of people from a variety of backgrounds. The Governors are individuals who are elected, nominated or appointed to represent the parents/carers, teachers and the LEA. Some of the Governors are parents/carers of children at the school.

School Governors work with the Headteacher and are responsible for the strategic development of the school. They meet at least once each term. In addition to these meetings various working groups of Governors and teachers meet to consider different aspects of school life and the management of the school.

School Governors have legal duties, powers and responsibilities. They can only act as a body. They cannot act individually. A list of the current members of the Governing Body is enclosed.

The Headteacher can give you details of how to become a Governor.

Hiring of the School

If you wish to hire the school premises for any reason on behalf of a local organisation, please contact the Headteacher for current rates.

Lost Property

We ask that all clothing is named and outdoor coats should have a suitable loop for hanging on a peg. Please check these items regularly and replace any iron on labels that are becoming detached. Naming all items reduces the risk of loss. Lost property is kept for a reasonable period of time, but it is difficult to identify property when it is not labeled.

OFSTED Reports

Periodically the school will be inspected by OFSTED. The aim of these inspections is to identify both strengths and weaknesses in the teaching, learning and management of the school. The aim of the teachers and governors is for the school to improve standards on an ongoing basis. We view the Ofsted inspection as an opportunity to celebrate our strengths and as an integral part of our improvement process. A summary of the latest report by OFSTED is enclosed.

School Fund

In addition to the money provided by the LEA, there is a School Fund which is managed by the Headteacher. It consists of donations and other income raised in a variety of ways, the purpose of which is to benefit the pupils of the school by the provision of facilities, equipment, activities and financial assistance which cannot be made available for whatever reason from monies provided by the LEA. The fund is audited annually on behalf of the Governors.

Services to the Community

The school has a photocopier and a fax machine which are available for use at reasonable rates. Any profits made go towards payment of the running costs for these items when the school uses them.

Where and when to get help

The school Secretary is normally available at the office in the main entrance, each day from 8.30am – 3.30pm. It is often more convenient to telephone the school, (01872 580442), if you need to speak to your child's teacher, please avoid teaching times.

The best times are between 8.30 am and 8.55 am, and after 3.25 pm.

Information for Early Years Foundation Learning Unit Only

Structure of the Day - (Nursery)

- The children are funded for three hours a day, from 9.00 till 12.00.
- Please bring your child through the Outdoor Classroom to the E Y F S door.
- 10.30 – 11.00 the children will stop at some point during this period for snack time, when they will be offered a piece of fruit to eat and milk or water to drink.
- Nursery pupils have the opportunity to stay between 12.00 – 1.15 including a school lunch at the cost of a school lunch.
- Please come into the E Y F S via the same door you used at 9am and see what learning has taken place during the morning.



Uniform

The children will be expected to wear a Gerrans School sweatshirt (available from the office), priced £8.75, white shirt and a grey skirt or trousers/ black pull on bottoms.

Wet Weather Clothing

As the children have access to and are encouraged to use the outside at all times, please could they have a cheap pair of wellington boots that can remain in school.



Spare Clothing

A bag with spare pants and socks would be helpful in case of accidents! We don't always have enough spare.

THE CURRICULUM

To ensure consistency within early years settings the government has developed the 'Statutory Framework for the Early Years Foundation Stage' – EYFS. This begins at birth and finishes at the end of Foundation Year 2 . It comprises seven areas of Learning and Development. The prime areas are:

- **Communication and language:**
development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development:**
involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development:**
involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

And are delivered through the following 4 specific areas:

- **Literacy**
involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics:**

involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

- **Understanding the World**

involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

- **Expressive Arts & Design**

involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

None of these areas of Learning and Development can be delivered in isolation from the others they are all equally important. The children will be engaged in planned purposeful play which underpins the delivery of the EYFS. There will be a balance of adult led and child-initiated activities.

Key Person

Your child will be allocated a key person, who will be responsible for ensuring that they become familiar with E Y F S and that they feel confident and safe when here. The key person will respond sensitively to your child's feelings, ideas and behaviour. If you have any concerns at all please come and talk to your child's key person.

Learning Journals

These are a record of the ongoing observational assessments that show your child's progress and achievement and enable us to plan to meet their needs. They will include notes, photographs and where appropriate examples of things they have done. These will be available for you to look at on a weekly basis. In addition, a more formal Learning Development Record for the six areas will be completed each half term. This will be discussed with you and included in the Learning Journal.

Notice Board

This is in the corridor outside the Nursery Door. Anything that you need to know will be posted on this board. Also requests for help, and bits and pieces needed to carry out activities eg. Empty boxes, ribbons, flower pots, jam jar lids etc.

Please feel free to come and speak to us if you have any concerns. If your child's key worker is not available please talk to someone else. The foundation stage only works well if there is a 'Positive Relationship' between parents, carers, children and Early Years staff.

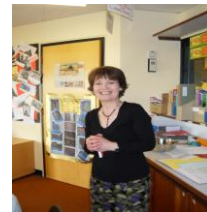
STAFF

Mrs. Julie Elvy
Headteacher
KS2 Teacher

Designated Child
Protection Officer
Inclusion Co-Ordinator



Mrs. Liz O'Neill
KS2 Class Teacher



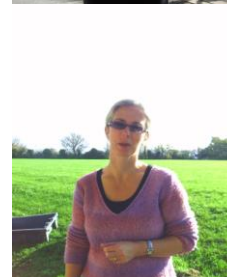
Mrs. Em Gilbert
KS2 Teaching Assistant
Higher Level Teaching
Assistant covering KS1
and KS2 PPA



Mrs. Emily Haines
KS1 Teacher
Deputy designated
Child Protection
Officer.



Mrs. Frances Grant
Little Choughs /KS1
Higher Level Teaching
Assistant Leader



Mrs. Rosemary Teague
Little Choughs /KS1
Learning Unit
Teaching Assistant



Miss Menear
KS1 Teaching Assistant
Little Shorelines Leader



Mrs. Tracy Hooper

Secretary
School First Aider



Mrs Pam Tilley
Cook



Mrs Jane Chaffin
Site Supervisor
Little Shorelines
Assistant



Mrs Andrea Smith
Midday Supervisor



Other information such as
Term Dates + INSET DAYS: List of Governors:: Latest Ofsted Report, Policies and other
communications can be found on our school website www.gerrans.cornwall.sch.uk

