



Corvedale

Church of England (aided)
Primary School

Parents' Handbook
2017/2018



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Welcome

Welcome to Corvedale Church of England Primary School.

We hope this prospectus helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. All schools have their own distinctive 'feel' which makes each one unique. We believe that the 'special feel' at Corvedale Primary School is to do with our caring, friendly atmosphere. Our school continues to develop in many exciting ways, providing an even more enriching experience for our children. Over the last few years our numbers have been steadily growing with local families wanting a place for their son or daughter to start in our Reception class. By September 2017 we expect to reach 80 pupils (Reception to Y6). We are already benefitting from a range of new facilities including new hall and cloakrooms, and refurbished classroom areas.

The school was last inspected by Ofsted in May 2014 when we were judged to be 'good' in all the key areas of inspection, and in our overall effectiveness of provision. The Inspection Report said, *"Most pupils make good progress in reading, writing and mathematics. From starting points below typical levels, they reach standards in line with those found nationally. Teaching is good. Teachers check carefully what pupils already know and plan interesting activities to support their learning well."* The full Ofsted Report is available on the School's website.

The emphasis is on positive encouragement of all children's efforts at every level and in every sphere of school life. Learning is made active wherever feasible and aims to engage the children in the exploration of their own environment as well as the wider world. The natural resources of the locality are used where possible - including the human ones!

Alongside the acquisition of skills and knowledge provided by the taught curriculum, equal importance is given to engendering in all our children, respect and consideration for other members of the school community. All children will be given the opportunity to develop an understanding of the Christian faith in practice, plus developing an understanding and respect for other faiths and beliefs.

I am extremely proud to lead a team that is committed to achieving high standards and providing the very best opportunities for the children in our care. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families. During your child's time at the school, staff aim to provide all children with a learning environment that is challenging and stimulating as well as offering a secure and friendly atmosphere that enables personal and social growth.

The best way to find out about our school is to come and visit, to see us in action and meet staff and children. A telephone call to the school office on 01584 841630 is all that is needed to arrange this.

Jonathan Brough
Headteacher

David Hedgley
Chair of Governors



About our school

OUR VISION

Our vision is to foster a love of learning and a love of life. Our vision of learning is centred on a challenging, exciting and broad curriculum. For life, our vision is one of a kind supportive community of teachers and learners, in which respect is central to all relationships.

Love learning Love life

OUR MISSION STATEMENT

As a church aided school our mission is to serve the community by providing an education of the highest quality rooted in Christian faith and practice, within a caring, stimulating and trusting environment.

Corvedale CE Primary School will be a place where we:

- Value and treat one another equally
- Support each person's particular talent and abilities
- Ensure our teaching and learning is enjoyable, exciting, creative and challenging
- Inspire a shared enthusiasm for lifelong learning that nurtures moral, physical and cultural development
- Forge strong links between school, home, church and community



OUR AIMS

Aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community.

The following statements are our promise:

Learning and the Curriculum

We will:

- a) offer a curriculum which is broad and balanced and which promotes pupils' spiritual, moral, cultural, mental and physical development', *
- b) prepare pupils for the opportunities, responsibilities and experiences of later life, *
- c) always seek to make clear the learning objectives and explain to pupils why these are important,
- d) deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best. We will always try to be there to support pupils when they need it, but we will also set high expectations to encourage them to become effective, enthusiastic, independent learners,
- e) seek to provide a variety of ways in which pupils can learn, including i) practical ways of presenting and exploring ideas and understandings, ii) collaborative as well as individual learning activities and iii) opportunities to learn both within and outside the school environment,
- f) always try to make pupils learning relevant and meaningful in the context of their lives,
- g) seek to provide an engaging, attractive and distraction free learning environment.

Life in school

We will:

- a) aim to be as fair and considerate in our teaching as we expect pupils to be fair and considerate in their learning,
- b) create a school that is kind and respectful of pupils' personal, social, spiritual and educational needs,
- c) create a safe and secure learning environment while taking into account pupils' freedom of movement in and around the school,
- d) celebrate pupils learning achievements by giving them opportunities to show work to others both within and outside the school,



- e) give pupils, parents and carers the opportunity to tell us how we are doing by talking to them and sending out occasional questionnaires,
- f) always be ready to listen whatever the problem pupils wish to talk about,
- g) seek to establish a close relationship with parents and carers by inviting them to come into school on a regular basis to see what is going on and offering opportunities to contribute to the life of the school in whatever ways they and we feel are appropriate.
- h) encourage pupils to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

*Statutory requirements of the National Curriculum.

