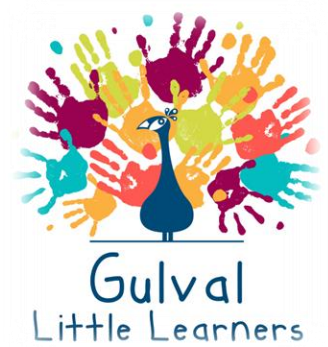




Gulval
School

Prospectus

September 2026



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1. Welcome



A very warm welcome to our happy school! I am so proud of our journey having led Gulval School since 2014. We are a warm, welcoming, caring and vibrant school for 2 to 11-year olds sitting at the heart of the local Cornish community. We are a stone's throw from the beautiful beaches of Penzance and St Michael's Mount and are surrounded by fields and farmland. Gulval is unique; a happy and inspirational place to learn. Our

dedicated and experienced team (#TeamGulval!) are committed to making learning adventurous, exciting and challenging. We all work hard to ensure the children in our care receive the very best education and that they remember their years spent at Gulval School with great affection. Our pupils consistently achieve results that are at least in line, but more often above national expectations in every measure; they prove that hard work does indeed pay off!

In February 2021 we became the very first school in the country to be awarded 'National Thrive School of Excellence' status – this is a big deal and we are so proud to be recognised in this way. In May 2023 we were awarded this national status again, a credit to the ongoing work of the whole staff team over many years. In recognition of our experience, knowledge and passion for pupil mental health and wellbeing, I have the privilege of leading this area for our Academy Trust of 36 schools. You'll find more about this in the coming pages and on our website [here](#).



We have a long tradition of sporting excellence and encourage participation and competitive sport through a wide range of clubs. We are passionate about outdoor and adventurous learning and have developed our grounds to include a huge tangle frame, swing, tunnels, poly tunnel, tyre park and of course our very own school farm; all to support inspirational learning and teaching. Everyone loves our resident pygmy goats Frodo and Bilbo Baggins, Hedwig, Dobby and Baloo! Our gorgeous goats are so friendly, they live in school and are an integral part of our Adventurous Curriculum, wellbeing and emotional support. They are also integral in supporting all children to thrive emotionally and socially – they're always very busy! Our chickens and guinea pigs are equally popular with pupils and the wider community who support us to look after them

during the holidays and at the weekend. Our school dog Eddie is so reliable, always there when we need a friend to help us to feel safe and secure. You can find out more about our school farm [here](#).

We welcome parents into school and value the partnerships that exist between home and school. Indeed, we could not have achieved and maintained our rapid progress without the support of our community. We offer opportunities to meet through a whole range of events including parent consultations, concerts, stay and plays, sports and fundraising events such as expedition week. We are immensely proud that Gulval School really does sit at the heart of the community it serves. In November 2023 Ofsted said that; *'Pupils flourish at this inclusive and nurturing school. They thrive in an environment where their social and emotional well-being is a priority. Leaders and staff share a common commitment to this. They support pupils to grow into confident, resilient young people, well prepared to face the challenges of modern life.'* Ofsted also commented that pupils behaviour is *'exemplary'*.

Our aims? For every child to exceed beyond their potential, to be self-confident and have a belief that anything is possible. To believe that they are bound only by their imagination and to 'never give up', having a deep understanding that we learn through our mistakes. We achieve this through being consistent, true to our values and ethos and by supporting our pupils to always try to follow our school rules of [Ready Respect Safe](#). We thrive on the spirit of adventure at Gulval and work continuously to provide our children with a range of exciting learning opportunities and the experiences they need to develop into successful learners, confident individuals and responsible citizens equipped with the skills to meet the demands of 21st Century life. We achieve this through the implementation of our unique Adventurous Curriculum. You can find out more about our Adventurous Curriculum, including our intent and implementation [here](#).

Please do contact the school and arrange a visit, even if it's just to find out more, we love showing new parents around our school! You can also find out more by visiting our school website and Facebook page, just search for Gulval School or click [here](#) .

Mr Paul Baker

Headteacher



2. Our Vision

'We believe, we matter; we can shine'. This vision is underpinned by our school rules of **Ready Respect Safe** and the values we work hard to support and embody, those of **Kindness, Respect, Perseverance, Adventure and Responsibility**. We focus on kindness, courage, the spirit of adventure and genuine responsibility through our Responsibilities Program so that all pupils can enjoy the very best education, realise their full potential in a happy and caring environment, enabling them to lead a full, purposeful and happy life.

