

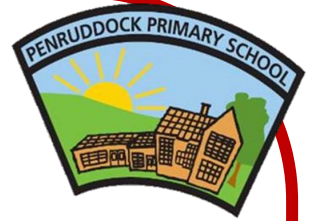
# *Penruddock Primary School Prospectus*



'A caring community where every child  
nurtured and valued, empowered and inspired to achieve'



# Contents

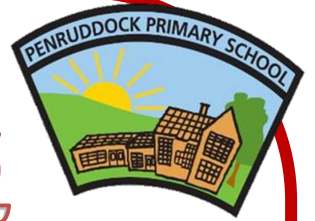


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## Appendix A      General Admissions Policy



# Welcome to Penruddock



It is our pleasure to extend to you a warm welcome to Penruddock Primary School. We are sure you will find our prospectus both informative and helpful.

At Penruddock we appreciate the importance of your child's formative years at school and strive to create a setting that is warm, welcoming and supportive whilst challenging children to become independent life-long learners. Our school vision is:

**A caring community where every child is nurtured and valued,  
empowered and inspired to achieve.**

- a philosophy which permeates throughout all areas of school life.

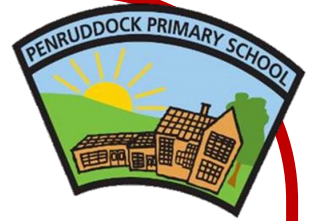
Penruddock Primary School offers the best of both worlds—a caring and supportive atmosphere coupled with high standards of education. As a small school teachers, pupils and their families form excellent positive relationships, working in partnership to learn together. Alongside an innovative and creative approach to the curriculum which allows children to make links between subjects and with the wider world, it is no surprise that these strengths have been highlighted by Ofsted:

- *Penruddock is a good school where pupils' behaviour and safety are outstanding... The school provides a caring community where children are nurtured and valued.*
- *The school provides many memorable experiences for its pupils and this helps their spiritual, moral, social and cultural development to be outstanding.*
- *The headteacher and his staff know every pupil very well. They make learning highly enjoyable and provide them with an outstanding curriculum that impacts particularly well on the pupils' personal development.*
- *Teachers capture pupils' interests and fire their imagination.*
- *Pupils experience wonder in their learning and develop highly effective social skills.*

The school continues to look to the future and is committed to ensuring children are at the heart of a vibrant, progressive and rewarding community.



# School Vision



At Penruddock Primary School, our vision is to create:

***A caring community where every child is nurtured and valued, empowered and inspired to achieve.***

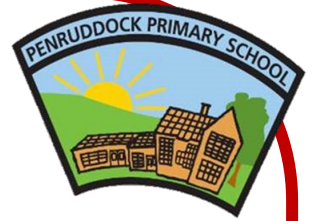
The school will help pupils to:

- \* Acquire the essential tools for life long learning;
- \* Build upon their strengths and give children the confidence to “fly”;
- \* Develop lively, enquiring, imaginative and creative minds with the ability to question other people and their ideas;
- \* Become independent, self motivated and confident individuals;
- \* Develop the ability to collaborate effectively within a working team; in school and in the wider community in which they live;
- \* Develop a reasoned set of attitudes, values and beliefs;
- \* Develop understanding of the world in which they live and of the interdependence of individuals, groups, nations and the environment;
- \* Embrace creativity;
- \* Appreciate human achievements and be inspired by them;
- \* Be healthy and fit and understand how to maintain a healthy lifestyle





# School Contacts



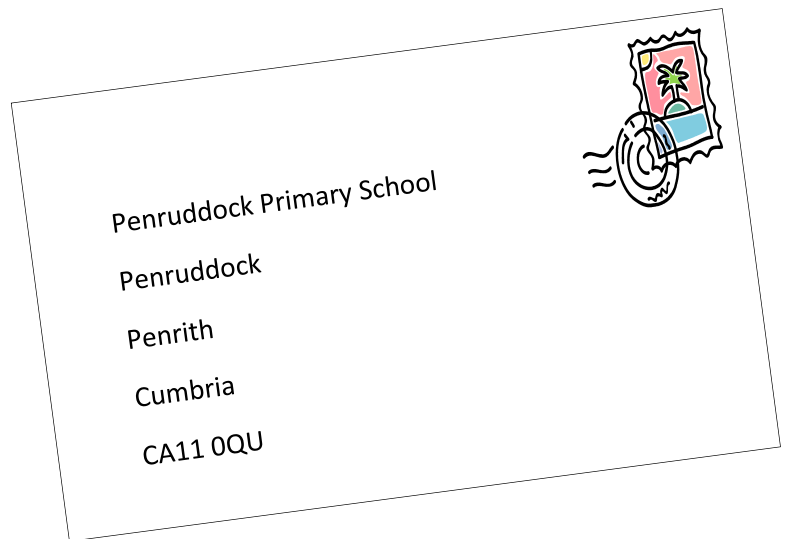
At Penruddock Primary School we believe that effective communication between home and school is very important. We operate an open door policy and welcome a positive relationship between school and home. If you have any queries, do not hesitate to contact your child's class teacher. We can promise that at Penruddock there will always be someone to share the educational development of your child.

Why not give us your email address to receive your school correspondence electronically?



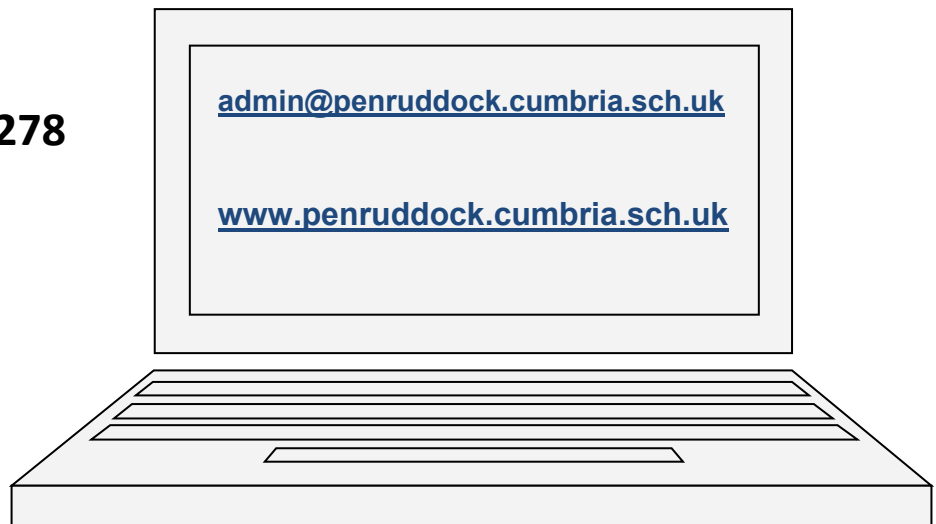
Telephone

**017684 83278**



[admin@penruddock.cumbria.sch.uk](mailto:admin@penruddock.cumbria.sch.uk)

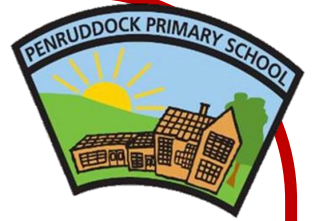
[www.penruddock.cumbria.sch.uk](http://www.penruddock.cumbria.sch.uk)



