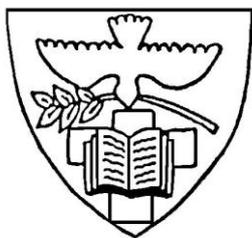


Pembrokeshire County Council
Cyngor Sir Penfro



Head Teacher: Mrs G Evans

Cosheston VC School
Cosheston
PEMBROKE DOCK
Pembrokeshire
SA72 4UN

☎ (01646) 683490

Email:

head.cosheston@pembrokeshire.gov.uk

Dear Parent

Thank you for your interest in Cosheston VC School. This prospectus is intended to tell you about the life and work of the school.

Our school has earned a reputation for providing a secure and stimulating environment in which pupils can grow and learn. We value this reputation and continue to work to provide a wide range of balanced learning opportunities for all pupils. Opportunities that not only fulfil their educational needs, but also help them develop into independent and responsible people. They will be encouraged to develop their full potential by working in an atmosphere of co-operation and tolerance. Our primary aim is to promote the highest achievement of each child in a caring and stimulating environment.

We believe that we can only achieve the best for your child by close co-operation between home and school. The staff and I are always available to talk to you about any aspect of your child's education and to share in the celebration of achievements or discuss any concerns that might arise. Children's work is sent home regularly for parents' information and to give you the opportunity to make positive and supportive comments. Encouragement is so important in raising levels of confidence and self esteem.

At Cosheston School we are concerned with all aspects of your child's development and the different needs of our pupils are central to the planning and implementation of the school's curriculum. We hope that you will share with us in making this a happy and successful period in your child's life.

We look forward to meeting you.

Yours sincerely

Mrs G Evans,
Head Teacher

School Details

Name: Cosheston VC School
Address: Cosheston
PEMBROKE DOCK
Pembrokeshire
SA72 4UN
Tel: 01646 683490
Email: head.cosheston@pembrokeshire.gov.uk

Head Teacher: Mrs. G. Evans
Teachers: Mrs. K. Adams
Miss. B. Lewis
Mr. R. Adams

Learning Support Assistants: Mrs. K. Brayford
Mrs. C. Griffiths
Mrs. J. Ince
Mrs. D. Nunnery
Mrs. R. Thomas
Mrs. S. Williams
Mrs. C. Wilson

Dinner Ladies Mrs. M. Howes
Mrs. E. Rochester

Admin Assistant: Miss. K. Donoghue
Caretaker: Mr. T. Kiff

Governors

Mrs. K Adams
Mrs. J Bevans
Mrs. G Evans
Mrs. J Furnival-Doran
Rev. N Gilbert (Chairman)
Mr. K Leverton
Mrs. R. Monsen
Mrs. V Moore
Mrs. S Shanahan
Mrs. L Thomas

The School

The School is a Church of Wales Voluntary Controlled Primary (Part time, Foundation Stage and Junior) with a controlling Governing Body which meets once a term at the school.

Our whole school mission, values and vision will be of a Christian Ethos which is the foundation of our school.

Our Mission Statement...

Grow, Learn, Succeed

Our mission statement as a Church school is to provide a calm, safe and caring atmosphere underpinned by strong Christian values, which allows each child to develop their own strength of character and belief.

Every child has the potential to grow and improve both individually and collectively in an environment which promotes learning, achievement and success.

We recognise that self-esteem is crucial for achievement, therefore our school is always striving to improve, grow and move forward driven by a positive attitude to learning.

Our Vision

- To provide the best quality education within learning environment built on a Christian ethos.
- To help pupils realise their full potential, developing lively, enquiring minds, making them able to apply themselves to intellectual and physical tasks.
- To instil respect for other people and value other people, irrespective of colour, creed, religion, and way of life or disability.
- To help pupils acquire the foundations of knowledge and skills needed for further education and for life.

Our Values

- To create positive values towards learning.
- Through the structure of Christian values provided by the school, encouragement and support is given at all times to pupils and staff, raising confidence and self esteem.
- To create a caring, stimulating environment in which pupils can grow and learn.
- To celebrate achievement and success.
- To develop in pupils positive attitudes such as self discipline, honesty and responsibility.