In order to prepare our children for today's multi-cultural society we teach diversity throughout our curriculum but especially through Personal, Social and Health Education (PSHE), Religious Education (RE), and Thrive based activities.

We encourage children to communicate orally and through writing, to think and solve problems mathematically and to express feelings and emotions in a creative manner. We help children acquire moral values so they can live happily within our community, find enjoyment in school and gain satisfaction from their own achievements.

No child left behind

Our aim is to make sure every child fulfils their potential and develops the valuable skills that will enable them to succeed beyond school and in life. We want every child to thrive emotionally and academically, to develop a deep love of learning and enjoy a strong connection to their community and school family.



3. Staff and Governors

Our Staff 'Team Gulval'

Headteacher: Paul Baker

Assistant Headteacher: Lauren Wise

Assistant Headteacher: Matthew Yates

Nursery Manager: Emily Shapland

Class Teacher: Matthew Yates

Class Teacher: Sarah Warren

Class Teacher: Lauren Wise

Class Teacher: Megan Blyth



SENDCo: Kim Wilson

DSL, Operational SENDCo: Pippa Davies

Nursery Deputy Manager: Lisa Leeds

Class Teacher: Tamsyn Roach

Class Teacher: Kim Wilson

Class Teacher: Ella Robertson

Class Teacher: Ellie Sherwood

Thrive Practitioners

Pippa Davies

Elisa Hart

Paul Baker

Teaching Assistants

Wendy Carpenter

Serena Markham

Lindsay Davy

Louisa Murley

Izzy Alldred

Debbie Wallis

Claire Sweetman

Coral Gadney

Emily Hing

Teri Fitzpatrick

Sue Morse

Elisa Hart

Katelyn Daw

Amelia Acheson

Jessica Roberts

Honey Swanepoel

Little Learners Nursery

Emily Shapland	Early Years Manager	BA Early Years
	Designated Safeguarding Lead	
Lisa Leeds	Early Years Deputy Manager	Level 3: Early Years
	Deputy Designated Safeguarding Lead	
Anne Bressington	Early Years Assistant	Level 2: Early Years
Leonie Parsons	Early Years assistant	Level 3: Early Years
Nay Bond	Early Years Room Leader	Level 3: Early Years
Rachel Taylor	Early Years assistant	Level 3: Early Years
Lucy Mosedale	Early Years assistant	Level 3: Early Years

Administration Team

Penny Nicholls	Andrea Smith	Katie Dean
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For more information about our staff team please visit the [school website](#).

Local Monitoring Committee

The school's Local Monitoring Committee is made up of Community, Parent and Staff members, LMC members are not responsible for running the school day to day; that is the responsibility of the Headteacher, instead they support, monitor and scrutinise the work of the Headteacher and other school staff and work to carry out a range of strategic and statutory responsibilities.

Local Governing Body

Liz Brewer (Chair)	Sanchia Pascoe (Clerk)	Katie Dean
Shelley Jamieson (Vice Chair)	Kim Wilson	Janis Welch



4. Little Learners Nursery

Address	Opening times
Little Learners Gulval School, School Lane, Gulval, Penzance. TR18 3BJ	Monday to Friday 8:30am to 3:00pm *Term time only

Nursery fees

£8.00 per hour

.For your child to retain their place at the setting, you must pay the booked fees in advance. Fees must still be paid if children are absent for whatever reason. Little Learners are in receipt of 15 hour nursery education funding for three and four year olds and eligible 2 year olds. Applications for 2 year old funding can be made at [here](#) or search for 'care and support in Cornwall'.

Applications for 30 hour funding for 3 and 4year olds can be made online [here](#) or just search '30 hour free childcare'. All additional extra hours are available at the above hourly rates.

Breakfast Club is available 8:30am until 9:00am, bookable in advance at a cost of £4.00. After School Club is available 3:00pm until 4:30pm, bookable in advance at a cost of £8.00 per hour.

Aims

Little Learners aims to:

- provide high quality care and education for pre-school and nursery age children.
- work together with families, supporting children's learning and development.
- add to the life and well-being of its local community.
- offer children and their families a service that promotes equality and values diversity.



