



# MOUNT CHARLES SCHOOL

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A Community Primary School for  
Children Aged 5-11

## *Prospectus* 2015/2016

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MORVEN ROAD . ST. AUSTELL  
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## 1. WELCOME

I'm pleased to provide you with this prospectus on behalf of all the staff and governors. I hope it provides a useful and informative insight into Mount Charles School.

If we have not provided the information or answers you need within this document you are most welcome to contact us and ask.

We are a caring and friendly school, with high expectations in all areas of our work. We aim to encourage all children to achieve to their full potential in a secure and stimulating environment. We have a good reputation for supporting learning whilst still maintaining a tradition of high level involvement in sport and the arts.

Our prospectus is an introduction to Mount Charles. If you are able to supplement it with a visit, you will be made very welcome. You will also find more information on our website @ [www.mount-charles.cornwall.sch.uk](http://www.mount-charles.cornwall.sch.uk).

I look forward to meeting you.

Yours sincerely,

A handwritten signature in black ink that reads 'P. Willetts'.

Paul Willetts  
Headteacher



## OUR AIMS

At Mount Charles School we have:

- High expectations for all.
- A secure, caring and happy environment.
- Active, creative and purposeful learning.
- A community which co-operates, cares and shares.
- A positive presence in our wider community.

*You will see:*

- *Appropriate personal, social and academic challenge.*
- *Enthusiasm, passion and motivation for what we do.*
- *Meaningful, stimulating, practical learning developing skills for life.*
- *People taking part in a wide variety of activities in school and the community.*
- *A mutual respect for each other and the world we live in.*



## 2. ABOUT THE SCHOOL

Mount Charles is a modern community primary school and one of the larger schools in Cornwall. It serves the town of St. Austell, but also draws children from the wider area.

The current building replaced the original school which was built in 1872, in 1991. This has recently been converted to flats and also houses Stepping Stones, a partner playgroup.

The school has approx. 420 pupils on roll. There are 14 classes - two for each year group, and an Area Resource Base catering for pupils who have specific and complex learning needs.

Pupils from the Foundation Stage classes move through two departments, Infant (KS1) and Junior (KS2) before transferring to secondary education. The majority of our pupils move on to Penrice or Poltair Community Schools or independent schools in Truro.

Indoors, the school has well resourced classrooms, additional work bays in each key stage and a large learning centre, with library and computer suite. We have a multi-purpose room to provide greater opportunity for practical learning and extended use before and after school.

The school building has disabled access and facilities, a central hall and a community hall used by various local organisations out of school hours.

Externally, there are 4 hard play areas which are used for netball, basketball, football and other sports. There is also adventure play equipment for use at playtimes. In addition there are fenced play and garden areas close to the building for use by individual classes. The school uses the adjoining council playing field during school hours.

Mount Charles School has a long standing reputation as a community school and plays an active part in the life of the area. We have a good reputation for supporting learning whilst still maintaining a tradition of high level involvement in sport and the arts.

There are many extra-curricular activities available to pupils ranging from music lessons, art clubs and many sports throughout each season.

There is an active Parent / Staff Association, which raises a lot of money for the school whilst also providing many social activities for adults and children. This is an informal group of which all parents and staff are members. Volunteers are always welcome to join and help raise funds for the school.

## **A Healthy School**

We have had Healthy Schools' Status since July 2003 and have been re-accredited in January 2013 under the new scheme for schools.

A Healthy School:

- Has staff and pupils who are confident and who can learn, develop, and achieve in a safe and secure environment.
- Is one where the school community recognises that it has great potential to inform and encourage pupils, staff, parents and governors to make choices for a healthier lifestyle.
- Is one which offers a health promoting experience for the local community.

## **Safeguarding Your Children**

The school follows Local Authority safeguarding procedures for all recruitment and all staff and volunteers helping children are checked with the Criminal Records Bureau.

## **After School Childcare**

Charlie's After School Club runs between 3.00 p.m. and 6.00 p.m. to provide childcare for our pupils at very reasonable rates. Full details are available on our web site or from the school office.