*'A caring community where every child  
nurtured and valued, empowered and inspired to achieve'*



# Meet the Staff



Hazel Johnson  
Headteacher  
Class 2



Christine Foley  
Upper School  
Leader  
Class 3



Natalie Horner  
Lower School  
Leader  
Class 1



Lauren Jackson  
Class 2  
Maternity  
Leave



Hannah  
Braithwaite  
Class 2  
Maternity cover



Eleanor O'Donnell  
Class 1 / PPA cover  
Teacher



Audrey Roper  
Business  
Manager



Tania Calvert  
Senior Teaching  
Assistant



Debra Capstick  
Teaching  
Assistant



Judy Gardner  
Teaching  
Assistant



Annice Wilson  
Teaching  
Assistant



Wendy Guy  
Teaching  
Assistant



Barbara Taylor  
Middy  
Supervisor



Debbie Jackman  
Middy  
Supervisor

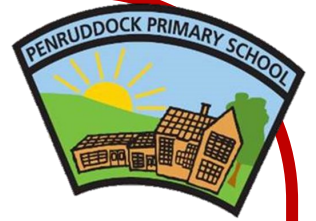


Mandy Hunter  
Middy  
Supervisor



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nurtured and valued, empowered and inspired to achieve'

# Meet the Governors



Governors are one of the largest volunteer forces in the country and have an important part to play in raising school standards. The role of the governing board is absolutely key to the effectiveness of our school.

School governors provide strategic leadership and accountability in school. It is the Governors who appoint the head teacher. At Penruddock Primary School, the site is owned by the governing board. It is governors who hold the main responsibility for finance in schools, and it is governors who work with the headteacher to make the tough decisions about balancing resources. The headteacher is responsible for the internal organisation, management and control of the school and the implementation of the strategic framework established by the governing board.

The Governing Body fulfils three key, strategic roles:

- Ensuring clarity of vision, ethos & strategic direction
- Holding the Headteacher and Senior Management Team to account for the educational performance of the school and its students
- Overseeing the financial performance of the school and make sure its money is well spent

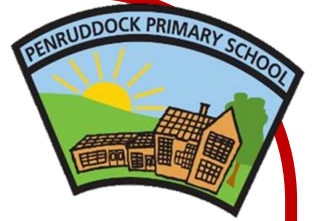
Within Penruddock Primary School, we achieve this through termly meetings of Full Governors and its two sub-committees which deal in detail with the two main aspects of the governing body's work. Individual governors also act a link between a specific curriculum area and the governing body.

<b>Chair of Governors</b>	Ian Seel	Parent Governor
<b>Vice chair of Governors</b>	Wendy Binks	Parent Governor
	Rosana Hurley	Partnership Governor
<b>Chair of Teaching and Learning</b>		
<b>Chair of Finance</b>	David Stables	LA Governor
	Emma Nielsen	Co-Opted Governor
	Natalie Horner	Staff Governor
	Hazel Johnson	Headteacher
	Pam Hamilton	Co-opted Governor
	Claire Hebdige	Parent Governor
	Jenny Robinson	Parent Governor
	Vacancy	Partnership Governor
	Audrey Roper	Clerk to Governors



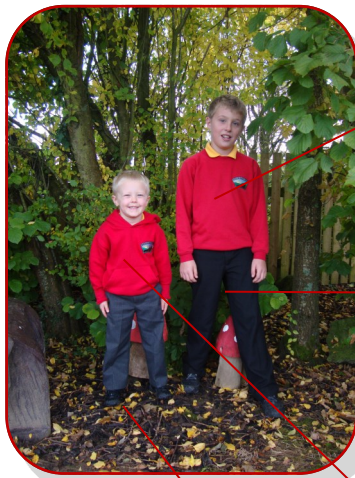


# School Uniform



Children are encouraged to take a pride in their appearance and with a number of fantastic uniform options this is not a chore! A large range of school uniform options is available at Sam Scotts, Little Dockray, Penrith.

Each child has a locker for their personal belongings. Please make sure that all items are clearly marked with your child's name.



Sweatshirt with embroidered school badge

Dark trousers in black or charcoal

Skirt or pinafore

Hooded Sweatshirt embroidered with school badge

Smart, sensible footwear in black

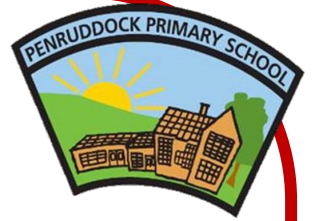


Gold Polo shirt embroidered with school badge



'A caring community where every child nurtured and valued, empowered and inspired to achieve'





School Fleece embroidered with school badge.

*Also available:*

Reversible waterproof fleece embroidered with school badge

Embroidered woollen hat

Reading Book Bag

## PE and Games

Penruddock

T-Shirt (Red)

Shorts in Black or Navy



Tracksuit bottoms in black or navy

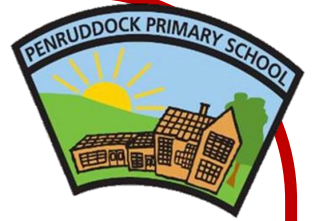
Jacket available to order from school



'A caring community where every child nurtured and valued, empowered and inspired to achieve'



# School Facilities



Penruddock School is a Foundation School situated within the picturesque and historic village of Penruddock, in the shadows of Blencathra in the Lake District National Park. The school has extensive grounds for recreation and sport. We are a forest school and have a natural area containing local grasses and wild flowers and additional wildlife pond, which encourages native species to inhabit our school grounds. Forest School allows our pupils a regular opportunity to experience outdoor education in its truest sense.



*Learning outdoors is a fundamental part of life at Penruddock Primary School*



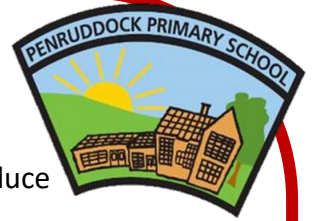
The school buildings are organised into a Foundation/Key Stage 1 Class, and two KS2/Junior classrooms. Each classroom is fully equipped with an interactive whiteboard and the latest ICT facilities including ipads and laptops. We are currently developing our library and work closely with the local library service to ensure we offer a wide range of current topical books.



*Children make effective use of new and emerging technologies as part of their learning*

*'A caring community where every child nurtured and valued, empowered and inspired to achieve'*



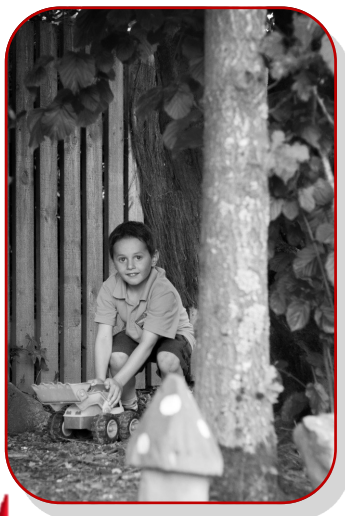


We are delighted to offer high quality healthy meals produced daily on site. With our own kitchen garden we even use some of our own organic produce from time to time in our school meals. Over **80%** of our pupils enjoy our own home-cooked school meals on a daily basis.