We aim to ensure that each child:

- can thrive in an enabling and exciting learning environment.
- is well supported to join in with other children and adults to play, learn and develop skills together.
- develops at their own pace, supported appropriately to build on what they already know and can do.
- has a key person who builds and maintains strong, secure relationships with the child and family.
- is in a setting that sees parents as their child's main educator.

Learning through play

Play helps young children to learn and develop through seeing, doing and talking. Research has shown this is how young children learn to think critically and problem solve. At Little Learners we use the Early Years Foundation Stage to plan and provide a range of play activities, which support children to progress in all areas of learning and development. In some of these activities children decide how they will use the activity and, in others, an adult takes the lead in supporting the children to take part. Activities at Little Learners are carefully planned around children's individual interests, needs and abilities. Much of our learning takes place in the moment which enables us to capture a child's interest and excitement at a time right for them.



How parents can be involved

We recognise parents as the first and most important educators of their children. All staff will work in partnership with parents in providing care and education for their child. There are many ways in which parents take part in making Little Learners a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge & information about their children's needs, interests and progress with the staff
- sharing their own special interests, hobbies or jobs with the children
- helping to provide, make and look after the equipment and materials used in the children's play activities.
- taking part in events and informal discussions about the activities and curriculum provided
- joining in community activities in which Little Learners takes part.

Key persons and your child

Our Keyperson system means that each member of staff has a group of children for whom she/he is particularly responsible. Your child's key person will be there for you to discuss your child's progress and development, they can also arrange a meeting for you if you ever have any worries or concerns.



Learning Journeys, Tapestry



We have an online learning journey for each child. Staff and parents working together on their children's journey is just one of the ways in which the key person and parents work in partnership to share your child's development, parents can upload regular photos and snippets about their child's time at home which we can then share together.

We assess how children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs or videos of the children to document their progress and where this may be leading them. We believe that parents know their children best and we ask them to contribute to assessment, sharing information about what their children like to do at home and how parents are supporting development.

Learning opportunities for adults

As well as gaining qualifications in Early Years Care and Education, all staff continuously take part in further training to help them to keep up to date with current legislation and childcare/education issues.

From time to time the setting holds learning events for parents. These usually look at how adults can support children to learn and develop in their early years. If parents have any requests for any specific training then please contact the manager.

Timetable and routines

Little Learners believes that care and education are equally important in the experience, which we offer children. The routines and activities that make up the session/day in the setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting.
- help children to gain from the social experience of being part of a group.
- provide children with opportunities to learn and help them to value learning.



The session

We plan our sessions so that the children can choose and be supported in a wide range of learning experiences/opportunities and, in doing so, build up their ability to communicate effectively and select and work through a task to its completion. The children are also enabled and supported to take part in adult-led small and large group activities which introduce them to new experiences and help them to gain new skills and develop confidence, as well as helping them to learn to work together with others.

Outdoor activities contribute greatly to children's health, their physical development and their knowledge of the world around them. The children have the opportunity and are encouraged to take part in outdoor child-chosen and adult-led activities every day. At Little Learners we believe that outside learning is equally important as inside and we will go outside in all weathers (unless unsafe), please ensure your child has appropriate clothing each day.



Snacks and meals

Little Learners makes snack time a social time at which children and adults sit together. We plan the menus for snacks so that they provide the children with varied healthy and nutritious food. Do tell us about your child's dietary needs and we will make sure that these are met.

Additional needs

We aim to meet the needs of each individual child; we take account of any additional needs a child may have and ensure that appropriate support is in place and that all children can thrive and learn in an enabling environment.

The setting works to the requirements of the Education Act (1993) and The Special Educational Needs Code of Practice (2014).

Our Special Educational Needs Coordinator is Emily Shapland.

Please contact us via either email or phone if you have any queries or would like to discuss admissions arrangements for this coming year.



5. School Office

The school day

Our school grounds open at **8:35am** each morning.

Our school day begins at **8:45am**.

Classroom doors open at **8.45 am** for register and our school day ends at **3.15 pm**.