### 3. TEACHING AND LEARNING

When joining us in Reception, children follow the Early Years Foundation Stage (EYFS) Curriculum. Our Reception classes have been fully refurbished to provide a first class learning environment. Once registered, the classes mix using both indoor and outdoor areas. Free choice and teacher led activities are carefully planned and monitored to ensure all children experience a wide range of learning. More about the EYFS curriculum can be found in the 'Our Curriculum' section of 'Parents' Pages' on our website.

From Years 1-6, all pupils follow the National Curriculum. Our school aims to offer a broad and balanced curriculum to maximise the connections between different subjects, allowing teaching and learning to be carried out in a meaningful context.

To find out more about our curriculum, visit the school website and follow the links in 'Our Curriculum' section of 'Parents' Pages'.

#### English

Everyday, each class has a literacy lesson during which children are taught reading skills, writing, spelling and handwriting. The school uses an active story telling approach in English with the children learning a story, with actions, and are immersed in the language. They then use the structure of the story learnt to write their own stories. Time is also found in the week for longer periods of sustained writing, often through other subjects. Developing speaking and listening skills forms an important part of learning for life and this is emphasised across the curriculum.

The teaching of **reading** is perhaps the single most important part of the primary curriculum as it gives children access to learning. We have a wide and stimulating collection of reading books for children to read and take home. We value your help in reading with and to your children and in listening to them read. Helping children with reading is an important way in which parents and carers can contribute to their children's education. Each child takes home a reading record booklet. When they become competent readers the emphasis shifts to maintaining interest and broadening their reading. In the early stages of learning to read emphasis is placed on enjoyment and learning letter sounds, blends and a basic vocabulary. This progresses, leading to the point when a child becomes an independent and fluent reader. The record book is an important tool between home and school during these early stages of learning. Much of the curriculum involves reading and writing and our topic programme contains planned opportunities to practise what is learnt in core lessons. All children have timetabled sessions in our well resourced Library and can borrow books to read at home.

Many parents also help with reading in school. Infant and Lower Junior classes begin the day with a "reading roundabout". If you are able to give up half an hour at the beginning of a school day to hear some reading, please see one of the Infant or Lower Junior staff.

### **Mathematics**

Again there is a daily maths lesson, with a great deal of extension and application into other subjects.

Starting with an emphasis on understanding numbers, we move to developing strategies for solving problems and fluency in mental maths. Formal methods are taught once there is a clear understanding of underlying principles. In this way the older children are best equipped to deal with real life maths using techniques they understand.

**Other areas** are taught either as separate subjects or, more usually, woven together into topics based on a planned programme. In this way we can teach essential knowledge and skills in exciting and meaningful contexts.

Once computer skills are established they are used as tools to extend learning across all subjects. All children have dedicated sessions in our computer suite and have use of laptops and computers in their classroom.

Much of our teaching and learning is very practical and to balance the academic all pupils have regular weekly P.E. and Games sessions. Each junior year group swims for a term and a half per year. We make use of the Polkyth Leisure Centre for swimming, employing specialist teachers as well as our own staff.

We have extensive P.E., music and computer facilities and the school has a high level of success in sport and the arts. We have a practical room equipped for work in art, food and design technology.

### **R.E.**

Religious Education (not part of the National Curriculum) is taught in accordance with the County Agreed Syllabus revised in 2011. There is a daily act of collective worship which is of a broadly Christian nature and is included in our programme of daily assemblies. Parents have the right to withdraw their children from both R.E. lessons and assemblies.

### **Children's Progress**

Staff track pupil progress on a very regular basis. This information is supplemented by various formal tests throughout the year.

A Foundation Stage Profile is completed during the children's first year in Reception.

We keep a register of pupils who might be described as very able. This allows us to monitor their progress and plan work at a sufficiently challenging level. In addition, we also organise extension activities.

Pupils with Special Educational Needs and Disabilities (SEND) have specific educational plans and these are reviewed with parents three times a year.

### **Learning Support Team**

We have a very competent team of Teachers and Teaching Assistants who work in a variety of ways to support pupils with additional needs, i.e. individual programmes, group and class support. This team works flexibly to meet needs as they arise and any support given is part of a specific support programme or by additional in class support (e.g. group work, learning apparatus). Miss Furniss is our Special Educational Needs & Disabilities Co-ordinator (SENDCO) and is a crucial point of contact.

When children are identified as having Special Educational Needs, these are assessed using the Code of Practice and we plan to meet their needs accordingly.