Admission of Pupils

The school serves the catchment area of Cosheston. Since January 2000 children have been admitted to school on a part-time basis the term following their third birthday. They attend school on a full-time basis the term following their 4th birthday. They transfer to secondary school in the September following their 11th birthday. Pembroke School is the secondary school most children transfer to.

At Cosheston VC School we are committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Cosheston VC School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Disability Equality Scheme sets out an approach to promoting disability equality in all and every aspect of our school's life and relates to:

- Pupils
- Parents/carers
- Staff
- Members of the wider school community

Our Accessibility Plan (under the Disability Discrimination Act 1995) is available on request. A copy of the school's Special Educational Needs Policy is also available on request.

Criteria of Admission

In the event of expressed parental preference exceeding the standard admission number, it may be necessary to refuse admission to some pupils. This may be done only if their admission will 'prejudice the provision of efficient education or the efficient use of resources'. If that is necessary, the following factors will be taken into account when deciding which pupils will be admitted:

- The area which the school naturally serves
- How close the pupils live to the school
- Whether the pupil has a brother or sister in the school
- Specific medical or social reasons
- Christian ethos

The Local Education Authority has a procedure to deal with any appeals by parents against decisions about the school their children should attend.

The School Day

The School opens at 9.05 am and closes at 3.20 pm. Lunch break is from 12.15 pm until 1.15 pm. Parents are asked to encourage their children to be punctual at all times.

Supervision of children begins at 8.55 am and ends at 3.30 pm. No child should arrive at school before 8.55 am, from which time a member of staff is on duty.

The school day is as follows:

	Infants	Juniors
Morning session	9.05 am - 12.05 pm	9.05 am - 12.15 pm
Morning playtime	10.30 am - 10.55 am	10.30 am - 10.45 am
Morning Session (Part-time)	9.15am - 11.15am	
Afternoon session	1.15 pm - 3.20 pm	1.15 pm - 3.20 pm
Afternoon playtime	2.15 pm - 2.40 pm	2.10pm - 2.20 pm

Children are encouraged to eat a fruit snack and to drink water during the school day.

Absences

In Cosheston we want all of our pupils to achieve success, so it is important that parents do their best to support pupils in attending school for the full 190 days in an academic year, as stated in the Education (School Day and School Year) (Wales) (Amendment) Regulations 2006.

Under the Education Act (1996), it is the responsibility of the parent to ensure that their son/daughter attend school and in the event of an absence a phone call on the morning of the first day of absence be made to school. If your child has a medical appointment, the appointment letter must be shown to the class teacher.

School cannot authorise holidays during term time.

Regular school attendance is vital and missing school can have a significant impact on achievement over a one year period as illustrated below:

95-100% attendance	Best chance of success	Your child is taking full advantage of every learning opportunity.
90-95% attendance	At least 2 weeks of learning missed	Satisfactory. Your child may have to spend time catching up with work.
85-90% attendance	At least 4 weeks of learning missed	Your child may be at risk of underachieving and may need extra support from you to catch up with work.
80-85% attendance	At least 5 $\frac{1}{2}$ weeks of learning missed	Your child's poor attendance has a significant impact on learning.
Below 80% attendance	At least 7 $\frac{1}{2}$ weeks of learning missed	Your child is missing out on a broad and balanced education. You are at risk of prosecution.

Procedures Before and After School

Children should be in school no more than 10 minutes before school starts.

Children should not go into their classrooms before the morning bell at 9.05 am unless the weather is unfavourable.

At the end of the school day if parents wish to meet their children, they may do so outside the little gate in the playground.

If parents who normally meet their children at the end of the day are unable to do so, they must inform the school of any alternative arrangements.

If no-one arrives to meet pupils they will be told to report to the Head Teacher so that arrangements can be made to get them home safely.

Safeguarding

Procedures are in place to ensure that all visitors to the school can easily be identified and accounted for by wearing a badge. Visitors and parents must report to the Head Teacher.

There is a policy for Child Protection available in school. The All Wales Child Protection Procedures are followed if there is a cause for concern.

Designated members of staff are Mrs. G Evans and Mrs. K Adams.

The Governor responsible for safeguarding is Rev. Norman Gilbert.