We can only accept responsibility for the welfare of children on the school premises between 8.45am when our classroom doors open and 3:15pm, unless the child is taking part in an organised school activity under the supervision of a teacher. Children who arrive before 8.45am can be supervised by parents on the school playground from 8:35am or parents are welcome to take advantage of our Breakfast Club. Children remaining after school can attend Pirates Club. Charges apply for both Breakfast and Pirates Clubs.



Term dates

Follow this [link](#) to find our term dates on the school website. You can also find important dates and events on our school calendar [here](#).

Admission

Gulval School is open to children from Gulval and its surrounding areas, we are non-selective and co-educational. Full admission details, including oversubscription criteria, can be found in the admissions policy [here](#).

To apply for a place at Gulval School, we ask parents to follow Cornwall Council's school's admission process which you can find [here](#).



Attendance

To make good progress, and establish good relationships with others, children must attend regularly. Gulval School has very clear and rigorous systems in place to support parents and pupils to achieve good attendance.

in the event of illness, parents must notify the school by phone before 8:45am on the first day of absence. Our school policy is to follow up on any unknown absence with a phone call on the first day before 9:30am, this is to ensure the safety of all our pupils. This may be followed up with a home visit from the Headteacher if there are concerns about the safety of a pupil.

We will work closely with families and the Educational Welfare Officer, supporting children to be an attendance Superhero where they try to be [Here](#); Every day [Ready](#) [On](#)time. **You can find our Attendance policy [here](#).**

School dinners

Delicious hot school meals are provided by Aspens, who offer a variety of choices each day prepared at the school. Our school cook Kate is brilliant, knows all our pupils and does a fantastic job serving nutritious meals every day.

Universal Free School Meals

If your child is in Reception, Year 1 or Year 2 they will automatically receive a free meal every day, this is part of the government 'universal free schools meals' scheme.

ACE After School Clubs (Active Creative Enjoyment)

We offer a real breadth of clubs that extend our curriculum offer and increase opportunities for children. ACE clubs change all the time but here are some examples of recent clubs:

Football	Healthy Cooking	Tag Rugby	Survival School	Computer
Dance	Cross Country	Gardening	Hockey	Board Games
Sewing	Netball	Athletics	Animal Husbandry	Rounders

For more information and the latest selection of ACE Clubs visit the school office page of our website [here](#).

Wrap Around Care



Our aim is to provide a service where all children feel safe, happy and feel cared for. Our wrap around care is led by staff that already work in the school and know our children well. By extending our school day we hope to make life easier for parents who may have a variety of demands on their time. Breakfast Club is available from 7:45am until 8:45am and Pirates (after school) Club is available from 3:15pm until 5:30pm.

Breakfast Club available from 07:45am until 08:45am £2.50

Pirates After School Club available from 3:15pm until 5:30pm £4.00 per hour

Please note, a late charge of **£25** will apply for children collected after 5:30pm.

Uniform

We love our uniform and we take a great deal of pride in how we wear it. You can find the details you'll need on the next page. Unless otherwise stated, items are available either through school (see Penny or Andrea in the school office) or can be purchased from any high street store of parents' choice. You'll find an order form, price list and details of how to order items on our school website [here](#).

Girls Uniform	Boys Uniform
Primary School Uniform Reception to Year 2 Grey cardigan / sweatshirt, badge embroidered onto fabric Polo shirt – plain white Black trousers/black skirt or pinafore White, black or grey socks or black or grey tights Plain black school shoes (<i>not trainers</i>)	Primary School Uniform Reception to Year 2 Grey cardigan / sweatshirt, badge embroidered onto fabric Polo shirt – plain white Black trousers Black shoes Black or grey socks Plain black school shoes (<i>not trainers</i>)
Primary School Uniform Years 3 to 6 Grey Gulval School blazer with trim Plain white shirt, short or long sleeved Gulval School tie Black skirt, black tailored trousers or shorts (<i>with waistband, not denim or tracksuits</i>) Summer term only (optional for all pupils): Blue and white gingham summer dress Plain black v neck jumper Plain black school shoes (<i>not trainers</i>)	Primary School Uniform Years 3 to 6 Grey Gulval School blazer with trim Plain white shirt, short or long sleeved Gulval School tie Black tailored trousers or shorts (<i>with waistband, not denim or tracksuits</i>) Plain black v neck jumper (optional) Black or grey socks Plain black school shoes (<i>not trainers</i>)
Reception and Key Stage 1 PE Sports Kit Sports polo shirt – sky blue with logo PE bag Black sports shorts Black plimsolls or trainers Blue hoodie (Optional)	Key Stage 2 PE Sports Kit Sports polo shirt – sky blue with logo PE bag Black sports shorts Black plimsolls or trainers Blue hoodie (Optional)

6. Adventurous Curriculum Guiding Principles and Intent

Due to its popularity and sustained growth since 2014, Gulval School became a single form entry primary school in 2021 before adding nursery provision in 2022. This means that there is now one class for each year group.