After a period of intervention, advice may be needed from outside school, such as the service of an Educational Psychologist or Speech and Language Therapist. If needs are high then the Local Authority (LA) may be asked to make a statutory assessment of a child at this point. Children at this stage will have specific targets set for them on a class provision map.

Please visit the SEND area of our school website (in the Parents' Pages section) to see what our school offers pupils with Special Educational Needs and Disability (SEND).

## **Education, Health and Care Plan**

A child is given an education, health and care plan by the LA following a statutory assessment. This means that specific advice and support is detailed for the child. Very few children will have such a plan. Children at this stage will have an Individual Education Plan (IEP).

## **Looked After Children**

The school works closely with other agencies to support any pupils in the care of the Local Authority and they will be supported by a regularly reviewed Individual Education Plan.

## **Area Resource Base**

### **What is it?**

The Area Resource Base is a class which offers specific provision for those children with a statement of additional learning and complex needs. The class has 10 full-time places that are granted by referral from the Local Authority.

### **What does it offer?**

The children have access to the topics covered by the National Curriculum but the syllabus is objective led by the needs of each individual i.e. the tasks and activities are planned to help the children achieve their own personal goals.

### **How does it work?**

The Resource Base has specialist Teachers and Teaching Assistants to help support the children in their learning as well as their inclusion in their link class.

A link class is a corresponding year group which a child is a part of for lessons which are deemed appropriate, depending on the needs of that child. Inclusion involves enabling all children to participate in the mainstream setting, whatever their needs, and consequently an inclusive timetable may be different for each child. For example, one child may join his/her link class for Art and P.E., whilst another will take part in Design Technology and Circle time. Inclusion is also about other children from mainstream joining children in the ARB for activities. Some children will have access to whole school assemblies and will join the rest of the school for playtimes and some afternoon breaks. The maintenance of the strong relationship between the ARB and the link classes allow fuller support to the children as they learn and develop within the school community.

## **How is it managed?**

The ARB teacher has responsibility for planning the syllabus for children in the base. This is done in liaison with the school's various co-ordinators. Participation in the mainstream setting is planned in consultation with key stage co-ordinators and class teachers.

As well as managing pupils everyday needs the teacher will prepare Individual Education Plans (IEP's) for each child. Advice is sought from professionals from other agencies such as Speech and Language Therapists, Occupational Therapists, Paediatricians, Social Workers and Child and Family service members. IEP's are reviewed termly in participation with parents. The base teacher will attend annual reviews, case conferences and other meetings relevant to pupils in the class.

## **Pupils with Disabilities**

The school's admission procedures are the same for all pupils. However, if a child has particular needs then we endeavour to ensure that necessary liaison takes place before admission to ensure that these are met. This is the responsibility of the SENDCO.

The school has a policy of inclusion. Where possible this will be into a mainstream class. The school also has pupils in the Area Resource Base, they are also included in mainstream activity as much as possible.

The school has reasonable access to most of the building and grounds for all pupils. It is possible for all existing pupils to access the full curriculum.

However, using our accessibility plan, we are required to address issues which prevent equal access to all. To do so we are continuing to improve our facilities. A recent improvement involved fitting 'magnalocks' to allow easier wheelchair access. These facilities now enable the school to meet government requirements and provide a service to those who require it. We also provide ongoing additional training to the necessary staff in the safe handling of pupils with additional needs. This is part of a continuous programme.

## **Personal, Social & Health Education (PSHE)**

**Sex Education** is offered as part of our health education programme. General aspects are built into, for example, science lessons. Specific projects are part of our teaching programme. You will be informed of these before they happen and are welcome to discuss them with staff.

Our PSHE curriculum encompasses specific lessons introducing themes such as: relationships, bullying and community.

In addition we make use of community representatives, such as the police and health workers.

Supporting work in lessons is the underlying approach of the school to pastoral care, relationships, attitude and behaviour out of lessons. We build a strong link between the two aspects.

The School's Council provides an important link between pupils and staff and a strong voice which feeds directly into school development. The staff representatives are Mrs. R. Leggatt, our Learning Mentor and Mr. Grigg (Y4 Teacher).

