

# WELCOME TO PLUMBLAND CE SCHOOL

It is my pleasure to extend you a warm welcome to Plumbland CE School.

If your child is to join us for the first time we look forward to a happy and successful association over the coming years. If you already have a child here we are pleased to renew the links between us.

At Plumbland CE School it is important to us that we instil a sense of curiosity and wonder and a love for learning, in all our pupils, which will continue with them throughout their entire life. This booklet provides information on the school, its aims, curriculum and activities.

Confidence in a school comes from knowing and understanding what is happening within it. We value the close links we have with our children's families, and hope to work together to ensure your child is happy and works to the best of their ability.

Our most recent developments are continuing to drive our school forward to ensure our children are at the heart of a vibrant, progressive and rewarding environment. Our school continues to invest heavily in new technologies to prepare children for the future, whilst ensuring they are happy and feel safe within their learning.

Claire McKie

Head Teacher

# **PLUMBLAND C OF E VOLUNTARY CONTROLLED**

## **PRIMARY SCHOOL**

PLUMBLAND CE SCHOOL was opened on Sunday, January 12th, 1800 as Plumbland Free Grammar School. The original building contained two spacious classrooms and a clock tower. It was built in the Georgian style of architecture with low windows giving rooms that were light, cheerful and warm. A third classroom, cloakrooms and a kitchen were added later.

THE school stands in its own grounds in a quiet rural location situated on the corner of Parsonby Green. There is a large tar-paved playground, an adventure play area and gardens for the children to use. Adjacent to the school there is a field which is used for sports, games and community events.

CAPTAIN John Sibson, 1700-1760, a native of Plumbland left the residue of his estate, after the death of his wife, for the building and endowment of a new school. The Trust Fund still exists today, it is administered by a board of Trustees.

## Academic Year 2021-2022

**ADDRESS:** Parsonby, Aspatria, Wigton, Cumbria  
CA7 2DQ  
**TELEPHONE:** 016973 20628  
**FAX:** 016973 23532  
**E-mail** admin@plumbland.cumbria.sch.uk  
**Website:** www.plumbland.cumbria.sch.uk  
**HEAD TEACHER:** Mrs Claire McKie

### TEACHING STAFF

Mrs C Breeze Key Stage Two Class Teacher  
Mrs V Brierley Key Stage Two Class Teacher  
Mr C Cowper Computing Teacher  
Mrs C McKie Key Stage One/Two Class Teacher  
Mr J Rennie Key Stage Two Class Teacher/Forest School leader  
Mrs N Robinson Key Stage One/Foundation Class Teacher

### SUPPORT STAFF

Mrs D Bowe Higher Level Teaching Assistant  
Mrs C Breeze Teaching Assistant  
Mrs K Cooper Teaching Assistant  
Miss L McLean Teaching Assistant/Mid-Day Supervisor/EMC  
Mrs A Irving Catering Assistant  
Miss S Metcalf Mid-Day Supervisor  
Mrs S Stephenson Administrator/Mid-Day Supervisor/Teaching Assistant/A S Club  
Mr B Stephenson Relief Mid-Day Supervisor/1:1 Reading  
Mrs G Stevens Mid-Day Supervisor

### SCHOOL GOVERNORS

Reverend S Banks Foundation  
Mr A Clouston Local Authority  
Mr D Constable Parent  
Mr D Crosdale Co-opted  
Mr S Grant Co-opted  
Mr C Hill Foundation  
Mrs J Lee Teaching staff  
Mrs C McKie Head Teacher  
Mr J Spiers-Dawson Co-opted  
Mr J. Taylor Chairman/Co-opted  
Mrs C Thwaites Parent  
  
Mrs G Winder Associate Member  
Mrs S Stephenson Clerk to the Governors

### PRE – SCHOOL

Mrs G Winder Pre-School Leader  
Miss J Winder Pre-School Teacher/Assistant  
Mrs E Lister Pre-School Assistant

## Aims of the School

*“We are high achievers, self-believers learning in a caring supportive school.  
We are everything together and together in everything”*

At Plumbland School we aim to develop the full potential of every child in a happy, caring, stimulating environment. We will encourage the growth of self-esteem, independence, self-worth and a feeling of belonging to a community.

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils. The school seeks to ensure that no members of its community will suffer discrimination based on their sex, racial origin, physical ability, religious belief or educational need.