Key Stage	Description	Age of pupils at end of academic year
1	Foundation	5
	Year 1	6
	Year 2	7

Key Stage	Description	Age of pupils at end of academic year
2	Year 3	8
	Year 4	9
	Year 5	10
	Year 6	11



We are passionate about learning at Gulval School and take great pride in providing children with a rich and varied 'adventurous' curriculum: one that inspires, lights that spark of imagination and means children skip into school happily wanting to learn.



Our curriculum reflects our children, their interests and what is important in their lives. Many will have jobs which haven't been created, so a positive and resilient attitude, the ability to adapt, take responsibility and learn how to learn are crucial skills for success. Our curriculum is designed to develop a thirst for knowledge and a love of learning to give our children the very best start in life.

Gulval School's curriculum is **Adventurous!**

ADVENTUROUS

Ambitious



We want all children to be actively **engaged** and **excited** by their learning. We want to provide **challenge** and promote **curiosity** through **problem solving** and **adventure**.

Engaging



We want all children to be **inspired**, to be **motivated** and enjoy seeking **challenge** through nurturing **curiosity** and being intrinsically **motivated** to do their best.

Teamwork



We want all children to be **courageous**, **passionate** and to forge **positive relationships** through being **kind**, **confident** and **enthusiastic**. To learn together through **collaboration**, to **respect** and **embrace differences**, to utilise each other's **strengths** and to be **adaptable** and **flexible**.

Relevant



We want all children to be **immersed** in a **carefully planned**, **purposeful** and **responsive** curriculum that celebrates **Cornish heritage** and looks at the **big picture**. A curriculum that explores an understanding of current **global issues**, builds **cultural capital** and has a **positive impact** on their lives.

Skills



We want a **progressive** curriculum which builds on **previous knowledge** and **understanding** where children are learning through genuine links between subjects and making sense of the world around them. We embed a deep sense of **belonging** through **real responsibility** and **community** events.

Reading



Phonics

We use Read Write Inc. to teach daily Phonics through EYFS and KS1. Firstly, children learn one way to read the 40+ sounds and blend these sounds into words. Then they will learn to read the same sounds with alternative graphemes. Children experience success from the very beginning through lively Phonics lessons. Phonics books are precisely matched to children's increasing knowledge of Phonics and 'red' words and, as children re-read the stories, their fluency increases.

Whole Class Reading

Once children have completed the Read Write Inc. Phonics scheme, reading is taught through whole class reading sessions. The teaching here focuses on the reading skills and allows children to continue to develop their fluency, expression and knowledge of books and authors. Children will continue to develop the ability to retrieve information from the text, develop key vocabulary, make inferences, predictions, sequence, explain and summarise.



Writing

Talk for Writing



Writing is taught using the Talk for Writing, storytelling approach. Talk for Writing is an engaging teaching framework developed by Pie Corbett. It is powerful because it is based on the principles of how children learn. Children imitate the text exploring, reading and analysing the language and vocabulary before innovating a text. Children will then use the invention stage to create their own text.

Spelling

Spelling practice is directly linked to the learning of the 40+ sounds in the early years and then when children have mastered these, they use the Spelling Shed scheme to learn and practise the spelling patterns appropriate for their year group. Spellings are taught in school as part of spelling sessions, embedded within writing. In addition, you can support your child at home by helping them practice their spellings on their weekly homework sheet or by using the Spelling Shed app.

Grammar

The requirements of the National Curriculum for grammar are embedded within the talk for writing texts we use. This promotes the development of the fundamentals of punctuation and grammar. Subsequently children are taught specific grammatical patterns within grammar lessons and they practise these in their writing. In addition, children can access specific activities set by their class teacher at SPAG.com.