The recently refurbished Village Hall is available for our school use and provides space for physical education, assemblies and performances. Our school also benefits from 5000 square metres of land for team sports and athletics. Understanding the physical and social benefits of sports, we are superbly equipped to provide at least two hours of quality PE and a range of after school sporting activities each week. We also are very fortunate to have a fantastic adventure play area for use by our pupils and the wider community.

A large covered outdoor play area for our foundation children, allows children to experience the full outdoor curriculum within a protected environment. This facility includes access to sand and water play, wheeled toys, reflective quiet areas, as well as interactive play. The recent completion of our forest area on site has further enhanced our opportunities to extend learning beyond the classroom.

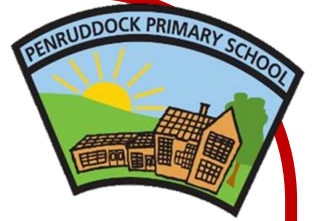


*'A caring community where every child  
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# School Admissions



Penruddock School welcomes all children into our school community and we pride ourselves on providing the best possible care and education for all pupils whatever their individual need. We are a mixed primary school catering for children aged between 4 and 11 years old.

Children are admitted to Reception at the start of the autumn term following their fourth birthday. The published admission level for the School is 10. At present there are 52 pupils on roll. Our Governing body has the ability to admit a number of children over this amount if required.

The LEA provides a pack of information, including an admission form which can be obtained from school. Please refer to the Cumbria Education Service General Admission Policy (Appendix A)

# School Attendance

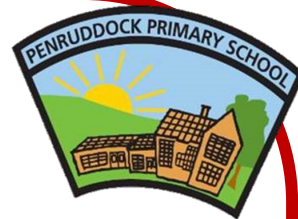


Parents and carers are responsible for ensuring that children attend school regularly, punctually, properly equipped and in fit condition to learn. We are delighted that at Penruddock School we have a good attendance record in comparison to schools both locally and nationally and we see this as further evidence that our pupils enjoy learning and are keen to attend our school.





# Term Dates

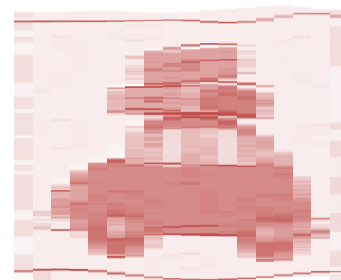


## Term Dates 2019-20

First day of autumn term	Half term break	Last day of term
<b>2019</b>		
Wednesday 4th September	Monday 21st October— Friday 25th October	Friday 20th December
First day of spring term	Half term break	Last day of term
<b>2020</b>		
Tuesday 7th January	Monday 17th February— Friday 21st February	Friday 27th March
First day of summer term	Half term break	Last day of term
<b>2020</b>		
Monday 14th April	Monday 25th May—Friday 29th May	Friday 17th July

## Term Dates 2020—21

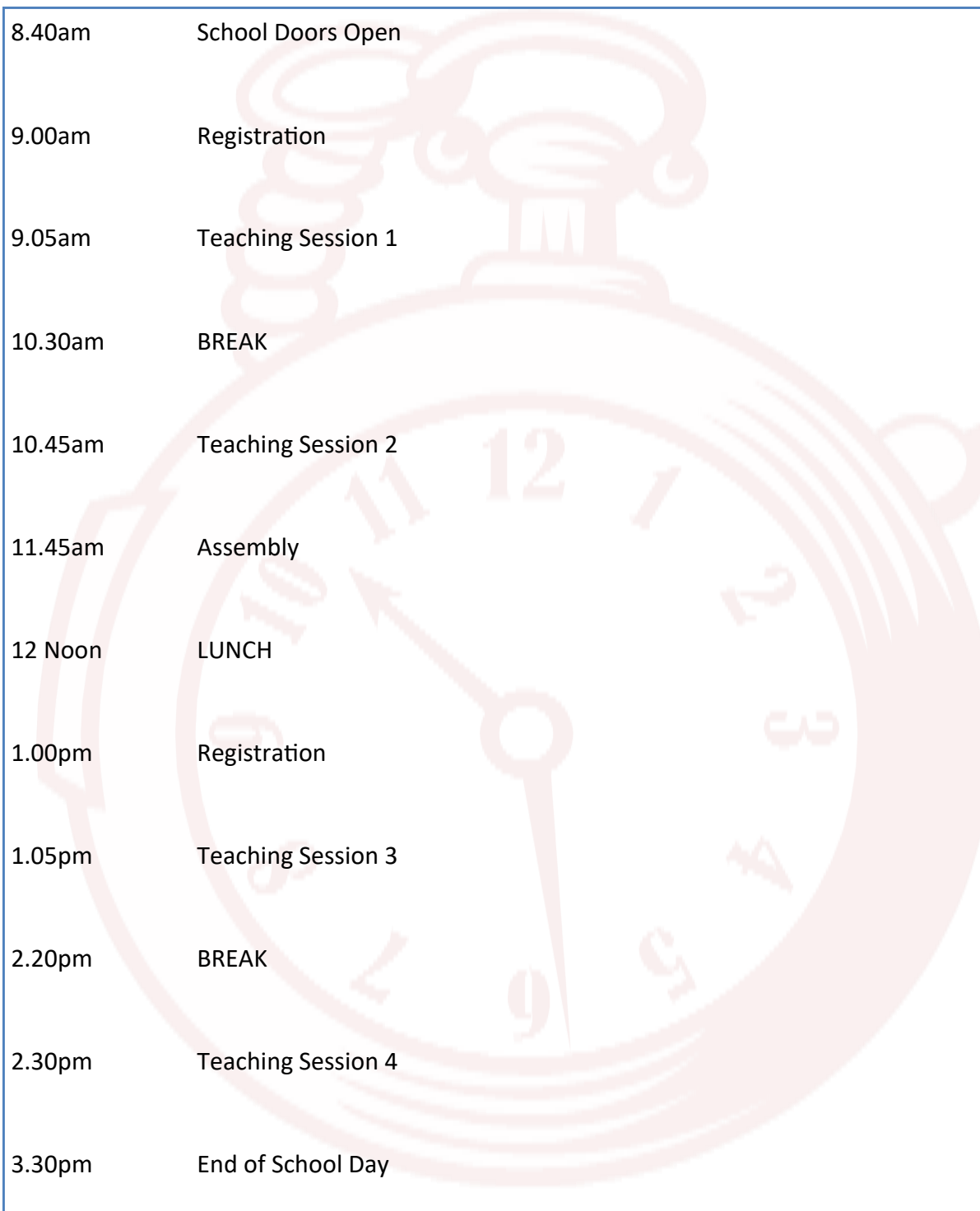
First day of autumn term	Half term break	Last day of term
<b>2020</b>		
Wednesday 2nd September	Monday 26th October—Friday 30th October	Friday 18th December
First day of spring term	Half term break	Last day of term
<b>2021</b>		
Tuesday 5th January	Monday 15th February— Friday 19th February	Thursday 1st April
First day of summer term	Half term break	Last day of term
<b>2021</b>		
Monday 19th April	Monday 31st May—Friday 4th June	Friday 16th July



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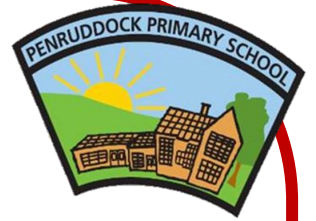
# School Hours



8.40am	School Doors Open
9.00am	Registration
9.05am	Teaching Session 1
10.30am	BREAK
10.45am	Teaching Session 2
11.45am	Assembly
12 Noon	LUNCH
1.00pm	Registration
1.05pm	Teaching Session 3
2.20pm	BREAK
2.30pm	Teaching Session 4
3.30pm	End of School Day



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# School Lunches

As a Healthy School we encourage children to eat healthily and responsibly in school and at home. School meals are very popular with our pupils.