## Organisation of the school

The school is organised into three classes, an infant (Key Stage One/ Foundation) and a Year 3/4 class and a Year 5/6 class. It is our aim to maintain the ethos of our small school with small classes and a family atmosphere.

The strength of a school this size is the amount of teaching time that can be devoted to each child, and the level of pastoral care, which is fostered by the close relationship with the children, their parents and the community.

### The School Day

8.50am	School begins
9.10- 9.30am	School Assembly/ worship time (Mon, Weds, Thurs)
10.30-10.50am	Morning break
12.00- 1.00pm	Lunch
1.00pm-1.20pm	School Assembly/ Worship Time (Tues & Fri)
2.20- 2.30pm	Afternoon break
3.10pm	End of school day for Infants
3.15pm	End of school day for Juniors

## Admissions Procedure

Children can be admitted to school in the September of the year in which they have their fifth birthday. While the majority of parents usually take advantage of the Authority's arrangements there is no legal requirement for any child to be in full time education until the beginning of the term following their fifth birthday.

During the summer term there will be an opportunity for new entrants and parents to visit school. Children will be admitted to school in September initially, on a part-time basis. The maximum admission number for our school is 8 children.

## **Admission arrangements**

Some schools receive more applications than there are places available. Where this happens at a community or voluntary controlled school applications will be prioritised using the oversubscription criteria contained in the General Admissions Policy. This means that children will be allocated places in the order of priority given below.

Children looked after, i.e. in public care, giving priority, if necessary, to the youngest child (ren) and children who were previously looked after.

Children living in the catchment area who have brothers or sisters in the school at the time of their admission.

Children living outside the catchment area who have brothers or sisters in the school at the time of their admission who were directed to that school by the LA either in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the LA as the next nearest with a place available or in their Statement of Special Educational Needs.

Children living in the catchment area with a parent on the electoral roll of a C of E church.

Other children living in the catchment area giving priority to those living furthest away from an alternative school where the LA is able to determine that a place is available, measured by the shortest walking route by road.

Children living outside the catchment area who have brothers or sisters in the school at the time of their admission.

In relation to Church of England Voluntary Controlled Schools, children living outside the catchment area who with a parent regularly attend a church in membership of Churches Together in Britain or the Evangelical Alliance.

Children living outside the catchment area with a parent on the electoral roll of a C of E church.

Children living outside the catchment area, giving priority to those who live closest to the school, measured in a straight line on the map.

If you require further information, please do not hesitate to contact the Head Teacher.

## **Transfer to Secondary School**

At age 11 children transfer to Secondary Education. Parents are free to choose the school they

wish their child to attend. Schools to which children have recently transferred include Beacon Hill, Nelson Thomlinson, Cockermouth and Keswick.

### **Transfers to Secondary Schools (July 2021)**

<b>School</b>	<b>No. of children transferring</b>
Beacon Hill	3
The Nelson Thomlinson School	3
Keswick School	2
Cockermouth	1

## **Children's Welfare**

Naturally, the welfare of each child in our care is of prime importance. If a child becomes ill parents will be contacted (or the person named as an emergency contact) and we will care for the child until a parent arrives. In the event of a child needing urgent medical attention parents will be contacted and an ambulance called to take the child to hospital.

When children start school parents are asked to fill in a form giving names of emergency school.

### **Health**

During the child's school life hearing, eyesight, height and weight are checked periodically, usually in Reception and Year 6.

Advice can be sought from the Springboard Centre 01228 608250 regarding children health.

## **Parents**

There is a parents' evening during the Autumn Term and Spring Term when you can discuss your child's work with his/her teacher. Please feel free to call at any time if you want to discuss anything concerning your child. However, you are requested to telephone or call at break times if possible, as this causes the least disruption to the children's lessons. As parents come into school regularly children's progress can be discussed whenever the need arises. If we feel there is a need to talk to parents we will contact you.

There are many events during the year to which parents and friends are invited, such as our Harvest Festival, Christmas Concert, Carol Service, Leavers' Day and other social and fund-raising events.

### **Home - School Agreements**

When your child starts school you will be asked to sign a Home School Agreement which draws

attention to the responsibilities of those involved in your child's education. It is an agreement between child, parents and teachers.