## **Links with Partner Schools**

We work closely with other Primary Schools in the St. Austell area (the St. Austell Learning Community) - meeting for sporting fixtures, musical events and as teachers and organising initiatives.

We are part of the 4Front Learning Partnership along with Carclaze, St. Mewan and Pondhu School - a group of schools who are working closely together to share good practice between our schools.

Staff from both Penrice Academy and Poltair Secondary Schools work with our pupils. Work in relation to transfer of our Year 6 pupils is of high quality and valued.

## **Pastoral Care**

We realise that in order to learn effectively, children's wellbeing must be considered.

Our Learning Mentor, Mrs. Leggatt, is a key link for yourselves and the children. She is able to sort out many concerns.

We work very closely with the Children's Centre in Woodland Road, and can often point you to useful advice and services.

## **Equality & Diversity**

One of our aims is to provide a secure, caring and happy environment in school. The Governors have undertaken an extensive review to ensure we have considered any race, gender or discriminatory issues in the school. Our resulting Equality and Diversity Policy ensures we address these positively.



## 4. EXTRA-CURRICULAR ACTIVITIES

We offer a very wide variety of extra-curricular activities during the year, which take place either at lunchtimes or after school. At present these include the following:

Football	Cricket	Choirs	Italian Club
Netball	Speed swimming	Guitars	Games & Brains
Tag rugby	Wake 'n' Shake	Recorders	Cooking
Cross-country	Golf	Keyboards	Art
Athletics			Library
			Project Secret Agent

We encourage children to be committed to any club they join and to attend regularly. Each year we enter the St. Austell Festival of Speech, Music and Drama. Junior children also have the opportunity to enter other competitions during the year, such as the Rotary Young Photographer Competition.

The school is well known locally for its sport and we enter a wide variety of fixtures and events (including football, netball, tag rugby, cross-country, cricket, swimming and athletics), usually with great success.

Junior children have the opportunity to learn the violin, viola, cello, various brass instruments or keyboard. Tuition in these instruments is provided by the Cornwall Music Education Hub. Parents must pay for these lessons, although children whose parents receive certain benefits are entitled to receive music lessons either subsidised or free of charge. Please ask for details at the School Office if you are interested.

We aim to provide a number of out of school educational visits for pupils, as well as having outside groups (theatre, poets, artists etc.) visit the school. The Parent Staff Association subsidises at least one field trip per class per year.

Throughout the Juniors a programme of events are planned to give opportunities for children to experience time away from home and their parents. Year 3 have a sleepover in school, Year 4 spend a night in the museum, Year 5 have a two night camp at Porthpean and Year 6 spend a week in Delaware. In year 5 and 6 we use Cornwall Outdoors facilities which are top class and include adventure sports and activities.



## 5. THE SCHOOL DAY

The school day begins for all full time children at 8.45 a.m. and ends at 3.00 p.m. (apart from our Foundation Stage, who finish at 2.50 p.m.). Each day includes an assembly, usually at the end of the afternoon. On one assembly per week we celebrate those who have made particular achievements. We welcome hearing about achievements out of school.

In the morning, children go to the Junior or Infant playgrounds. Members of staff are on duty every day from 8.30 a.m. Mrs. Leggatt, our Learning Mentor, is a particularly important contact for you as parents. For safety reasons, please do not arrive before this time. On wet days children should go to their classrooms when school opens.

### ***Infants\****

1 <sup>st</sup> session	Break	2 <sup>nd</sup> session	Lunch	3 <sup>rd</sup> session
8.45 - 10.15	10.15 - 10.30	10.30 - 12.00	12.00 - 1.00	1.00 - 2.50

\* Children in the Foundation Stage finish their day slightly earlier, at 2.50 p.m. The infants also take a break in the middle of the third session.

### ***Juniors***

1 <sup>st</sup> session	2 <sup>nd</sup> Session	Break	3 <sup>rd</sup> session	Lunch	3 <sup>rd</sup> session	Assembly
8.45 - 9.50	9.50 - 10.40	10.40 - 11.00	11.00 - 12.00	12.00- 1.00	1.00 - 2.40	2.40 - 2.55

### **Open School**

It is often helpful to both parents and staff to meet before school. Also, some children like to come inside and settle in to class before lessons and registers (Years 1-6). Pupils can go to their class from 8.30 a.m. if they wish, but they must read or be busy with tasks agreed with their Teacher.