Our delicious school dinners are freshly prepared each day on the school premises. Our kitchen provides a healthy balanced menu – **we have at least two main meal and two dessert options daily and we also cater for a number of individual dietary needs. Lunches can be selected via our Lunch Shop online system. Menus are rotated every three weeks and changed each term. The meals are very reasonably priced at £2.50 per day.** Children from Reception to Year 2 are eligible for Universal Infant Free School Meals.

Our school cook works closely with our School Council to monitor the popularity of individual meals. Children and parents are consulted and are encouraged to contribute suggestions for school menus. Table facilities and supervision are also provided for those pupils who wish to bring a packed lunch from home.

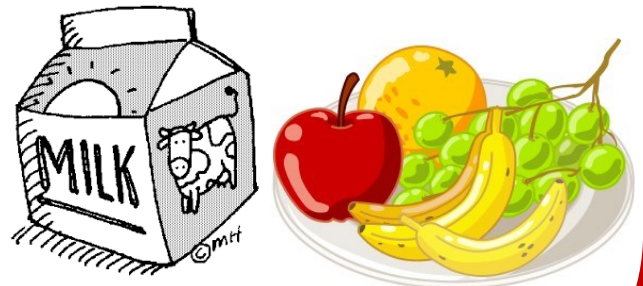
Many children who are entitled to free school meals do not always claim them. Parents who wish to check the eligibility of their children to receive free meals should not hesitate to contact the County Education Office, Carlisle – telephone number 01228 606778 or the school, for further information.

# Snacks

Our school's healthy eating policy encourages children to make healthy food choices.

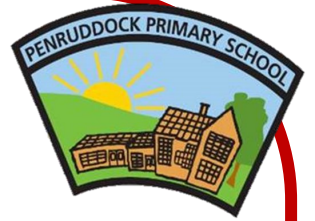
At break time, children have fruit and milk. Our Infant children receive fruit through the Government's "Fruit in School" scheme, while our junior children can bring in fruit and healthy snacks

Fresh drinking water is available throughout the day in an effort to increase children's fluid intake and improve concentration levels.



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# Extra-Curricular Activities



At Penruddock we believe in the importance of providing a broad and enriching range of opportunities and that extends beyond the school curriculum. Over the course of the year we offer an extensive range of extra-curricular clubs and activities at lunchtimes and after school. We work closely with Action Ants who provide after school clubs twice a week. With the wide range of opportunities on offer there is something for everyone to enjoy.



Girls Cricket County Finalists 2016

Our recent clubs have included:

Gardening Club  
Action Ants

Outdoor Activities  
Choir

Craft Club

Netball Club



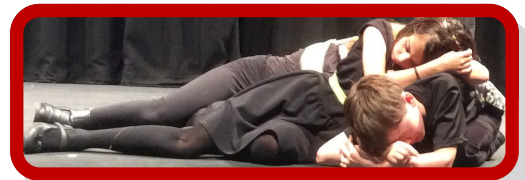
X-Country Under 11 winners 2016

Children regularly get the chance to represent our school in sporting competition through our links with other local school or membership of the Eden Valley School Sports Partnership. Penruddock recently represented all Eden schools at the Cumbria Youth Games in both Tennis and Hockey.

In addition to sporting opportunities, children from Penruddock have also benefitted from a wide ranging drama and music programme. Last academic year, our choir performed at Carlisle Cathedral as part of the Carlisle Music Festival.

## Music Tuition

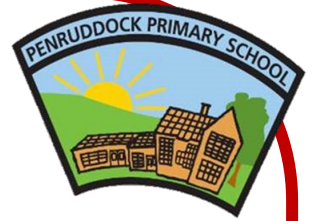
Music is a big part of life at Penruddock. Each year children have the chance to learn to play brass, woodwind and guitar. In addition children in Class 2 and 3 learn to play the ocarina or recorder and receive weekly lessons from our music teacher.



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# School Information



## Introduction

Penruddock School is a popular small village school. The school is divided into three separate teaching classes. Work is effectively differentiated to match the needs of all our pupils—something highlighted in our recent Ofsted report. Highly skilled teachers are deployed into classes depending on their individual specialisms and additional qualifications. Our teaching staff use their expertise and knowledge of teaching and learning styles to ensure each child achieves his or her full potential.

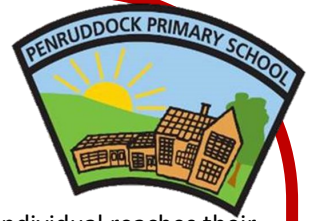
## Teaching and Learning

It is our aim that all children should reach their full potential and a variety of teaching strategies are used to fulfil this aim, as all classes have mixed age groups and ability levels. Therefore, depending on the activity and the needs of the children they may work individually, in ability groups, friendship groups, mixed ability groups, or as a class. Teaching children individually allows each child to work from an individual programme suited to their needs. Working in a group gives the child valuable opportunities to formulate ideas with pupils of similar ability through discussion and to practice organising his/her study within a group.

Class teaching also allows pupils to report back to everyone about the work they have been doing and the teacher is able to draw together the various aspects of work the class has been engaged upon and invite discussion. We pay particular attention to each child's individual needs and whether the children are working on their own, or in groups, their progress is monitored closely.

In the **Infant Class** (Foundation & Year 1 & 2) the Reception children follow an Early Years Foundation Stage curriculum (EYFS) which provides an appropriate foundation for the National Curriculum. When children are admitted to school they will be at different stages of development and there may be quite large differences in what they are able to do. The class teacher will begin work with each individual from the stage he/she has reached. Year 1 and some Reception pupils (depending on development) follow National Curriculum guidelines. However the class teacher will organise the curriculum into a variety of themes and projects best suited to the needs and interests of the individual pupils in her care.





In the **Junior Classes** (Key Stage 2) children experience a creative curriculum and teachers seek to make effective links across the curriculum to help place children's learning in context. Teaching and learning is carefully planned to ensure that every individual reaches their full potential.

### **Behaviour**

Ours is a happy school where pupils support and care for each other. We are proud of our pupils' behaviour and encourage them to adopt positive social and moral values and attitudes, e.g. to be helpful, kind, polite, calm, compassionate, curious, reasoning and hardworking. We expect all our pupils to treat others with the same respect and consideration that they would expect for themselves. We adopt a positive behaviour strategy rooted in the fundamental belief that children respond best to praise and positive reinforcement. Teachers work closely with the children to develop our school rights and responsibilities code which applies to all members of our school family, adults and children alike. Rewards and incentives encourage and motivate children to take responsibility for their own behaviour and reflect upon the rights of each other and themselves.