School Uniform & Other Clothing (PE)

Girls: Navy skirt or jogging bottoms
Jade polo shirt

Boys: Dark trousers or jogging bottoms
Jade polo shirt

All: Navy blue sweatshirt/Navy fleece

In the interests of hygiene, the children are encouraged to wear shoes rather than trainers.

PE Kit: Kit for PE is necessary, in the interests of hygiene.
This can consist of: T-shirt, shorts or tracksuit (not jeans); trainers (not shoes).

All clothing should be clearly labelled with the child's name and can be purchased from Ts r Us, Laws Street, Pembroke Dock

Basic Equipment

In the foundation phase classes many basic items are provided. As your child progresses through school we recommend that every pupil should have: a pencil, pen, rubber, ruler and pencil sharpener. Also a pencil case and bag to carry equipment to and from school.

Other items which are desirable, but not essential, include: coloured pencils, felt pens, scissors, glue stick, dictionary and calculator.

As with clothing, it is important to put the child's name on an item of equipment where possible.

School Dinners

Cost £2.05 per day.

School dinners are cooked in Pennar Community School, Pembroke Dock and brought in to be served at the school. All menus are based on the LEA's Healthy Eating Policy and a choice of menu is provided each day. Dinner money should be brought to school in a named envelope on the first day of the school week, when collection is made. If payment is made by cheque it should be made payable to Pembrokeshire County Council. Children may also bring packed lunches. Those families entitled to free school meals can obtain the relevant information from the school or Education Office.

Charging for School Visits

From time to time visits do involve a cost to the school. If the school is not able to meet such costs because funds are not sufficient, a voluntary contribution may be invited from parents. All visits are the subject of a detailed letter which sets out the conditions and any voluntary contribution which may be needed.

Home/School Links

Meetings with your child's class teacher to discuss progress are arranged twice a year. If you feel there is any cause for concern then a meeting can be arranged at a mutually convenient time with the class teacher under our 'Open door' policy. In a similar manner, the Head Teacher will see parents about any type of problem in the strictest confidence.

Written reports are sent home once a year. On admission we would ask that you and your child read and sign the Home/School Agreement.

Information Evenings are held in school regularly. Your attendance is crucial to support your child at home.

Outside agencies, such as the School Psychologist, Teams around the Family, School nurse and agencies such as the local Police and Fire Service, assist the school in supporting learners and promoting good behaviour.

During the year pupils perform concerts and plays for parents and friends. Parents are also invited to whole school worship, seasonal services and the presentation of awards.

Friends of Cosheston School

The Friends of Cosheston School support the school through an interesting array of fund raising activities. All parents of children are automatically members and anyone wishing to join in some of the events and activities may find out more either by coming along to an event or attending a meeting. New parents are always welcome to come along to get together and socialise as well as raise money for use by the school.

The Curriculum

Our aim is to offer a broad, balanced curriculum in order for our pupils to acquire knowledge and in doing so promote enjoyment in learning. We aim to provide both the knowledge and skills necessary to equip our pupils for work and leisure as active, confident and responsible members of our community.

The school sets out to provide each child, according to their ability with an education based on the Core Subjects included in the National Curriculum: English, Mathematics and Science together with the Foundation Subjects: History, Geography, Information Communication Technology, Welsh, Music, Art, Design & Technology, Physical Education, Religious Education and Personal & Social Education.

Foundation Stage pupils experience outcomes depending on their ability. Children work at Key Stage 2, Levels 2-5. The school, to a limited extent, implements the curriculum through the thematic approach but lessons that are unconnected with the theme are taught, especially in core areas.

Literacy and Numeracy are held in high regard and there is a 'whole school' approach towards planning, ensuring continuity and progression of subject matter and development of skills throughout all year groups. The National Literacy and Numeracy Frameworks are implemented throughout all subjects. In May of each year all children in Years 2 to 6 will sit the National Reading and Numeracy tests.

Teachers use a wide variety of teaching methods which involve the pupils working individually, in small groups or as a class.

Further information about the National Curriculum is available on request from the Head teacher.

The aims of these study areas are as follows:

Language, literacy and communication

Our aim is to ensure that our pupils can speak well, listen well and write well, in other words, communicate effectively. Without effective communication there can be no learning.