### **Friends of Plumbland School (FOPS)**

The school has a thriving support group, Friends of Plumbland School, which meets regularly and gives practical and financial support to the school. Recent events organised by FOPS have included a Christmas Fete, Bingo, Cake Sale, Summer Fete and Sleepover. They also organise a school lottery, which you can join, and a Bags to School scheme, which helps the school and a local charity.

All parents are automatically members of FoPS and are welcome to attend any of their meetings.

### **Plumbland Community Group (PCG)**

Plumbland Community Group supports school and the community. They also run a Youth Club once a month for 8 to 5 year olds as well as many other community based events. These are advertised via school, local noticeboards and Plumbland Parish Magazine and are usually held in Plumbland Village Hall. PCG have raised funds to create and maintain the community play area in school grounds.

Parents are encouraged to attend any of their meetings.

## **Charging**

### **School Activities**

Occasionally there are times when parents will be asked to pay for certain school activities in which their child will be involved, such as educational visits. Mostly these are voluntary contributions, but if we do not receive enough funding then the activity may have to be cancelled.

### **Meals**

Dinners are delivered daily from Beacon Hill School. Children have the choice of paying for this meal in school, bringing their own food from home or going home for lunch. Each meal costs £2.50 per day and weekly dinner money of £12.50 is paid on Monday mornings. Pupils in Reception, Year One and Year Two qualify for free meals under the Government Universal Free School Meals but if you feel you may qualify for free school meals you must still apply for these as this is different funding, please contact school for advice. Your enquiries will be treated in the strictest confidence.

## **Community Interests**

The school is a focal point in the Village, together with the Village Hall. The following committees use the school for regular meetings: -

School Governors, Friends of Plumbland School (FOPS) Committee, Plumbland Community Group (PCG), Sibson Trust and Preschool.

All school fund raising events, social evenings and school concerts etc. usually take place in the school.

The teaching and support staff, parents and villagers, combine to promote a community involvement aimed at enhancing the quality of life in the area served by the school. Children are encouraged to participate in all activities and to be responsible contributors in their own right.

We believe it is important for children to think of others who may be less fortunate than they are and each year we will make donations to charities. Recent charities we have donated to include Maryport Life Boat, Comic Relief, Save the Children, BBC Children in Need and St Cuthbert's Church.

### **Plumbland Pre School**

A Pre-School was set up in school in 1991 to cater for children under five. They offer sessions for mornings and afternoons each day under the leadership of Gillian Winder assisted by Janine Winder.

Our Pre- School recently received an 'Outstanding' report after an Ofsted inspection.

We value our Pre -School and look upon it not only as a valuable educational experience for the children, but also as an opportunity to forge links between the school and our Preschool children and their families.

Please contact Gillian on 07789 542736 for further information.

## **The School Curriculum**

### **EARLY YEARS FOUNDATION STAGE AND KEY STAGE ONE (Infants)**

The three years of the infant class are officially known as The Early Years Foundation Stage, Year 1 and Year 2.

#### **Early Years Foundation Stage**

In your child's first year at school much of his/her learning will be centred upon directed learning activities, through which the child learns about the world around him/her, develops new skills and begins to form relationships. They will be working towards Early Learning Goals, which will prepare them for the National Curriculum.



## **EYFS Maths**

### **Years 1 and 2**

Children will begin work on the National Curriculum. The subjects which all children study are English, Mathematics, Science, Computing, RE, History, Geography, Design and Technology, Art and Design, Music, Personal, Social Health Education (PSHE) and PE. Pupils will take part in a daily Act of Worship.

### **KEY STAGE TWO (Juniors)**

The four years of the Key Stage Two class are officially known as Years 3, 4, 5 and 6. All Key Stage Two children will be studying the same subjects of the National Curriculum but working at different levels. They will also take part in a daily Act of Worship.

The school operates within the framework of the National Curriculum. Emphasis is placed upon the Core Curriculum subjects of English, Mathematics, Science, Computing and Religious Education.

### **English**

All children will take part in a daily English lesson, which includes structured teaching and learning of English skills. English concentrates on five key skills – speaking, listening, reading, writing and SPAG (Spelling, punctuation and grammar).

### **Speaking and listening**

Verbalising is important for cognitive and social development and learning. A skilful use of words is a pre requisite for good relationships in life and in work. As English continues to develop its status as the global language for commerce and intercultural communication, individuals will need fluency and increasing accuracy in spoken language.