The entrance door to Year 1 and 2 is manned by a member of staff. Children should be seen to the door and then make their own way to the classrooms independently. There will be other staff members in the corridor to support them if needed. If you have any messages for your child's Teacher, please make a note and hand it to the member of staff at the door, who will pass it on to your child's Teacher. If you need to discuss something at greater length, please catch us at the end of the day. If you are reading with your child's class please enter and sign in via the office.

The ARB finishes at 2.45 p.m. This is to ensure children are not distressed transitioning going home via taxi or via parents. The children from the ARB are to be collected from the ARB entrance.



## 5. THE SCHOOL DAY

Junior children should use the junior entrance. If you wish to see junior staff, they will be in class from 8.30 a.m. unless on duty. Please use the pupil entrances and the main entrance if you are going to the office. Should you need to see staff for more than a brief chat, please arrange an appointment at the office. Staff will be unavailable from 8.45 a.m. when they begin lessons.

At the end of the day, please allow staff time to dismiss all their class before entering classrooms and busy cloakroom areas.

## 6. PEOPLE AND PLACES

The **teaching and support staff** have a variety of responsibilities and are happy to explain aspects of school life to you (subject to change in September).

<b>Headteacher</b> - Mr P Willetts			
Mr S Simmons	Deputy Headteacher. Upper KS2 Team Leader. Staff Development Co-ordinator. Assessment Co-ordinator. Computing Co-ordinator.		
<b>Key Stage 1 (Infants)</b>			
Mrs G Behennah	Reception - Foundation Stage Co-ordinator & pupil welfare.	Mrs C Reid	Reception
Mrs J Knuckey	Year 1. Assistant Headteacher	Miss N Clark	Year 1
Mrs A Bradley	Year 2	Mrs G Brotherhood	Year 2
<b>Key Stage 2 (Juniors)</b>			
Mr M Leathes	Lower KS2 Team Leader. Able Pupils. KS1 Y2/3 Transition.	Mrs J Hunkin	Year 3. Placements Co-ordinator.
Mr S Grigg	Year 4. School Council Co-ordinator.	Mr L. Rees	Year 4
Miss R Nile	Year 5. KS2 Learning Support Co-ordinator, Literacy Co-ordinator.	Miss L Jarvis	Year 5
Mrs C Degenhardt	Year 6. Maths Co-ordinator.	Mr R Walters	Year 6. KS2 SATs Co-ordinator. PE & Outdoor Education Co-ordinator.
Mr D Behennah	Individual and group support. Swimming Co-ordinator.	Mrs E Waugh	KS1 PPA. Year 1 (Thursday & Friday)
Mr M Douglas	Music Co-ordinator.	Mrs G Lord	1:1 Tuition
<b>Learning Support</b>			
Miss L Furniss	SENDCO		
Miss V Holman	7H - Area Resource Base Manager		
<b>Support Staff</b>			
Mrs S Pill	Office Manager	Mrs D Eade	Financial Assistant
Mrs D Fugler	Clerical Assistant	Mr A Carmichael	Caretaker / Groundsman
<b>Teaching Assistants</b>			
Mrs D Allen	Miss L Andrew	Mrs E Body	Mrs D Borlase
Mrs S Burnett	Mrs V Chenoweth	Mrs N Cole	Mrs J Cutlan
Mrs M Dunn	Mrs J Franklin	Miss C Gobbitt	Mrs H Gray
Mrs H Grubb	Mrs H Hann	Mrs V Hughes	Mrs J Jarvis
Mrs B Kurth	Mrs G Lord	Mrs E Manuel	
Mrs P Matthews	Mrs P Meares	Mrs J Meens	Mrs L Mercer
Mrs D Nancholas	Mrs R Nichols	Mrs N Powell	Mrs N Rosario
Miss Z Skipiol	Mrs S Solomon	Mrs S Tooke	Mrs P Welch
Mrs S Wilkins			
<b>Learning Mentor</b>			
Mrs R Leggatt			
<b>PSA Chairman</b>			
To be appointed			