- To develop listening skills, enabling the child to listen with concentration, discrimination and understanding.
- To express ideas with confidence and fluency.
- To read as fluently as possible with understanding and to develop the habit of reading.
- To encourage pupils to value reading as a pleasure and an important skill for life.
- To develop skills in the usage of language, together with a clear style of handwriting and a pride in presentation.
- To communicate clearly and accurately in the spoken and written word.
- To extend and improve the range and quality of writing for a variety of purposes and audience.

Mathematical development

- To gain understanding of the basic mathematical skills, concepts, methods and vocabulary.
- To develop skills in problem solving.
- To develop, maintain and stimulate pupils' curiosity and enjoyment in mathematics.
- To develop pupils' understanding of mathematics in its widest context and to see how it relates to everyday life.
- To develop these skills accurately and with speed, with or without a variety of aids available (e.g. calculators and computers).

Knowledge and Understanding of the World...

Science

- To stimulate and develop pupils' curiosity, interest and enjoyment in Science.
- To enable pupils to be familiar with a body of scientific knowledge, principles and vocabulary.
- To investigate solutions and interpret findings.
- To have a basic understanding of the human body.
- To develop an awareness of the implications of science for the individual, the community and the environment.

History

- To stimulate pupils' curiosity, interest and enjoyment of History.
- To develop an appreciation and knowledge of past events, knowledge of their causes and how the people involved are affected by them.
- To understand and appreciate the historical aspects of our immediate environment.

Music

- To stimulate pupil curiosity, interest and enjoyment in Music.
- To develop an appreciation of all types of music and actively encourage participation in musical activities.
- To provide the opportunity for a wide variety of instrumental tuition.
- To promote the strong choral tradition within the school.

Music is taught as part of the National Curriculum and pupils receive tuition from peripatetic staff in various instruments.

It is important that parents and pupils realise that regular practice is essential when learning any instrument and that all peripatetic music teachers encourage this.

Art & Craft

- To appreciate creative forms and express themselves creatively.
- To stimulate pupil interest and enjoyment in Art.
- To encourage active participation in a wide variety of media, such as embroidery, marbling, screen printing, batik, pottery, charcoal and painting.

Throughout the school year there are visits to local art galleries and visits to the school from the local arts and crafts community.

Information Communication Technology

- To promote the active use of computer technology throughout the curriculum.
- To ensure the use of desktop publishing to aid in the drafting and editing of written work.
- To use relevant data storage and retrieval programs as a base for scientific and mathematical activities.
- To encourage use of the Internet for individual and group research.
- To use the Internet to promote pupils' work and promote the work of the school to a worldwide audience.
- To use the Internet to communicate with other schools, thus developing pupils' concepts and understanding of the wider world.
- We have recently purchased a total of 25 ipads for use across the school by all children.

Religious Education

- To contribute to the moral, social and ethical development of all pupils.
- To foster a healthy respect for themselves and others.
- To provide information about the various religions of our country and the world.

Personal and Social Development/Emotional Well-being

We identify areas in all curriculum subjects where PSE may be taught, so that it is an inherent part of the children's learning. We are currently involved with the Health Promoting Schools Project, our areas of focus so far have been: safety and exercise. We are now working on improving our environment and nutrition.

We have a school council who determine the activities to be undertaken.

All children complete the PASS (Pupil Attitude to Self and School) survey. Pupils will be identified for additional support through analysis of this data along with staff knowledge of pupils.

We operate a 'check-in' and 'check-out' for children every day. This gives the opportunity for children to share any worries or celebrate successes.

We follow the Restorative Practice model.

Physical Development

- To stimulate pupil interest and enjoyment in PE.
- To develop health and fitness for current and future lifestyles.
- To develop physical ability and skills.
- To enable pupils to work independently and as part of a team in varied activities which require co-operation.
- To develop skills which are important in our locality, particularly watersports.

PE and games take place weekly. The PE equipment is good and pupils are encouraged to use it under supervision and reach their own full potential.

Boys and girls are encouraged to participate in a range of team games including football, netball, rugby, and hockey. In summer, pupils play cricket, rounders and take part in athletics, including a school Sports Day. All pupils are encouraged to do their best to improve gradually and to enjoy themselves.

Swimming takes place in Pembroke Swimming Pool. The school holds a Swimming Gala and pupils from the school participate in the Pembrokeshire Schools Gala and the Pembroke and District Area Gala.