### **EYFS Speaking and Listening Session**

### **Reading**

Reading opens the door to all learning and encourages the development of imagination and creativity. We expose our children to a rich diet of diverse texts and we encourage them to read independently for pleasure.



### **Pupil Led Worship**

## Writing

New technologies offer endless possibilities for different forms of writing and the repertoire is expanding. At our school we embrace new technologies but recognise that an ability to write and communicate your ideas in a form appreciated or understood by others is still fundamental to the future of all learning. Therefore, teaching of high quality writing for a variety of purposes remains a high priority for us.



KS2 writing prayers

## Mathematics

**“Mathematics equips learners with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.”**

At our school your child will be:

- taught to become fluent in the fundamentals of mathematics, including through varied and frequent practice, with increasingly complex problems over time, so that they have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately.
- able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- able to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including break down problems into a series of simpler steps and persevering in seeking solutions.

## Science

**“A Science curriculum that is relevant and imparts key knowledge and skills is critical if we are to excite young people about Science. It also needs to be flexible enough to meet the needs of all individual students and enable teachers to use creative and innovative approaches and resources.”**

**(Science and innovation Investment Framework 2004-2014, HM Treasury, 2004)**

At Plumbland CE School in Science your child will learn about **Life processes and living things** including facts about their own bodies, the purpose of roots and flowers in plants, how animals and plants are classified, and the habitats animals and plants need to live in. They will have experience of **Everyday materials** including how different materials can be used, how they change (for example, through burning, freezing, boiling) and how some materials can be mixed and separated. They will develop understanding of **Physical processes** including electric circuits, magnets, the forces of gravity and friction and how light and sound travel. They will also learn some basic facts about the Sun, Earth and Moon. However, we teach these in a creative way which makes use of a cross curricular approach. Through practical activity and application, we hope to make Science education satisfying and engaging for children.



**KS2 Trip to Vindolanda**



**NISCU Puppets**

## Religious Education

Through Religious Education we aim to help pupils to acquire and develop knowledge and understanding of Christianity and other principal religions represented in Britain. They will not only learn about religion but also learn about themselves and how lives are affected by religion. Religions studied include Christianity and Buddhism (Infants) and Christianity, Buddhism and Judaism (Juniors).

Children may be withdrawn from RE lessons on conscientious grounds if parents wish.



**Infant Class Trip to Bassenfell Manor to follow Christmas Story**

## **Computing**

A high quality computing education equips children to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principals of information and computation, how digital systems work, and how to put this knowledge to use through programming. Computing ensures that children become digitally literate- able to use and express themselves and develop their ideas through information and communication technology- at a level suitable for the future workplace and as active participants in a digital world.



**KS1 Computing**

## Physical Education

**“Physical education is about pupils learning about themselves, their capabilities, their potential and their limitations. It is the foundation of all sports participation. But it goes beyond the individual and understanding themselves – it’s learning how to work with and to respect others.” (Lucy Pearson, England Cricketer)**

Through Physical Education children are encouraged to gain knowledge and understanding about themselves and their own bodies and will learn the importance of fitness and health. By learning new skills, they will develop confidence in themselves. They will have access to a variety of apparatus and equipment. Physical Education skills are taught in athletics, gymnastics, games, dance, swimming and outdoor education. They will be able to take part in many team games including netball, football, rounders, cricket, tag rugby, hockey as well as tennis and cross-country running. We will be able to use the skills of experts to teach certain aspects of PE e.g. tag rugby, cricket, gymnastics, swimming. Children will have opportunities to take part in inter-school sports. PE will mostly take place in the school playground or on our school field, but in winter and during bad weather this will be indoors or in the Village Hall. Currently we are able to take some PE lessons at Beacon Hill School which is an ideal opportunity to use excellent facilities and to become familiar with some aspects of life in a secondary school.

Children are expected to change for PE and games, and each child will require plimsolls/trainers, tee shirt and shorts. The wearing of jewellery can be hazardous to the child and other children and is not allowed during PE lessons.

During the Autumn and Spring terms Key Stage 2 children will be able to take swimming lessons at Arkleby Pool. They will have the opportunity to gain Personal Survival Awards.