*Behaviour is outstanding and there is much evidence from older pupils and from letters and emails from visitors, that it has been so for some time. (Ofsted 2012)*

### **Consultation with Teachers**

At Penruddock we pride ourself on the effective relationships fostered between school and home, supported by our open-door policy of communication. The class teacher is responsible for the pupils in his/her class both academically and in terms of pastoral care. Consequently the class teacher is the first point of contact if you wish to check on your child's progress. If for any reason the class teacher is not available or you feel that a different approach is required, the Headteacher may also be consulted. This facility is not restricted to the formal parent evenings, but is provided all year round. Teaching staff will endeavour to make themselves available at short notice if required. Clearly there will be occasions when this is not possible and, therefore, a prior telephone call to confirm availability would be preferred. Please do not hesitate to make use of this service.

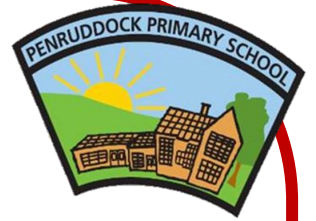
### **Parent's Evenings/Reports**

Reports and parent consultations are held each term to discuss individual pupils' progress towards their curriculum targets. Reports set out targets for the year and the child's progress towards them as the year progresses. Consultations enable home and school to work together to enhance the pupil's progress. Consultations take place on school premises, usually in the early evening, and a system of timed appointments is used to ensure all parents have equal opportunity to discuss progress.

### **Homework**

Most pupils are given homework in accordance with the School's Homework Policy. The amount of work will increase with age. Homework will include the learning of number tables and spellings, reading tasks and sometimes the completion of work relating to learning in school. For further details, please ask to see the school's Homework policy in full.





## Test and Teacher Assessments

Assessment for learning is used as the main tool for assessing pupil progress and attainment. Children are set individual targets and steps for success within their lessons and this enables pupils and staff to make and measure progress within each lesson. Teachers' assessment against these targets in conjunction with pupil self assessment and peer to peer assessment are all used as useful tools to measure progress. They all contribute towards a pupils understanding of how to achieve their next steps for success and the teachers preparation for the next lesson enabling pupils to build on prior learning. However to back up these progress measures, school continues to track individual pupil performance against school, county and national performance indicators on a termly and annual basis. Teachers' observations, teachers' evaluation of pupils work, teacher devised tasks and tests and National Assessments (SAT's) inform this process. Standard Assessment Tasks (SAT's) are for children in Year 2 and Year 6. Baseline assessment are conducted when children join school in Reception and phonics tests take place at the end of Year 1. A new times table multiplication test has also been introduced in Year 4. The school also conducts additional tests in Years 3, 4 and 5.

## Marking and Feedback

Children are given regular written and verbal feedback about their work. This identifies strengths and areas for development. Children are also taught to consider their own targets and, increasingly as they become older, to evaluate their own performance with the teacher's guidance.

## Special Educational Needs

Pupils with special educational needs make good to outstanding progress in our school. It is our aim that they should continue to do so. A child is defined as having special education needs if he or she has a learning difficulty, health issue or behavioural need, which calls for specific educational provision being made for him or her.

Children who are identified as needing extra assistance or stimulation in identified curriculum areas are often supported with support intervention in school. Where additional support is required by specialist health or education professionals outside school, such as Educational Psychology, parents are usually requested to complete an Early Help Assessment in order for school to access their services. Specialist intervention programmes and support is then provided at school in collaboration with the specialist professionals involved.

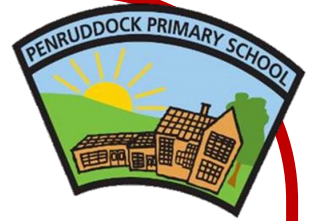
Our headteacher is our SENCO (Special Educational Needs Co-ordinator) and works closely with all educational & outside agencies, parents & staff.

Penruddock Primary School is an inclusive school and all children including those with Special Educational Needs receive a broad and well-balanced education, having access to all areas of the National Curriculum.

***For more information about Special Educational Needs, to see our school inclusion policy.***



# School Council



The school has a very successful student council which has a strong voice in the running of the school. At the beginning of each academic year representatives from each class are democratically voted in. School council meetings are held regularly and there is a suggestion box in each classroom to which all the children can contribute. These suggestions then form the basis of an agenda. The councillors debate the issues raised during these meetings and feed back to their class. Through the school council, the children are able to express their opinions and offer suggestions regarding the running of the school. Our School Council also meet termly with representatives of other local schools as part of SCONE (School Council of North Eden) to discuss common issues and share ideas.

## Working with other schools

We network with local schools each year on a variety of projects. We currently work in a cluster group of 11 local primary schools across Eden. Together we are developing our understanding of how children learn, working collaboratively to share ideas and good practice. Our "Rural Penrith Cluster" is a fantastic source of collaboration, support, challenge and shared school improvement and is reflective of Penruddock's "outward facing" ethos. Alongside our work with the Rural Penrith Cluster, the leadership team work with other local schools on a system of peer to peer support. Leaders from each school regularly quality assure evaluation judgements and school improvement planning, working together to ensure that the quality of education provided at all three schools is of the highest standard

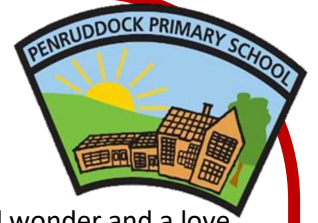
## Ofsted Reports

Copies of our Ofsted reports are available via the school website. The school received a two day inspection from Ofsted in 2012, receiving a glowing report which demonstrated that the school was Good with Outstanding areas. In May 2016 and February 2020 Ofsted carried out further one day inspection which identified the strengths of the school and upheld the judgement of the previous reports.





# Curriculum



At Penruddock School it is important to us that we instil a sense of curiosity and wonder and a love of learning in all our pupils, which will continue with them throughout their entire life.

To this end we are constantly challenging ourselves to develop a curriculum which will inspire and challenge our pupils but which will also make due acknowledgement to the changes which are taking place in our society. There are constantly changes in our global perception, changes in technology and subsequently changes in the way that we work and live and we strive to develop a curriculum which reflects this and fosters a spirit of learning for life.

At Penruddock Primary School a creative and innovative approach to the teaching of the National Curriculum is central to our vision and values. Underpinning our planning and delivery of the curriculum is a recognition of the importance of instilling in children a spirit of enjoyment and enquiry and inspiring a love of learning for life. We believe that learning should be memorable; that children are able to make connections across areas of their learning and with the wider world and that the experiences children have in school empower them to become clear thinkers, decision makers and well-rounded future citizens.

Children are provided with a broad, balanced curriculum that supports and challenges all learners, matching learning to the stages of development of individual children. Although subjects may at times be taught separately, the children's learning is often made more meaningful by applying knowledge and skills across different subjects. Teachers plan this through themes which may embrace a number of curriculum areas and that enables children to make connections across their learning and to develop their understanding in a practical, real-life context.