Welsh Language Development/Bilingualism

- To promote the awareness that we live in a bilingual country.
- To introduce basic Welsh vocabulary and to be taught Welsh as a second language as a means of communication.
- To develop an appreciation and understanding of our heritage.

Use of the Welsh language in the daily routine of the school is actively encouraged at all times.

Extra Curricular Activities

Regular practices for cross country, netball, football and cricket are held after school. School teams compete regularly in inter-school fixtures.

Health & Sex Education

The subject is dealt with sensitively, without upsetting the child and at a level suitable for primary school children. Health Education is part of the daily routine of the school. Children are encouraged to take care of themselves and be aware of the need for personal hygiene. Sex Education is taught through science and personal and social development, and the natural process of growing up and any relevant questions are dealt with as they arise. In Year 6 the children are shown a 'Growing Up' Health Education video. Parents are invited to view this before the children and have the opportunity to withdraw the children if they so desire.

Collective Worship

An Act of Worship is held every day. This takes the form of a short service following the Christian ethos. It is also an important opportunity for the whole school to come together and a time to share all sorts of activities. The children take an active part in our assemblies. The Parish Vicar and Reverend Norman Gilbert lead worship on a weekly basis.

Additional Learning Needs

Pupils who have specific learning difficulties can be entered on the ALN Register and are monitored carefully according to the Welsh Office Code of Practice. Individual Education Profiles are written termly, which establish realistic targets, these are reviewed with parents. Children with ALN including MAT (More Able and Talented) are catered for by differentiated work in the classroom with classroom support. Every care is taken, however, to ensure that such children are given equal opportunity, so that they do not feel 'different' from the rest of the group.

Own work

All children are encouraged to read at home and practice times tables. The school has purchased membership of Reading Eggs and Mathletics for use at home. Own work is regularly set and a two weeks are allowed to complete it. Children assess each other's work and set targets for improvement.

How to get Access to Documents

All documents relating to the National Curriculum, LEA policies, statutory circulars and school administration are lodged with the school. Any parent wishing to consult them may do so by contacting the Head Teacher.

Additionally, information can be accessed through www.pgfl.org.uk Cosheston VC School.

The school has a Child Protection Policy. The nominated teacher for this is Mrs. G Evans and Rev. Norman Gilbert is the governor responsible for this area.

Complaints

Most complaints are the result of misunderstandings or poor communication. If parents are unhappy about something we would ask that you come and discuss it with us as soon as possible – unless we are aware of a problem, we are not able to resolve it.

We receive complaints sympathetically and aim to deal with them quickly and effectively.

If the matter cannot be resolved immediately to the satisfaction of the parent and the school, then it will be laid before the Governing Body.

Monitoring Progress

Each child is monitored on a daily basis and the results from each piece of work are recorded to provide a clear picture of the child's progress. More formal testing is also carried out periodically and the results kept in pupil files.

Assessment takes place over regular termly intervals and an overall report reflecting a pupil's performance is given to parents at the end of the Summer Term. Progress is also reported to parents in consultative meetings at the beginning and end of the academic year.

Special Educational Needs and Disability Provision

We have a policy for Special Educational Needs (SEN) which follows the guidelines of the Code of Practice and the LEA. This policy emphasises the importance of a whole school approach to SEN and systems of support for staff and pupils.

We aim to identify special needs through a process of early identification, monitoring and assessment. We strive to ensure that all pupils, regardless of ability have access to a broad, balanced, relevant and differentiated curriculum.

We encourage parents' involvement to develop good working relationships between staff, pupils and outside agencies and providers of support services.

The SEN co-ordinator works together with staff to develop and implement Individual Education Plans which are then discussed and reviewed with parents.

National Curriculum Assessment

At the age of 7, Foundation Stage children are assessed by the teacher. Results are reported to parents.

At the age of 11 (Key Stage 2) children are assessed by the teacher and the level of attainment is reported to the parent, the LEA and the secondary school.

Results in percentage form are published in this booklet, as well as national averages for comparison.

Pastoral Care

The Head Teacher has the overall responsibility for the running of the school and works closely with other members of staff. It is important that the school receives and has up-to-date records of pupils' addresses and the parents' home and work telephone numbers, together with details of persons nominated by the parents who can be contacted in the event of an accident or illness.