**KS2 Residential July 2019**

## **Personal Social and Health Education**

**“PSHE helps learners to develop the knowledge, skills and the understanding they need to lead confident, healthy, fulfilled lives, it helps us adapt to change and respond to new challenges.” (A curriculum for the Future, QCA 2005)**

At our school we believe a whole school approach to PSHE is crucial in helping young people develop their abilities to manage risks, resist unhelpful pressures and challenge offensive behaviour such as bullying, racism and discrimination.

Sex and Relationship Education is taught. At Key Stage One children are taught about relationships and about themselves and their bodies. In Years 5 and 6 they will learn about relationships and about reproduction. Parents can withdraw children from Sex and Relationship Education lessons if they wish.



**Year 2 & 3 Forest School**

## **History**

**“History is made by people. When you understand people you can live a full life.”  
(Charles Miller Smith, Chairman of ICI)**

**Through history we hope to teach our pupils to ask questions, to identify and question different versions of the past and to make an evaluative judgement based on a critical analysis of what they have learnt. We believe that history has as much to teach us about our future as it does about the past. Our children will gain a coherent knowledge and understanding of Britain’s past and that of the wider world.**



**Year 4, 5 & 6 Forest School Hand Painted Poppies**

## **Geography**

**“A high quality geography education should inspire in pupils a curiosity and fascination about the world”.**

**(National Curriculum 2014)**

In Geography fieldwork and outdoor education widen pupil’s experiences. It is our aim to use the village and the child’s environment as a rich resource for learning and to enrich all areas of the curriculum. Occasionally we will take children further afield e.g. Liverpool, Newcastle. Through investigation pupils develop a range of enquiry skills and techniques involving maps, visual images, and ICT.

While your child is with us they will have the opportunity to make at least two residential visits, such as to an outdoor residential centre like Castlehead. These visits offer children a unique opportunity to take part in a wide variety of activities. They help children to learn new skills, to build confidence and independence. Children usually have a wonderful time on these residential visits.



**Whole School Chinese New Year Workshop by Tullie House**

### **Art and Design**

**“Art and design is not just a subject to learn but an activity that you can practise; with your hands, your eyes, your whole personality.” (Quentin Blake, Children’s Laureate)**

Art and design values and stimulates learner’s creativity. Frequently work in art and design is cross curricular, but always, it aims to be a vehicle to develop pupil’s self-expression. Children will be given opportunities of working in a variety of media such as paint, pencil, collage, needlework, clay etc. The works of famous artists will also be studied.



**Whole School Theme Day**

## Music

Music will form an integral part of every child's daily experience. They will be given opportunities to listen to music and to take part in music making, singing and performing. We currently offer free ukulele tuition in Years 3 & 4 and guitar tuition in Years 5 & 6. Our Foundation and KS1 children take part in African drumming sessions throughout the year.



**KS2 Drumming Lessons with Andy Kelly**



**KS1 African Drumming Lessons with Zozo**

## Design & Technology

**“Design and technology is about making things that people want and that work well. Creating these things is hugely exciting; it is an inventive fun activity.”**

**(James Dyson, Chairman, Dyson Ltd)**

At our school we see the benefits of DT to pupil’s personal effectiveness and their ability to succeed and get things done. We believe it increases perseverance and a willingness to see things through to the end as well as developing practical skills such as drawing and modelling ways of developing a solution. In today’s rapidly changing world Design and technology prepares learners to contribute to a world in which many jobs they will fill as an adult have yet to be invented.



## Languages

**At Plumbland CE School we learn French as our Modern Foreign Language. Every child in the school from Year 3 to Year 6 has the opportunity to participate in French lessons, appropriate to their level.**



**Small Schools Book Quiz Winners 2019**

## **Collective worship**

We have a designated time each day where children come together for their 'collective worship'. This takes place in the school hall in a variety of ways which includes singing, listening to stories and having reflection time, praying. All members of staff lead acts of worship and we have a wide spectrum of visitors who take acts of worship. Parents can if they wish withdraw their children from acts of worship.



**Year 6 Leavers Service Carlisle Cathedral July 2019**



**Whole School Trip to Samye Ling Buddhist Temple**

## **Forest School**

In September 2015 we became a Forest School. This means that each child will get to spend time in a forest at Torpenhow and engage in Outdoor learning. They will develop physical skills, learn risk taking, take part in challenges, develop cooperation skills and build shelters, as well as a range of other activities.