Handwriting

Handwriting is taught as a specific skill, little and often. It is taught progressively and in-line with the requirements of the National Curriculum. Firstly, we teach handwriting (letter formation) by linking closely with the Read Write Inc. scheme in daily phonics sessions. In KS1 children are introduced to a simple joined handwriting style which is not made complicated by unnecessary loops or swirls. In KS2, children will practise the four basic joins and learn to write legibly, fluently and with increasing speed.



Mathematics



At Gulval school we use a range of resources to ensure that our children have full coverage of the Maths National Curriculum ensuring that topics are revisited as needed and that knowledge is fully embedded. High quality teaching, following the Mastery approach, delivers appropriately planned lessons for all children offering support and challenge for individuals. Lessons have elements of fluency, reasoning and problem solving which give children opportunities to practise, consolidate and explore ideas. Maths lessons are delivered in creative and engaging ways using a wide variety of resources to support key concepts. Lessons

are designed to challenge and inspire pupils and the importance of using maths in all areas of the curriculum is fully recognised by staff. Children are encouraged to talk, reason, explain and justify their answers whenever possible to develop thinking and confidence in maths, and beyond. At Gulval School our aim, in all aspects of school life, is to inspire, engage and challenge children to try new things, have a go without fear of mistakes and persevere with tricky tasks – our implementation of our adventurous maths curriculum reflects this.



Science

We are excited about our Adventurous Science Curriculum and the recognition we received recently; National Science Silver Gilt Award, recognising achievement and significant development in Science. The curriculum for Science is designed to provide a broad and balanced education that meets the needs of all pupils and promotes a love for learning. It helps pupils gain the specific scientific skills, knowledge and understanding from the start to the end of their educational journey; supporting them to make progress from their individual starting points.



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

The focus of science teaching in Key Stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them.

In KS2, children will progress to exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions.



Responsibilities Program

We want all our children to feel a deep sense of belonging and attachment to their school and wider community, something we work hard to support through our Adventurous Curriculum and Responsibilities Program. Children are encouraged, indeed expected to apply for various responsibilities in school, support that is needed daily to help our school and school farm run smoothly. What can children apply for? The list is long!

Goat Farmer	Chicken Farmer	Reading Ambassador	Café Assistant
Corridor Monitor	Nursery Ambassador	Play Leader and Stay Safe Mentor	Guinea Pig Carer

Physical Education



The PE curriculum at Gulval School is based upon REAL PE, a scheme of work that provides a broad framework and outlines the knowledge and skills taught in each Key Stage. REAL PE praises behaviour not skill, passing the responsibility of the lesson to the learner. Each half term builds upon a particular skill (E.g., health and fitness, cognitive, creative etc.) These skills are revisited each year and are built upon to show progress. All class teachers and supporting staff have been trained in REAL PE to support high quality physical education throughout Gulval School.

Religious Education

Religious Education at Gulval School will promote the spiritual, moral, social and cultural development of the child. Pupils learn different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials, learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. Pupils begin to understand the importance and value of religion and beliefs especially for other pupils and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.



OUR SCHOOL FARM

Welcome to our school farm page! Here you can learn all about our five pygmy goats, our chickens, ducks, rabbits and poly tunnel, and how we incorporate each into our Adventurous Curriculum through our Responsibilities Program. These job descriptions are for pupils who are encouraged to apply for responsibilities in school; we need everyone to help!



School Farm

The animals in our school farm are part of our school family and curriculum offer, they are very important to all of us. You can find out about our school farm [here](#) including information on our responsibilities program and how you can support by feeding our animals and collecting the eggs at the weekend!



Outdoor and Adventure Learning



Children can take part in incredible residential experiences and adventure-based expeditions. In the past we have enjoyed trips to settings such as Porthpean Outdoor Education Centre, St Mary's on the Isles of Scilly, St Just-In-Roseland, Delaware, Carnyorth, North Wales, London and many more. In May 2022 10 amazing young people stood on the summit of Snowdon in North Wales, the second such trip and another one that we will never forget! Expedition Weeks create more opportunities for children (and staff!) to take themselves out of their comfort zone and experience something different including woodland night walks, 12-mile coast to coast hikes and climbing.

Our aim is for every child to work towards experiencing at least one overnight residential experience during their time at Gulval School. Without exception, children thoroughly enjoy the experience developing greater independence, self-esteem and self-confidence as a result; the reason why we carefully plan overnight experiences for all children right from the very start!