OUR VALUES

Values are fundamental expressions of what we think and believe.

At Corvedale CE Primary School our core values are:

- **FRIENDSHIP** We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.
- **RESPECT** Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds.
- **RESPONSIBILITY** Take responsibility for the way we lead our lives; how we use our talents, rights and opportunities.
- **PERSEVERANCE** Maintain a 'can do' attitude and aspire to achieve goals.
- **KINDNESS** Show care and concern and exercise goodwill towards others



About our school

Corvedale C of E Primary School is a smaller than average village school, situated in the heart of the picturesque Corvedale in the village of Diddlebury, Shropshire, between the historic towns of Ludlow and Much Wenlock. We cater for children from 4 to 11 years of age. Most children travel from a wide catchment area, with families choosing our school because children receive good and outstanding teaching and learning, supported by an exciting curriculum in a fabulous environment.

The history of the school dates back from the late 19th century.

The building has a modern feel to it. Following developments in recent years, the school is housed in one building. There are five classroom bases (one of which houses a pre-school), offices, and staff room. The more recent development is the addition of a purpose built hall for P.E, assemblies and lunches. Each classroom faces south to benefit from the natural light into the work areas. The class rooms are carpeted, with modern furniture and each equipped with a state-of-the-art interactive whiteboard; there is also a 'wet area' with sink unit for art work and a cloakroom area. The school has a Forest School area, an outdoor classroom, a garden and an adventure playground.



ORGANISATION

Children spend seven years at primary school.

Age	Stage	
4 - 5 years	Reception	Foundation Stage
5 - 6 years	Y1	
6 - 7 years	Y2	Key Stage One
7 - 8 years	Y3	
8 - 9 years	Y4	
9 - 10 years	Y5	Key Stage Two
10 - 11 years	Y6	

We are moving toward having 15 children in each cohort. In September 2017 we have four classes plus an independent Nursery offering part-time places for up to 24 children

The school is organised into four classes.

Current Class Arrangements

Reception/Year 1	- Mrs. Rook
Year 2/3	- Mrs. Condra
Year 4/5	- Miss Price (3 days) - Miss Ebrey (2 days)
Year 5/6	- Mr Brough

Arrangements may vary from year to year according to numbers and finance.

Care is taken to ensure classes are mixed in terms of age, gender, ability, behaviour, attitudes and confidence, and special educational needs. Each class is taught by a fully qualified teacher who is assisted by a team of Teaching Assistants. We encourage professional development and our staff are highly qualified. All our teachers have half a day each week to support planning and assessment.



Parents in Partnership

We welcome parents and carers into Corvedale CE Primary School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many ways and is greatly valued. Many adults currently help with a range of activities in school, and there are many other occasions when we ask parents to support us e.g. on visits etc. In line with legal requirements, volunteers will be asked to complete a DBS check to safeguard all children. All helpers in school will be asked to adhere to rules which ensure confidentiality and safety of all children.

If you are able to help, please talk to your child's teacher or ask at the school office.

COMMUNICATION WITH PARENTS

We communicate with parents and carers in various ways, for example through our weekly newsletters, questionnaires, workshops and informal social events.

Parents are regularly invited to assemblies, and to Parents' Evenings each term. Every year parents and others are invited to attend our Open Day and Sports Day as well as children's performances.

Staff will always be happy to meet with parents and carers to share any concerns.

The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue. Parents and others are involved in policy development through consultation and working parties.

The School's website has a wealth of information including our weekly newsletters, class pages and copies of key policies.

BECOME A GOVERNOR

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Church, the Local Authority and the local community. School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each term and committees meet in addition to main body meetings.

If you are interested in becoming a school governor, please contact the Headteacher to find out about any vacancies and ask for a Governor's Information Pack.

SUPPORTERS OF CORVEDALE SCHOOL (SOCS)

SOCS exists to support the life and work of the School and is open to all members of the school community.

It provides invaluable support to the school through organising many social and fundraising events involving parents and the wider local community. Money raised provides extra facilities and equipment for the pupils. The group holds regular meetings in school, with dates and details published in the school's newsletter. SOCS identifies long and short-term projects for its fundraising; which enables us to buy 'special' extras to enhance pupils' school experience.

SOCS needs the support of parents to ensure it is able to continue to enrich the lives of children. As a new member of our school community we hope you will.



Joining the school

ADMISSION ARRANGEMENTS

As we are a Church of England Voluntary Aided School the Governing Body of the school is its own admission authority although the Local Authority Admissions Team is responsible for the allocation of Reception places. If you would prefer your child to be admitted to Corvedale CE VA Primary School, please contact the school in the first instance, giving the name and date of birth of your child. Application for Reception places should be made through Shropshire Council's website www.shropshire.gov.uk/schooladmissions by 15th January preceding the beginning of the academic year in which you wish your child to start school. All applicants will be notified through the LA of one offer of a place on 16th April.