**Year 2 & 3 Forest School lessons**



**Year 4, 5 & 6 Forest School lessons**

## Assessment

Each child's progress will be carefully monitored throughout their time in school. During your child's first year at school the class teacher will assess each child through a Foundation Stage profile. Children at the end of Year 2 will be given formal National Curriculum tests in Maths and English (SATs). Children at the end of Year 6 will be tested in Maths and English.

Parents will receive reports at the end of each school year informing them of their child's progress.

Any parents wanting more detailed information on Foundation Stage profiles, the National Curriculum or SATs should contact the Head Teacher.

### **SATs Results 2019 (Last available due to Covid-19)**

Number of eligible pupils in final year of Key Stage 1	10
Number of eligible pupils in final year of Key Stage 2	9

### **Homework**

Learning is a continuous process and does not stop at the end of the school day. Children are encouraged to take home reading and library books and they will often take multiplication tables to learn or pieces of English, Numeracy or topic work to complete. As a child progresses through school the amount of homework will be increased. Homework will be relevant to and support the work the child is doing in school. We hope that parents will help and encourage children with any homework that is given.

## Special Educational Needs

All children's work and abilities are continuously monitored and assessed. If a child is found to be experiencing some difficulty then we will take measures to help them. Working with parents we will together put in place an Individual Educational Plan with targets for the child. This will be reviewed regularly and progress monitored. Sometimes a child may be found to be gifted and talented in certain areas. We will try to put in place measures for helping them develop their talents.

### **Educational Psychological Service**

Educational psychologists are employed by Cumbria County Council to work with schools, families and individuals. They are qualified psychologists and experienced teachers. Having studied child development, learning and behaviour, they are particularly concerned with ensuring that children get the best out of school. Sometimes a child may experience a particular

difficulty in school and psychologists can advise teachers and parents about how he/she can be helped. A child who has a specific learning difficulty may be given an Educational Health Care Plan (EHCP).

## Learning Support Services

Support Services are available to schools to meet the variety of children's special needs. The LA provides a Learning Support Service for schools to call upon when it is felt a child needs extra help. Parents are closely involved in any procedure that may take place.

## Absence and Holidays

When your child is absent from school we ask that you let us know the reason for absence, either by telephone, letter or by telling us personally on the day of absence. If we are not informed why a child is absent then we will get in touch with the parents to find out the reason for absence. Education Regulations 1991 state that any absence without a valid reason shall be classed as an unauthorised absence and shall be recorded as such in the Attendance Register.

Year	Attendance	Authorised	Unauthorised
2020-2021	97.8%	1.87%	0.33%

Lates before Registration Closed 0.64 %    Lates after Registration Closed 0%

## Uniform

Our uniform consists of a red sweatshirt, which can be ordered from school which at present costs £9-£10 each depending on the size required. This may be worn with a grey or black coloured skirt or trousers, a white polo shirt and black shoes. Girls can wear red summer dresses and the boys can wear grey or black school shorts in warmer weather. All clothes **must be labelled** with the child's name for easy identification when misplaced.

Pupils will require plimsolls or trainers, white tee shirt and black shorts.

Black joggers can be worn for PE lessons in colder weather. This will need to be kept in school.

KS2 children will also need a swimming kit which includes swimsuit, goggles and a towel.

Wellies and waterproof leggings are required for Forest School for Years Two to Six.

## Behaviour and Discipline

A positive approach is used where children are taught to respect each other and each other's property. We encourage good manners and positive attitudes to other people, to themselves and to their work. Any serious problem of anti-social behaviour will be discussed with the child and parents concerned.

Bullying in any form will not be tolerated. If any such behaviour does occur action will be taken immediately. We have a written Behaviour and Anti bullying Policy in school, which you can see if you wish. Children have made their own contributions to our school policy.

The main rules are those designed to safeguard children attending school. For example, children are not allowed to leave the premises during school time without permission. They must not ride cycles in the school playground or climb on the school walls.



KS2 visit from local PCSO

## **Safeguarding**

We follow the Cumbria guidelines for safeguarding issues. Our Safeguarding policy and copies of the guidelines can be seen in school. We also have our own 'Safeguarding' booklet which we send to parents.

## **Personal Accident Insurance for Pupils**

As the County Council does not currently provide this, we would like to draw your attention to the following guidelines: -

Some parents wrongly assume that if a child is injured at school, the County Council is held to be responsible regardless of the circumstances, and that its insurance will automatically apply.