<b>Charlie's After School Club</b>			
Mrs S Wilkins - Leader & Administrator			
Mrs R Bishop - Assistant Leader			
Mrs V Hughes - Play Leader			
<b>Lunchtime Supervisory Assistants</b>			
Mrs R Bishop	Mrs A Blackett	Mrs S Chowdhury	Mrs T Crocker
Mrs J de Greeve	Mrs J Grose	Mrs D Hambly	Miss C James
Mrs M Johnson	Mrs P Marques	Mrs A Murphy	Mrs J Parrett
Mrs L Robinson			
<b>First Aid (Senior)</b>			
Mr D Behennah	Mrs A Bradley	Mrs R Leggatt	Mrs P Welch
<b>Swimming Instructors (Contracted)</b>			
Mrs H Welland	Mrs C Westaway		

The **Governors** support the overall direction of the school, its policy and general expectations. Parent governors are your representatives on the governing board.

<b>Name</b>	<b>Type of Governor</b>	<b>Committee &amp; Responsibility</b>
Ms J Pyott	Parent	Chairman of Governing Body, Finance & Personnel, Safeguarding, Child Protection & Looked After Children
Mr W Geake	LA	Finance & Personnel, Whistleblower, Health & Safety
Mr M Rickard	Parent	Curriculum Working Group
Mr S Simmons	Staff	Curriculum Working Group
Mr N Smith	Parent	Curriculum Working Group
Mrs Z Stephens	Parent	Curriculum Working Group
Miss T Vinton	Parent	Curriculum Working Group
Mr P Willetts	Headteacher	Finance & Personnel

Key: LA Local Authority

## 7. KEEPING EVERYONE INFORMED

We issue a **fortnightly newsletter** on alternate Mondays, which also includes our sporting news. These contain crucial updates to the termly events calendar. A half-termly class newsletter provides information on what your child will be doing in lessons. Extra copies are available from our foyer or school office should a search of the children prove unsuccessful!

Our website contains copies of all these newsletters, dates, plus school information and children's work. There is also a School PSA noticeboard at the main entrance to the school.

### **Your Child's Work in Class**

Teachers send home a Class Newsletter each half term. This details current work, requests and key activities.

Each child has personal targets which are reviewed termly. These are sent home and link into our twice yearly reports. It is very important you know these targets and support your child in reaching them.

### **Meetings with Staff**

We value our open approach and encourage you to see any of us at any time. If we are busy we will see you as soon as possible. There are 3 formal Parent/Teacher meetings. One in early Autumn to allow you a chance to update us once your child has settled into their new class - we hope all will attend. In Spring we issue a first progress report which contains targets for the child, following this there is an opportunity to meet staff to discuss the issues from the report. In Summer an Open Evening allows you to view pupil's work and comment on the final summary report at the year end.

In the Reception classes, each term there is the opportunity to meet the class Teachers by an appointment system, where parents can discuss their child's progress privately. In the summer term all parents receive a written report which is a summary of their child's development and progress towards the Early Learning Goals.

ARB: Meetings with the ARB Teacher are regular through TAC meetings and Annual Reviews. The Teacher contacts parents via e-mail and phone calls if the children come to school via taxi.

### **Home/School Agreement**

This is part of the prospectus and explains the School's duties and responsibilities towards a child in its care, and what the duties and responsibilities of the child's parents are in connection with school life. It is not compulsory to sign the Agreement, but we hope that you will want to. It contains information on homework, uniform and our behaviour policy.

## **Starting School for the First Time?**

The parents/carers of all children starting in Reception are invited to an Induction meeting in the Summer Term before their children start school, times are then arranged for children to meet their new teachers and classmates.

A full information pack is provided for parents/carers at these meetings.

## **Short Notice Changes & Calls Home**

We will always call in emergencies and crisis. However, we cannot sustain the increasing costs of calling on behalf of children, for random reasons. Calling to mobile phones is the main cause of this. We will therefore be falling in line with a majority of partner schools. We do not normally consider forgotten kit, postponement of matches, re-arrangements with friends as emergencies. Children do not need to make personal calls from school.

Postponement of matches - a decision will be made by 1 p.m. on the day. This will be posted on the web site in the clipboard in the home page. If you have signed up for our messaging service you will receive a text message advising you of the postponement. Alternatively, please call the office after 1 p.m. to check if you think a match may be postponed - we will **not** phone you.