APPEALS

If the application is unsuccessful, parents will have the right to pursue their case through an Independent Appeals Panel which will be arranged by Shropshire Council. This procedure has been agreed with the Shropshire Local Authority and the Hereford Diocesan Board of Education and is in accordance with the Code of Practice on School Admissions Appeals. The form required for an Appeal can be obtained via the school.

Late applications and those unsuccessful at appeal can be included on a waiting list which will operate until the start of the academic year. Where a place comes available and there are several applicants the allocation will be made according to the admissions criteria.

STARTING SCHOOL FOR THE FIRST TIME

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding

In the term prior to their entry, pupils are invited into school for visits. This will help them become familiar with the surroundings and routines of school. During this period, there will be meetings for parents to discuss our partnership with you and talk about any concerns you might have.

Pupils will be admitted to Corvedale CE Primary School in the September of the academic year in which they are five. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes

to learning, developing language skills and promoting good behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Corvedale Primary School we value the potential of home-school links and make every effort to involve parents in the learning and development of their child. At the start of each new school year, class teachers run workshops about the curriculum and how parents can help their child at home.

JOINING THE SCHOOL LATER ON

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from the previous school, will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has difficulty settling.

MOVING ON - TRANSFERRING TO SECONDARY SCHOOL

At the end of primary school, children transfer to a secondary school.

The majority of our children go to Ludlow School at the end of Year 6, however, there are a small number of children who go to a range of other schools including Church Stretton and William Brookes in Much Wenlock. Year 6 pupils make several visits to their secondary schools during their final term as part of an induction programme. This is seen as a very positive process ensuring a smooth transfer.



The Curriculum

The school curriculum aims to promote enjoyment of, and commitment to learning. The need to educate the whole child is the basis of all curriculum planning and aims to provide a broad and worthwhile curriculum that builds on pupils' strengths, interests and experiences. The requirements of the National Curriculum are the foundation for the majority of taught curriculum. Wherever possible links between and within subjects are made. Corvedale CE Primary School is committed to personalising the learning for all children.

ENTITLEMENT

All pupils will have equal access to the whole curriculum according to their age, defined as Early Years Foundation Stage, Key Stage 1 and Key Stage 2. This curriculum is explicitly defined in the National Curriculum 2014.

When planning the curriculum, we will ensure that it:

- draws on and recognises the value of linguistic, religious, cultural and ethnic diversity, and that it presents positive images of diversity to our pupils
- caters for the needs of all pupils including those with special needs, gifted and talented pupils
- uses available resources effectively to meet the individual needs of all pupils
- provides all children with a breadth and balance to their day, week, term and year
- provides opportunities for using I.T. available in the classroom and the school and that these will be built into the planning, delivery and assessment of all subjects

In particular, all pupils will:

- have an education that enables them to develop the knowledge, understanding and skills identified in the Early Years Foundation Stage Curriculum and National Curriculum
- be shown respect as learners and individuals
- have planned opportunities to develop their literacy and numeracy skills
- have opportunities to develop an understanding of the significance of IT and how it will affect their lives
- experience a planned framework of personal, social and health education and citizenship
- experience a planned framework of social, moral, spiritual and cultural development
- receive accurate and helpful feedback from teachers on how well they are doing at school and ways of improving their work and guidance to achieve personal learning targets

- work in a learning environment that is safe, secure, exciting, stimulating and clean
- participate in a variety of activities that enrich the curriculum, for example, visits, performances, sport and arts and extra-curricular activities
- be taught, wherever possible through a thematic approach.

In addition, pupils with special educational needs (SEND) are entitled to:

- an assessment of their needs including using pre-National Curriculum assessment scales ("P" scales) to measure progress where these are appropriate
- a modified curriculum to meet their differing needs
- Personal Education Maps to support their progress;
- additional support in lessons with existing resources where required

In addition, in the EYFS children are entitled to:

- access to an environment both indoors and outdoors, that is stimulating, safe, clean and well-equipped
- a curriculum based on EYFS framework 2014, leading to achievement of the early learning goals.