## ENGLISH

English concentrates on four key skills that your child needs to get the most out of all their learning at school – speaking, listening, reading and writing. The children follow the 2014 English programme of study and are supported by a wide variety of resources, which are matched to their needs. The teaching staff develop the children's literacy skills to the highest possible standard, through an exciting and stimulating programme.

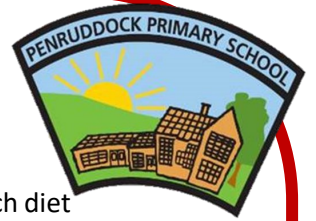
### Speaking and listening:

Speaking and Listening skills have often taken second place to reading and writing in recent years however at Penruddock we feel strongly that this balance needs to be changed. 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.

*Continued...*





### Reading:

Reading opens the door to all learning and encourages the development of imagination and creativity. At Penruddock School we expose our pupils to a rich diet of diverse texts and to a wide range of literary individuals– novelists, artists, journalist and librarians who can share their own personal experiences and enthuse our pupils.

### Writing:

New technologies offer endless possibilities for different forms of writing and the repertoire is expanding. At Penruddock 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 one of our highest priorities.

## MATHEMATICS

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

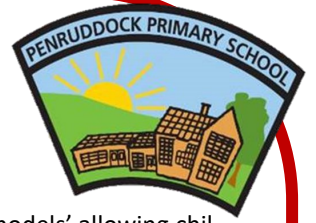
The National Curriculum for mathematics aims to ensure that all pupils:

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

At Penruddock we encourage our pupils to see mathematics as a creative subject which can stimulate moments of pleasure and wonder. We use Power Maths resources as recommended by the DfE to teach mathematics using the principles of maths mastery. Initially at Penruddock children of all ages are introduced to new mathematical concepts using concrete materials such as counters, tens and units or protractors and fraction walls to explore their learning physically and unlock understanding of the patterns and relationships. When ready children can develop work with these manipulatives to jottings and pictorial representations allowing them to deepen their understanding of physical equipment into a written form of exploration. Mastery develops when children are able to recognise relationships and work in abstract ways to make connections and solve problems. This only comes once knowledge is consolidated. In an age of rapidly developing technology, confidence and an understanding of mathematical concepts through mastery are fundamentally important to better equip our pupils for their future than merely learning techniques

Mathematics is also taught in the context of other across the curriculum particular Science, Geography, History and Computing.





## SCIENCE

At Penruddock Primary School, science is taught through science concepts or 'science models' allowing children to develop a range of well developed science skills and make connections across science topics. Through practical activity and application of skills through these models we hope to make science education at Penruddock satisfying and engaging for pupils and teachers.

Our curriculum is mapped against the national curriculum programme of study but is arranged sequentially to ensure children's science skills progress and develop as they move through school. Our science lead is a member of The Eden Science Network group and meets regularly with colleagues to develop and share good practice and ensure our children achieve the best possible scientific education.

## COMPUTING

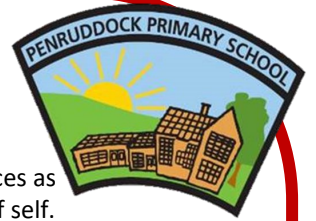
At Penruddock Primary School we embrace a computing curriculum that reflects the increasing role played by technology in all aspects of society. Confident, creative and productive use of this technology is an essential skill for life. At Penruddock Primary we recognise that ICT capability is not just a set of basic skills but can be used to support logical reasoning and problem solving, analysis, research and design across all aspects of the curriculum.

Our computing curriculum aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are safe, responsible, competent, confident and creative users of information and communication technology

Our commitment to new and emerging technologies enables children to access state of the art equipment to enhance their learning including computers, laptops, netbooks and ipads - reflective of the range of technology beyond school. Children are encouraged to apply their skills in computing across the curriculum and to appreciate how computers are applied to support a whole range of tasks in life after school. We have recently developed our own learning platform to facilitate home school learning and support children with homework or home based learning.





## HISTORY

At Penruddock we focus our history, where possible, on real people and their experiences as we believe that this engages our pupils emotionally and helps to build on their sense of self. 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 learned. We believe that history has as much to teach us about our future as it does about the past.

History is taught through our cross curricular projects. The past comes to life when children use a variety of sources of information to find clues and evidence and take part in discussions with their peers. Through History, children learn to make comparisons and links between the past and modern times and discover how and why things have changed.

Pupils learn to think critically and ask perceptive questions, weigh evidence, sift arguments and develop perspective and judgement. They learn about people and events in the past, their locality, their lives in Britain and the wider world, and realise that these have influenced our lives today. Children are taught how to investigate and record their findings in interesting and creative ways including writing, art, drama and computing.



## Geography

Environmental change and sustainable development, social and cultural diversity, population change and migration, impacts of globalisation and economic growth and decline are issues which affect the future of everyone. At Penruddock Primary School, Geography teaching has a crucial role in beginning to make pupils aware of these issues.

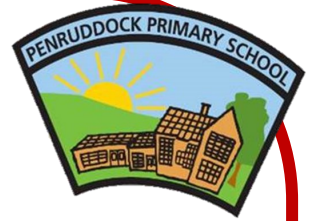
In investigating such issues pupils develop a range of enquiry skills and techniques involving maps, visual images and ICT. Fieldwork and outdoor education widen pupil's experiences and contribute to pupil's social and personal development. Whenever possible we aim to use real cross curricular experiences to enhance our geography teaching and enable pupils to place their learning into a real-life context. In 2015, pupils will be working with [Prism Arts](#) and [Cumbria Wildlife Trust](#) on an exciting project celebrating an area of natural beauty at Eycott Hill nature reserve near school which aims to develop the site and enable disabled people, young people and older people to engage in the arts.

## RE

Although the school has no specific religious affiliation we believe strongly that religious education can make a significant contribution to learners' spiritual, moral, social and cultural development. It is a risk taking subject which allows pupils opportunities to explore questions of meaning, purpose and truth while developing personal self evaluation skills. Religious education is an important vehicle for delivering understanding of other peoples' views and convictions while working to combat prejudice and discrimination. At Penruddock we use a question-led approach to try to generate discussion about larger issues surrounding religion. We follow the Cumbria Agreed Syllabus for RE.







## Design and 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 Penruddock Primary we recognise the benefits of this subject to pupils 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 as 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.

Our Design and Technology curriculum is taught through a cross-curricular approach that encourages children to engage with and solve problems within the context of their learning and allowing them to apply their learning in real-life situations

## 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. It encourages our pupils to question existing knowledge, create new knowledge, take risks, and manage failure and work using a range of materials and media. Frequently work in art and design is cross curricular, but always, it aims to be a vehicle to develop pupils self expression. Art and design is central to developing knowledge and understanding of our own and others cultural heritage.

Art for many children is a natural form of expression and a source of great pleasure that can enhance lives and cultural awareness. We aim to increase confidence and competence in the use of different media, such as pencil, charcoal, paint, collage, inks, textiles and clay.