So, what can you expect?



Reception (TBC)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1-night sleep over in school (lots of adventure thrown in!)			1-night residential experience (school grounds)	2-night residential experience		3 / 4-night residential experience

Relationships and Behaviour

Children thrive when they are in relationship with adults who are fun, playful and curious about them. At Gulval school we believe in building positive relationships between children, parents and staff and acknowledge behaviour is a form of communication. We understand that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.



We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.



Guided by the Thrive Approach, we focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly listening and responding to our children's voices, to create and foster a safe and happy environment where all feel safe, secure and respected.



We are not a Thrive 'School of Excellence' for nothing, we work so hard to build positive relationships, provide bespoke support and remove barriers for our children and families. This is our core purpose and we want to get this right which means having a clear and transparent approach to encouraging positive behaviour choices and a systematic consistent approach to both rewards and consequences.

You can read more about our Relational Policy [here](#); this policy details the exceptionally high standards we have for pupils' behaviour that we promote through our school values of **Kindness, Respect, Perseverance, Adventure and Responsibility** and three simple rules; **Ready Respect Safe**.

House System



To support competition within the school, and to encourage a deeper sense of community, children are divided into four school houses, these are:

- **Pendour**
- **Prussia**
- **Lamorna**
- **Portheras**

Our house names were voted for in 2015, they are the names of coastal coves within our surrounding area and were voted for by our community. Each house has two house captains, chosen each year through a peer vote.

7. Health and Welfare

Information concerning children who have an illness or disability needing medical treatment or diet, must be given to the school so that appropriate arrangements may be made. This is achieved by completing a medical form. Such information will be treated confidentially.

We recognise that some girls will start to menstruate whilst at primary school. While we expect all pupils to be prepared for this significant change in their bodies by their families and school it is still an intensely emotional time. Parents can let their daughters know that a staff toilet is available for their use at this time. It is private, easy to use discreetly and has disposable facilities for sanitary towels which are available through school when necessary.



From time to time, it is necessary to ask parents to collect children who are ill or to arrange for someone to take them home. As such it is essential for the school to retain at least two current telephone numbers so that parents may be contacted during school hours. In the case of more serious injury, children are taken to West Cornwall Hospital, Penzance. Whenever possible parents are contacted, so that the parent can travel with or meet the child at hospital. If this is not possible a member of staff would accompany the child.



It is now the parent's responsibility to check for head lice. Please notify school if your child has needed treatment.

Should a child receive a bang to the head a letter will be issued with the latest advice from the NHS.

An asthma register is kept in school and all asthma pumps should be available in the classroom for self-administration for those children who need them.

Pupils are encouraged to bring healthy snacks to school and children in KS1 are provided with a healthy snack for morning playtime.



8. Home School Links

Parent evenings

During the school year parents are invited to discuss their child's work with their teacher and a written report is sent home to KS1 and KS2 in Spring term and EYFS children in the Summer term. Parent's evenings are held during the Autumn and Summer term for KS1 and KS2 and in the Autumn and Spring term for EYFS children.



Parent Teacher Association 'FROGS' (Friends and Relatives of Gulval School)

Gulval School has a very active Parent Teacher Association (PTA) called FROGS (Friends and Relatives of Gulval School). The PTA acts as a fundraising body to provide much needed items which are not supported by the budget. Every parent is automatically a member but if you would like to be more involved with the organisation please see either Mr Baker or Mrs Smith. They will be delighted to see you.

The aims of the PTA are:

- To give opportunities for closer co-operation between parents, friends, staff, home and school.
- To provide the opportunity for parents, friends and staff to work together on projects that enhance and develop the school and the welfare of the children.

9. Communication



Gulval School uses Facebook successfully to communicate with our parents and the wider community, our page has been up and running since 2014 and is very popular! It also acts as our 'real-time' newsletter to families and beyond. It is important for parents of children at Gulval School to like and follow our page so that they are kept fully informed. Please do interact with our posts too, we like a 'like' and will always appreciate and reply to any comments! We also use Twitter to promote the success of the school and provide additional information to a wider audience. FROGS (PTA) have their own Facebook page which is used to communicate and organise events such as the BiG DiG and Summer Fair.



Gulval School

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