In addition in Key Stage 1 and 2 pupils are entitled to:

- a curriculum based on the National Curriculum 2014
- opportunities to support social and speaking and listening skills
- homework
- opportunities for outdoor and extra-curricular activities
- opportunities to take part in educational visits
- opportunity to take part in performances and specifically at K.S.2 pupils are entitled to
- opportunities for 'adventurous' outdoor activities
- swimming tuition
- music tuition



SKILLS FOR LIFE

Underpinning the taught curriculum is our commitment to develop personal skills. These include:

- Reflection – Asking questions, listening to others and reflecting on work
- Relationships – The ability to work together as part of a team
- Resilience – Not giving up
- Resourcefulness – Knowing what to do and where to go when we get stuck
- Risk taking – Being confident to take risks

FOREST SCHOOLS

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having a fabulous outdoor environment and a teacher trained to deliver the Forest Schools programme.

Forest Schools is offered to our Foundation Stage and Y1 children and also the whole school through our House activities programme. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as trail following, shelter building, tool skills, lighting fires or environmental art, the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.



MUSIC

We provide opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to

showcase their musical skills and talents, for example a choir made up of the majority of our pupils sang in St Laurence's Church Ludlow part of the Big Sing event; they also entered a choir competition at Concord College near Shrewsbury where their entry was Highly Commended.



EDUCATIONAL VISITS

School trips and visits are an integral part of the education of our children. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions. The local area around Diddlebury and the Corvedale provides a rich and inspirational learning resource.

Children in Years 4, 5 and 6 have the opportunity to take part in residential visits. These are planned to provide new and exciting experiences. In the past twelve month there has been a Shelter Camp, a walk and overnight stay at Wilderhope Manor and a three day visit to Liverpool.



VISITORS TO SCHOOL

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, historians and others.



EXTRA-CURRICULAR CLUBS

As a school we offer pupils opportunities to participate in extra-curricular activities after school. At any time a range of clubs is on offer – our programmes of clubs and activities available is revised termly depending on the time of year and other commitments children may have.

COLLECTIVE WORSHIP

Collective worship takes place each day in the school hall and is led by different members of staff. The school serves the parishes of Culmington, Diddlebury, Munslow and Stanton Lacy. The local incumbent takes an assembly every week. Each term we are invited to hold a collective worship in St Peter's Church in Diddlebury. The Festivals of Harvest, Christmas and Easter are also celebrated in our local Parish Churches. This works on a rota basis so all children have the opportunity to worship in their own Parish Church. These occasions are attended by Parents and Governors and reflect the wish of the school community to retain close links with its four Ecclesiastical Parishes and for the children to identify with the school's Church of England Foundation.

'Achievement Assembly' provides children with the opportunity as part of the class to celebrate and share work they have been doing. Parents and friends are invited to attend. They are held monthly to celebrate achievements which go beyond our highest expectations. A special awards assembly is held at the end of each term.

Parents have a legal right to withdraw their child from collective worship and where this is requested an alternative arrangement would be made for their supervision.

HOMEWORK

Homework is given to children where and when appropriate. The type and amount varies according to the age of the child and often it is project-based which enhances the learning taking place in the lessons. Children are expected to read regularly at home, learn their weekly spellings and carry out mental maths practise following work carried out in school.



ENGLISH

The three main strands of English - Speaking and listening, Reading and Writing, are given equal weight, and children are made aware of the need to develop in all three areas of communication. From their earliest days they are presented with a range of literature to enjoy, and from which to gather information. A home - school reading record establishes an essential dialogue between parents and teachers and has a vital part to play in ensuring children's progress in reading. The skills of spelling, handwriting and presentation are taught, practised and enforced throughout the curriculum. Opportunities are given for a range of writing modes, and where possible children are given a range of audiences for their written and oral work.

MATHEMATICS

Children are taught to enjoy and appreciate mathematics and to realise the part it plays in everyday lives.

In September 2015, the school introduced Inspire Maths.

Inspire Maths is a transformational, whole-school primary maths programme based on the leading Singapore Maths series My Pals are Here, used in 100% of Singapore's state primary schools.

- Accessible pupil textbooks introduce concepts in a highly scaffolded way, enabling all children to develop critical thinking skills, make mathematical connections and become confident mathematicians
- Built on a concrete - pictorial - abstract approach, ensuring secure foundations and deep understanding of mathematical concepts
- Uses a spiral progression to develop fluency, reasoning, and problem solving and conceptual understanding for mastery

Children are encouraged to think creatively, discover mathematical ideas and find out that mathematics can be a powerful way of explaining investigations they have carried out in other curriculum areas, such as science and technology.

SCIENCE

Events and items in the world around them naturally fascinate children. Science can make a valuable contribution to their understanding of how and why these events happen and how things work.