This is not so - the County Council's responsibility is strictly limited to cases where there was negligence by them or their staff. Accidents can happen in school, on the sports field or during school visits, when the County Council or its staff are not in any way at fault and are, therefore, not responsible.

## **Procedure for expressing concern about your child's education**

If you are concerned in any way about your child's education please do not hesitate to contact us. We will do all we can to resolve your concerns and to ensure you are happy with the education we provide for your child.

There may be some occasions when parents wish to complain about matters relating to the curriculum and collective worship, which are the responsibility of the governing body and/or the Local Authority. Special formal arrangements exist for dealing with complaints of this kind. Copies of the school complaints policy is available from the school on request.

Advice on how to pursue a formal complaint is also available from:

School Admissions & Appeals, Children and Families Services, Cumbria County Council, Cumbria House, 117 Botchergate, Carlisle, CA1 1RD

Tel: 01228 606060

Website: [cumbria.gov.uk/schooladmissions](http://cumbria.gov.uk/schooladmissions)

## **School Inspection**

Our school was inspected by Ofsted inspectors in January 2017. This was a short inspection. Some schools are given a short inspection because of a previous good inspection report (2011) and continuing high standards.

Comments from the report include;

- The leadership team has maintained the good quality of education in the school since the last inspection.
- You are keen to provide the best for your pupils and always have their welfare and achievement at the centre of your work. You have enhanced your pupils' experience of school since the previous inspection in a number of ways. You have developed a forest school to increase pupils' self-confidence and allow them to take controlled risks in an outdoor environment. You have increased the variety of extra-curricular clubs. All of these activities promote pupils' spiritual, moral, social and cultural development.
- The Headteacher and other school leaders are ambitious for their pupils' academic success.
- Pupils like coming to school and say that it is a safe place because the teachers look after

them.

- Parents say they appreciate the enhanced curriculum activities that the school provides.
- Current pupils are progressing well and the checks on the quality of teaching and learning are effective.
- Teaching is effective, as evidenced by the good progress current pupils are making.
- The culture of safeguarding in the school is strong and is based on trust and good relationships between adults and pupils.

A copy of the full inspection report can be seen in school and can be found on the Internet at [ofsted.gov.uk](http://ofsted.gov.uk)

Plumbland CE School had a SIAMS inspection in February 2017.  
Comments from the inspection include;

- Pupils make good, sometimes rapid progress from their starting points. Standards of attainment are consistently good. All children are valued as special to God and their unique skills and abilities are recognised.
- Experimental outdoor learning provided by the forest school programme excites and inspires all children. They benefit from regular experiences which promote their self-expression, confidence and creativity.
- The strong and highly effective links with the local parish church and the Binsey Team Mission Community provide impressive support for the planning and delivery of worship.
- Every member of the school family is valued and encouraged to be the best they can be.

A full copy of the SIAMS inspection can be obtained from school.

## **School Achievements**

- Our school achieved 'healthy school status'.
- Our school have had many successes in the sporting competitions for small and large schools.
- We are members of the Allerdale orienteering league.
- We have donated over £500 to charities, such as Save the Children, Children in Need, St Cuthbert's Church and Maryport Lifeboat.

- For the last three years we have been awarded the Sainsbury's School Games 'Gold' kitemark because of the work we do to promote physical education and health among our pupils.
- Year 4, 5 and 6 take part in an annual triathlon.
- We reached the County Finals of the Year 3 & 4 Tennis Festival in 2018.
- We reached the County Finals of the Year 3 & 4 Netball in 2018 and 2019.
- KS2 also won competitions in Football, Dodgeball, Hockey & Rugby.
- In 2015, 2018 & 2019 we won the small schools team Book Quiz for KS2 pupils.
- We are an accredited Forest School.

## **Relevant Documents**

All relevant documents relating to your child's education are available for inspection at school. Please arrange with the Head Teacher if you wish to visit the school to have a look at these documents.

### **Disclaimer**

The information supplied in this document is in accordance with information at present available to the Authority and is believed to be correct as at the date of printing (November 2016), but its accuracy is not guaranteed. In particular nothing herein prejudices the right of the Education Committee or any of its Sub-Committees or the Head of the school to make any decision relating to the school as it sees fit, without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Education Authority, nor the school, nor any members of staff or the Authority is legally responsible for any erroneous information contained in this document.