## 8. ADMISSIONS

We encourage all prospective families to visit the school. An appointment can be made with the school office.

The Local Authority (LA) manages all admissions to our school (please contact the Education Department at County Hall on 0300 1234101).

We have 60 places in each year group, a limit we are not, usually, able to exceed unless an appeal for a place, through the LA, is successful.

ARB: Admissions are made through County Hall. Schools, CDCs and Early Years settings need to make their request for an ARB place during an Annual Review. The reviews are then sent to County Hall where the decision for a placement is made. The school does not have any influence on this decision.

The ARB has 10 places. The ARB cannot exceed this number of places. If you are unhappy about a decision where a child has not got a place in the ARB, then parents can appeal the decision. Parents must follow the appeals process through County Hall, not through school.

Parents of children starting school for the first time must follow the LA procedure. This is detailed in a booklet available from school, usually to be completed by the end of the November prior to your child's admission year. This is a very important deadline for all schools in Cornwall.

Children are able to start at Mount Charles in the school year in which they become five.

You can request that your child attends part-time until he/she is of compulsory school age (for more information please go to [www.cornwall.gov.uk/admissions](http://www.cornwall.gov.uk/admissions)). Admission authorities will agree to such a request where it appears to be in the best interest of the child.



## 9. CHILDREN'S WELFARE

### Emergency Contact with School

Try to avoid the need to contact pupils and teachers once lessons have started. The school office is open from 8.30 a.m. until 4.00 p.m. and will take messages for you. The school office phone system has an answerphone system. When you ring in you will get numbered options, after the short introductory message, i.e. press 1 to report a staff absence, 2 to report a pupil absence, 3 to speak to reception, etc. etc. This system makes life easier for everyone, especially at busy times of the day.

If you think the school may close due to emergencies (e.g. snow) before school opens - an official notice will be announced via Radio Cornwall and our blog on our website will also be updated. If the school is closed when pupils are already in school - again Radio Cornwall will inform you, but also our website will give information and you can phone in (but realise the phones will be very busy). We will never send children home unless we know they are safe. Staff will remain in school until all pupils are safely on their way home!

### School Meals

As of September 2014 all Reception and Key Stage 1 children are entitled to a free school meal. Children may either buy school meals (if Key Stage 2) or bring their own packed lunch from home. There are two choices of school meal - a traditional set lunch, comprising a main course and sweet (vegetarian option available) or a jacket potato, offered with a choice of fillings, fresh salad items and a choice of sweet. The cost is £2.20. Water and milk are provided, but should your child wish to have an alternative, fruit juices and milkshakes are available (prices range from 35p-50p).

School meals should be paid for a week at a time, in advance, on Mondays. Children should bring the dinner money to school in a named purse or envelope and hand to their Teacher at registration on Monday. Our school cook prepares our meals each day, including vegetarian options, and is very happy to discuss individual dietary requirements with parents.

### Absence & Lateness

Registration takes place promptly at 8.45 a.m. and registers are returned to the office by 8.55 a.m. If your child misses the registration period and fails to provide an adequate explanation, they will be marked as 'unauthorised absent' for that session (i.e.  $\frac{1}{2}$  day).

If you know that your child will be away from school, please inform the school office in advance and complete an Absence Form. If your child is ill in the morning, please phone the school so that we can record the absence and so that we know that your child is safe. If we have received no message, we will contact you to check that all is well.

All absence is monitored. It is important that we have a note to explain why a child has been away. If no good reason is given for an absence it must be recorded as unauthorised. The number of unauthorised absences must legally appear on the end of year report.

Please avoid holidays and occasional days absence during term time, especially around the SATs week in May (usually the third week) and at the start of each term / half term. With a tightly packed curriculum, children who are away miss important pieces of work. Only the School can authorise holiday and other reasonable absence (under exceptional circumstances) and parents should fill out an Absence Form **in advance**. We work closely with the Educational Welfare Officer and all significant absence will be challenged.

## **Health**

We have qualified first aiders on the staff who will administer first aid to children who have accidents in school. We will inform parents of any accident (beyond grazed knees and the like) which a child has had and phone parents or other named contacts if the accident is of a more serious nature. It is crucial to keep emergency contact details up to date.