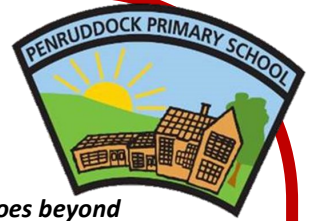
Art teaching is embedded in other subjects, as well as taught discreetly to ensure progression. Discussions of art by other artists are a regular practice within other subjects, to enhance pupil understanding and promote diversity. The enjoyment of making, creating, building and adapting starts at a young age and continues to be built upon year on year, inclusive of all genders, ethnicities and beliefs. We promote the necessary skills for our children to develop their natural ability to be expressive and creative and we aim to instil pride by achieving finished work that is of a high standard.

## MUSIC

Music is an important part of the curriculum at Penruddock School. We believe that enjoyment and participation in musical based activities develop pupil's abilities to listen carefully, to make judgements about musical quality and develop their own independent thinking skills. Learning music increases self discipline, aesthetic sensitivity and eventually fulfilment. Within school our curricular provision is enhanced and extended by the use of experienced teachers, visiting musicians and musical groups from our local community and beyond, however, a lot of learning in music takes place beyond the time allocated for this subject within the school curriculum. We offer opportunities for pupils to extend their experiences through traditional instrument tuition and we currently have pupils learning strings and guitar. Tuition is provided during the school day by experienced peripatetic music teachers. We believe that these opportunities enrich our curricular provision and develop greater creativity.



*'A caring community where every child  
nurtured and valued, empowered and inspired to achieve'*



## 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)

At Penruddock Primary we are committed to providing high quality PE and sporting opportunities for all pupils. PE is an important and central part of school life. We believe that our PE curriculum should encourage and empower children to lead healthy and active lives with an understanding of the relationship between physical activity, health and fitness.

Children participate in a minimum of two hours of physical education each week which is designed to enable pupils to develop co-ordination and key skills, develop flexibility, strength, control and balance and to experience a range of competitive sports. Our continued membership of the Eden Valley Sports Partnership means that children can expect to receive sports teaching from a range of professional coaches over the course of the year. Additionally, all children are encouraged to participate in competitive sporting competition and have the opportunity to represent their school. We are very proud of the achievements of our sports teams.



Our fantastic facilities at school mean that there is always the opportunity to experience new sports and in addition to PE lessons, children have the opportunity to participate in a variety of extra-curricular sports at lunch times and after school. We even host our own events including a swimming gala and a rounders competition which welcomes teams from eleven local primary schools.

## MODERN FOREIGN LANGUAGES

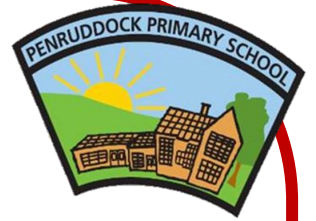
All pupils at Penruddock Primary School are taught French as their Modern Foreign Language. We feel that by learning a foreign language, children develop their curiosity for the wider world and develop their understanding of other cultures and, by doing so, further their understanding of their place in a global society.

All children from Reception to Year 6 enjoy French lessons that both develop their knowledge of France and its cultures and customs as well as to express their ideas in another language. Lessons are fun and involve a great deal of spoken French, but children also develop their skills in writing as this becomes more appropriate.

Teachers are skilled in the delivery of French and have attended training in France over a number of years. In recent years we have hosted Gifted and Talented events for pupils from across Eden to share their languages learning. We have also worked with a number of local primary and secondary schools as part of the Excellence in Eden project which has involved pupils and teachers from Penruddock Primary School sharing good practice and delivering training for teachers and headteachers.



*'A caring community where every child nurtured and valued, empowered and inspired to achieve'*



## **BUSINESS AND ENTERPRISE EDUCATION**

*The teaching of business exerts powerful influences on young people as consumers, workers, citizens and ultimately as owners. The development of an understanding of business can equip students to choose how they will contribute to the world in which they are growing up.  
(Nancy Wall, Chief Executive, Economics and Business Education Association)*

We believe that Business and Enterprise education is an important addition to our curriculum as it provides our pupils with a growing knowledge and skill base that will in turn develop into the business and economic understanding necessary to live and work in a modern post –industrial society. Within each academic year, teachers plan an opportunity for children to participate in an enterprise themed topic. Links are made across the curriculum and other curriculum subjects are taught with a focus on the theme of a specific project. We continue to work with colleagues from local businesses and further and higher education to ensure that projects are of the highest standard and that children are able to make links between their learning, future education and career paths and the wider world.

## **PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE)**

We believe that Personal Social Health Education is a vital part of learning at Penruddock Primary School. PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our PSHE curriculum is supported by the SEAL (Social and Emotional Aspects of Learning) programme which features an emphasis on personal, social and emotional wellbeing. This builds awareness of the individual as part of a community whose members each have the responsibility to ensure that school is a safe and caring place.

Half termly “SEAL” themes cover a range of content, and children share their thoughts and feelings with each other during Circle Time activities. The teacher manages these activities in order to develop and nurture each child's self-esteem. Relationships within the class are strengthened as children gain a deeper knowledge of the characters and personalities of their peers.

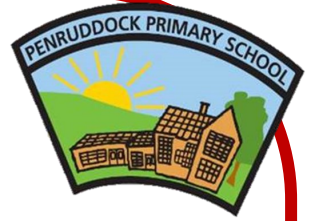
## **SRE**

Sex and Relationships Education is set within the wider framework of Personal, Social and Health Education. Children initially learn about the human life cycle in science. We believe that the ethos of the school, the involvement of parents in the life of the school, the attitudes of all staff to each other, staff/pupil relationships and the learning environment, as well as what is taught in the classroom, all contribute to a healthy school. Of paramount importance within this is the teaching of positive attitudes such as taking care of oneself, taking responsibility for oneself and showing respect for others.

Children will annually follow a specific programme for the teaching of SRE within Years 1,2, 3, 4, 5 and 6. Most of the content of the programme can be taught in a cross curricular manner. Some aspects of the programme will be supported by the school nurse who will talk with Year 5 and 6 pupils. Boys and girls will have time for joint and separate lessons in the upper school while they will all watch the same video. Parents will receive a letter during the term when SRE will be taught, outlining the SRE programme, which will state their right to withdraw their child/children from those lessons. An opportunity to meet with staff will be made available in order to view the resources and to ask questions.



# The Extended School



## After School Care

Greystoke and Penruddock Out of School Club has been in operation for over four years and as such has a wealth of experience and an excellent reputation. Situated on site, it is a valuable asset to our 'wrap around care provision'.

The club operates Monday to Friday during term time from 3.30–6.00pm, making use of the school, school grounds and village hall. The club is staffed by highly qualified play leaders and welcomes children from aged 3–11 years.

The programme is varied each half term and include a stimulating range of physical, art and craft, environmental and academic activities. Children also receive a healthy snack.

The club recently had a good Ofsted inspection and reports can be viewed on the Ofsted Website.

For more information, please contact: [admin@penruddock.cumbria.sch.uk](mailto:admin@penruddock.cumbria.sch.uk)

Edward D Spruce                      Chairperson

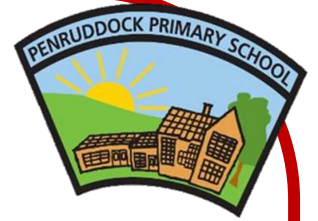
Audrey Roper                         Secretary

Kiella Dickinson                      Treasurer





# Nursery



We are delighted to announce that Penruddock Primary School are now able to offer nursery education for children from 3 years old. In 2015 we worked with our local community and Penruddock and Greystoke Pre-School and Nursery to ensure that the sustainability of nursery education would be available for generations to come. Following a lengthy consultation with our wider community, Nursery education has been provided by Penruddock Primary School since September 2015.