Should an accident occur during school time which necessitates medical treatment, every effort will be made to contact parents or their nominee. Failing this, pupils requiring treatment would either be seen by a doctor at school or conveyed by a member of staff to the Out Patients Department at a local hospital.

Minor accidents are dealt with by the duty teacher and the nature of the accident is recorded. During the school day the duty teacher supervises children for 10 minutes before the commencement of the school day and for 10 minutes after the end of the school day. Children should not arrive earlier than 9.00 am each morning. Morning and afternoon breaks are supervised by the duty teachers. Lunchtime supervision is carried out by Midday Supervisory Staff appointed by the LEA.

Positive Pupil Behaviour

The overall responsibility for discipline rests with the Head Teacher, but it also involves everyone connected with the school, including the parents. Positive behaviour is based as much on rewarding pupils for good behaviour as on punishing them for bad behaviour. Each child attending the school is expected to conform to acceptable standards of behaviour. Positive behaviour will enable pupils to learn effectively and to work hard to achieve success.

Children are expected and encouraged to show respect for others and we look to everyone to display a high degree of discipline. Praise for good work and behaviour is essential. Pupils receive awards to motivate and encourage good behaviour in their classes and in our weekly assemblies. Punishments administered for wrongdoings will at all times be reasonable, such as a parent might expect a child to receive. No child will be excluded from school except as a last resort or as a result of a very serious breach of behaviour. Parents have the right of appeal to the Governors to have their child re-admitted.

School Sanctions

In Cosheston VC School we follow the principles of Restorative Practice. If an incident occurs the children involved are asked to come inside and write down what happened from their own point of view. Younger children may draw a picture and this is then annotated with their description. Following this 'calm down' time the restorative practice questions are used. Statements of general principles on discipline policy (sanctions).

- The unsatisfactory behaviour is discussed with the pupil.
- The occurrence may be entered in the Incident Book in the presence of the pupil.
- Loss of playtime. The pupil has to stay in view of staff.
- The behaviour is discussed with the class teacher.
- The behaviour is discussed with the Head
- The Head Teacher may invite parents to school to help solve the problem.
- The Head Teacher may decide to consult the LEA or other agencies.
- Exclusion is considered by the Head Teacher.

Bullying

This can take a mild form, such as 'picking on' a child or excluding him/her from playtime activities. More seriously, a child can be threatened with physical damage. It is not easy to detect and teachers are careful to respond to pupils' complaints and to investigate. Restorative Practice approach is used to correct the problem. The pupils have written their own 'Bullying Policy', this has been shared with the parents.

Conduct Out of School

Pupils' conduct at home and in the community at large should always reflect the standards set in school. If a child's behaviour at home causes you concern, please make an appointment to discuss this with the school.

Good School Behaviour - *Written and adopted by our pupils:*

Good behaviour means:

- We do not throw things and hurt people.
- We do not use impolite language.
- We do not use physical methods to solve disagreements (e.g., hitting each other).
- We are not cheeky to each other, to visitors, staff or our parents.
- We are careful not to run in our school building and injure ourselves or others.
- We look after our own equipment and the school's equipment, and we do not take other people's things.
- We wear suitable clothes and look after them when changing for games.
- We listen to what we are told.
- We set a good example and care for younger children.
- We do our best in all subjects and in games. We do not get upset if we do not win, but continue to do our best.
- We do not play with toys in class and we do not bring dangerous things to school.
- We do not show off to our friends or visitors.
- We do not talk when the teacher is talking.
- We use good table manners at school and at home.
- If we get into trouble we tell the truth and trust our teachers.
- We use the school toilets sensibly.
- If we want to answer or ask a question we put up our hands and we do not laugh at someone who makes a mistake or gets the answer wrong.
- We sit properly on our chairs.
- We do not stay in our class if our teacher is not present.

The Governing Body

The Governing Body represents the community of Cosheston and works with staff, parents and the LEA in supporting the aims of the school. Central to the role of the Governing Body is "*the raising of standards by providing a high quality of education in a school where the children come first*".

The Governors are always on hand to discuss possible improvements to the school and its resources, and welcome any suggestions. Contact may be made in the first instance through the Head Teacher.