If your child suffers from asthma, please send an inhaler to school labelled with his or her name. The details of all asthma sufferers are kept to hand in classrooms; please ask at the Office for an asthma form.

## **Administration of Medication**

Staff at school cannot normally be responsible for the administration of medication for legal and health & safety reasons.

Where specific medical issues occur these will have been dealt with by school doctors, etc.

Parents are responsible for the administration of medicines and if, rarely, medication has to be given during the day this will have to be dealt with. Practically, we are advised by doctors that the timing of giving medicine can be avoided during the school day (e.g. antibiotics 3 times - before, after school and at bedtime).

If children are unwell they should not attend school. If they are recovering from a short-term illness and doctors advise return to school, this is fine.

Children should not carry medication in their own bags, etc. for safety reasons. Obviously there will be particular exceptions for which a form is available. These instances must be discussed and cleared with the school office - not class teachers.

Also,

- We will, of course, administer first aid as necessary.
- Asthma inhalers are not a problem in school, but the child must be on our asthma register, so that we can ensure safe usage.
- We are happy to discuss any specific medical issue with parents at any time.

An Administration of Medicine in School Form **must** be completed before we can administer (available from the school office).

### **Complaints**

We hope that if you have any problems whilst your child is at Mount Charles you will approach the classteacher or the Headteacher and that we shall be able to sort them out to your satisfaction. However, should you wish to take a matter further, the first point of contact is the Chair of Governors, whose name appears earlier in this prospectus.

All staff are very happy to discuss issues with you. Our **Learning Mentor**, Mrs. Leggatt, is a particularly useful contact regarding social and pastoral issues. She is in school between 8.15 a.m. and 3.30 p.m., leads our lunchtime staff and is usually on the playground from 8.30 a.m. Please use her as a point of contact.

Mr. Leathes provides a main contact for concerns related to Juniors, likewise Mrs. Knuckey for Infants and Mrs. Behennah for Reception pupils.

## 10. CHARGING FOR ACTIVITIES

The school offers a large number of educational visits, in-school performances, sporting fixtures etc. These are supplemented by the school budget and considerable PSA contributions. However, they are expensive and we may ask for additional support.

The 1988 Education Reform Act sets out the rules for charging for school activities. The principles underlying this policy are as follows:

- That education in school should be free.
- The School has the discretion to charge for optional activities provided wholly or mainly out of school hours.
- The School has the right to invite voluntary contributions for the benefit of the School, or in support of any activity organised by the School, whether during or outside school hours.

The Governors have established the following school policy:

- Optional visits wholly or mainly outside school hours will be charged at full cost.
- Visits and activities wholly or mainly during school hours may be funded by voluntary contributions. The School may cancel an activity if voluntary contributions are insufficient to cover the cost.
- The School may invite voluntary contributions towards the cost of ingredients, materials and equipment where parents have expressed the wish in advance to have the finished product.
- The School may make charges for breakages and damage to property.
- This policy may be reviewed or changed in the future if circumstances deem it necessary.



## 11. ADDITIONAL INFORMATION

### SCHOOL TERMS AND HOLIDAYS

2015-2016	Autumn	Spring	Summer
Beginning	3 September 2015	4 January 2016	11 April 2016
Half Term	26-30 Oct 2015	15-19 February 2016	30 May-3 June 2016
End	18 December 2015	24 March 2016	22 July 2016

In addition there will be **five closure (INSET) days for staff training** - Thursday 3<sup>rd</sup> September, Friday 4<sup>th</sup> September, Monday 4<sup>th</sup> January, Friday 12<sup>th</sup> February and Friday 22<sup>nd</sup> July.

Term dates are also published on the Cornwall County Council website ([www.cornwall.gov.uk](http://www.cornwall.gov.uk)).

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Most general information about the school is contained in this document and on our website.

However, if you require more detail on any school matter or cannot find what you seek, please contact the school office in the first instance.

Information as to annual school achievement and attainment tables is available on our web site or from Mr. Simmons (Deputy Headteacher).

Our most recent Ofsted Report is also on the site and hard copies are available from the office.

School Policies and Guidance are also available via the Headteacher or Deputy Headteacher on request.

School events, open days, consultations, etc. are advertised on our fortnightly newsletter, repeated on school noticeboards and on the website.