Our experienced team is led by our Class One and early years specialist teacher, Mrs Horner, and provide an exciting range of activities and experiences for our youngest children to ensure that they get the greatest level of learning and enjoyment from their earliest experiences of school. Mrs Horner is supported by a Higher Level Teaching Assistant, a Senior Teaching Assistant and a Teaching Assistant reflecting our commitment to offering the highest standard of early years education. Ofsted, who visited in 2016, were very impressed by our Early Years Department leading them to comment:

***Children get off to a good start and make good progress in the early years. They are motivated to learn because activities are exciting and they feel very safe. The proportion of children who reach a good level of development is above average, so they are prepared well for key stage 1.***

OFSTED 2016

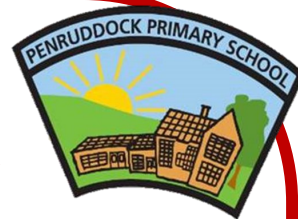
Sessions run from 9.00am to 12.00pm and are available to children as soon as they turn three. The Department for Education provides a funded place for all children the term after their third birthday. Please arrange a visit to meet a fantastic team and visit our wonderful Early Years department on [www.penruddock.cumbria.sch.uk](http://www.penruddock.cumbria.sch.uk) or 017684 83278. We'll even visit your child at home as part of our excellent transition programme.



'A caring community where every child nurtured and valued, empowered and inspired to achieve'



# Academic Performance



## Key Stage One & Key Stage Two – Summer 2016

The Governing Body is required to publish the results of National Assessments in Mathematics and English at the end of Key Stage 2 (Year 6) for the most recent year; in this case 2016. For the most up to date information, please visit [www.penruddock.cumbria.sch.uk](http://www.penruddock.cumbria.sch.uk).

### Key Stage 2

Cohort: 8 pupils ( 5 girls / 3 boys)      % Special Educational Needs: 25%

	% pupils achieving national standard (School)	% pupils achieving national standard (nationally)	Average Progress	% pupils achieving higher level of attainment (School)	% pupils achieving higher level of attainment (National)	Average Scaled Score (School)	Average Scaled Score (National)
Reading	75%	66%	0.03	13%	19%	102.1	102.6
Writing	75%	74%	4.68	50%	15%	N/A	N/A
Mathematics	75%	70%	-2.51	0%	15%	100.0	103.0
Reading, Writing and Mathematics	75%	53%	N/A	0%	5%	N/A	N/A

### Key Stage 1

Cohort: 14 (3 girls / 11 boys)      % Special Educational Needs: 14%

	% pupils achieving national standard (School)	% pupils achieving national standard (nationally)	% pupils achieving higher level of attainment (School)	% pupils achieving higher level of attainment (National)
Reading	86%	74%	43%	24%
Writing	71%	65%	21%	13%
Mathematics	86%	73%	43%	18%



## **2020/21 ADMISSIONS ARRANGEMENTS**

### **THE ADMISSION NUMBER**

The admission number is 10. This is the number of children who will be admitted to the Reception intake group in September 2019.

### **THE CLOSING DATE FOR APPLICATIONS**

The closing date for applications for September 2020 entry is 15 January 2020. Applications may be submitted online at: [www.cumbria.gov.uk/schooladmissions](http://www.cumbria.gov.uk/schooladmissions)

Applications may also be submitted using form SA1, which is issued by the Local Authority. Form SA1 and more information about the application process are contained in the parental information pack published for parents by the LA or online via the Cumbria County Council's website [www.cumbria.gov.uk/schooladmissions](http://www.cumbria.gov.uk/schooladmissions)

### **THE ADMISSIONS POLICY**

If at any time there are more applicants than places available, children will be admitted in the following order of priority, which will be applied in conjunction with the notes below.

1. Looked after children and previously looked after children which extends to children who have been adopted or become subject to a child arrangements order or special guardianship order, ie in public care, priority given if necessary, to the youngest child(ren).
2. Children living in the catchment area who have brothers or sisters in the school at the time of their admission. [see note 2 below]
3. Children living outside the catchment area, who, at the time of their admission, have brothers or sisters in the school who were directed to that school by the Local Authority either (a) in the absence of a place being available in the catchment area school due to oversubscription and the school was identified by the Local Authority as the next nearest with a place available or (b) in their Education Health Care Plan. [see note 2 below]
4. Other children living in the catchment area giving priority to those living closest to the school measured in a straight line on the map - to the front entrance of the school.

5. Children living outside the catchment area who have brothers or sisters in the school at the time of their admission. [see note 2 below]
6. Children from outside the catchment area giving priority to those living closest to the school measured in a straight line on the map - to the front entrance of the school.

Note 1 – Children looked after is defined as a child looked after by a local authority within the meaning of Section 22 of the Children Act 1989.

Note 2 - If it is necessary to prioritise in categories 2 or 5, priority will be given to those children with the youngest siblings. Brothers and sisters are those living at the same address and includes step and foster children. Should it be necessary to prioritise further categories 2, 3, or 5 the measurement criterion in categories 4 and 6 will be used.

**Note 3 – if a child attends nursery at Penruddock Primary School this does not automatically guarantee a place in the school. Parents who apply for a nursery place at Penruddock Primary School must still apply for a place at the school for entry into the Reception Class.**

Applications will be prioritised using the above criteria. An exception will be made if a child has an Education Health Care Plan of special educational needs naming Penruddock Primary School, as in these circumstances the Governing Body would have a statutory duty to admit the child concerned

## **THE CATCHMENT AREA**

A map of the catchment area is available from the school.

## **THE RIGHT OF APPEAL**

Any parent not offered a place, will be informed of the reason why they are being refused a place, and have a right of appeal to an Independent Appeal Panel. The panel would be entirely independent of the Governing Body. Any parent wishing to appeal should prepare and submit their written appeal within 20 school days from the date of notification that their application was unsuccessful to the Clerk of Governors. The school will then arrange for the County Council Legal and Democratic Services Unit to make arrangements for an independent appeal panel. Parents of those children refused a place, will be offered an alternative school by the Local Authority.



## **WAITING LIST**

Once places have been allocated the LA will on 13th May 2020, re-allocate any places which become available as a result of parents not wishing to take up their offer.

We shall maintain a waiting list for admission until 31<sup>st</sup> December 2020. Any pupil refused admission will be considered automatically for any vacancies that arise and will be allocated using the Governing Body's admissions policy shown above. The length of time on the waiting list will not be a factor. A waiting list will also be held for other year groups.

## **DEFERRED ENTRY TO RECEPTION**

If a child who has not reached statutory school age has been allocated a place in Reception and their parent wishes to delay their entry the place will be held open. The place must be taken up when the child reaches statutory school age or by the start of the summer term at the latest.

*(The Code of Practice indicates that the Secretary of State expects places to be held open in these circumstances)*

Signed            *Wendy Binks*            Chair of Governors

Date              February 2019