Using children's natural curiosity as a starting point for investigation, we aim to stimulate a questioning approach; teach scientific knowledge and encourage the children to use scientific skills and language in order for them to gain an understanding of the contribution science makes to global events, e.g. the importance of medicine.

Learning science through first-hand experience, discussion and application can help develop critical and creative thought from an early age. Science can be described as making sense of the world through observation, investigation, interpretation and communication.

RELIGIOUS EDUCATION

As a Church of England Aided School, Religious Education has a particular consideration within the curriculum. The school uses a scheme of work called Discovery RE and the Shropshire Agreed Syllabus for Religious Education.

As part of the Religious Education syllabus pupils are taught the traditions and practices of other faiths, including Christianity.

Parents have a legal right to withdraw their children from all or part of the Religious Education and where this is requested an alternative arrangement would be made for the supervision of these children.

COMPUTING (ICT)

The importance of information and communication technology is fully recognised throughout the school and in all areas of the curriculum. All classrooms have state-of-the-art interactive display screens. These screens play a major role in the delivery of the curriculum and help promote safe use of the Internet.

The school has a good number of laptop computers and iPads. The building has wireless networking linked to fibre-optic broadband internet access. Children use computers for a variety of reasons, developing and refining the skills they have been taught.

At Corvedale CE Primary School vigorous e-safety procedures are in place to ensure children's safety and make sure children are aware of e-safety issues. Additional IT equipment includes digital cameras, visualisers, sound recorders and programmable toys. Children are encouraged to review their use of IT in researching and presenting work and make judgements about its most effective use.

DESIGN AND TECHNOLOGY (DT)

Design and Technology encourages all children to become inventors! Children are taught the skills to analyse products and their construction, help develop, plan and communicate their own ideas and given assistance when working with tools, equipment and materials to realise their own ideas. It is hoped that through the effective teaching of the skills associated with DT children will become critical and informed users of a range of products.

HISTORY

In history children are taught about the events that happened in the past, so that it will contribute to their understanding of the world in which they live. Children are encouraged to appreciate that the past influences all



aspects of our lives as well as helping to understand the present. Visits to historical sites and museums stimulate interest and understanding, the use of artefacts, books; photos and maps help provide interpretations of the past. Throughout the children's time in school various periods of history will be studied, and an understanding of significant events and people, and the time of their being, will be developed.

GEOGRAPHY

Work in geography helps to develop a range of skills giving children a greater understanding and awareness of their own environment and that of others both nationally and internationally. The teaching of physical and human geography helps children develop an understanding of places within the world and associated issues. Using maps, investigating, and problem solving skills, pupils begin to ask questions and seek answers about the world in which they live.

LANGUAGES

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life.

French is taught to all classes. The emphasis is on active learning to engage motivation and develop oracy (listening, speaking and spoken interaction) through the use of games, songs and activities.

ART CRAFT AND DESIGN

In art children will be given the opportunity to represent in visual forms what they observe remember and imagine. Children are encouraged to work practically and imaginatively with a variety of materials and methods. Connections between their own work and that of other artists will be observed. Art from different periods, cultures and traditions are explored and children will be encouraged to experiment with a wide variety of media. The use of outside artists to work within the school, known as Artists in Residence, is accommodated where possible.

MUSIC

Children are encouraged to perform and compose from the earliest stages. Appreciation of each other's musical efforts plays a large part, as does the listening to and appraisal of music from a variety of periods and cultures.

The school regularly offers performances connected to key religious festivals as well as at other times in the school year through pantomimes or musicals. The school regularly takes part in singing festivals outside of the school. The school has a good range of musical instruments with tuition for brass, strings, woodwind and keyboard accommodated by visiting teachers during the school day.

PE & SPORT

Physical Education is considered to be a vital part of the curriculum. The expectations are that all children have at least two sessions of physical education each week. The curriculum reflects a breadth of activities, which include games, gymnastics, athletics and dance. All Y2 & Y3 children will go swimming for at least one term each year. Visiting coaches offer a range of activities throughout the year such as Tennis, Tag Rugby and Cricket. The importance of physical activity as an essential part of promoting a healthy mind and body is made explicit to the children and is celebrated annually through 'Fit and Fun' week.

As well as the taught curriculum, children are given opportunities to develop and practise a wide range of skills and compete at both individual and team level. Despite our small numbers we try to form teams to compete in locally held leagues. These games are usually held at the Ludlow Sports and Leisure Centre as out of school activities. Participation at events such as the Cross Country Championships, Swimming Gala or athletics events are encouraged. The school has a good reputation for success in these local sporting events.

PERSONAL, SOCIAL, HEALTH EDUCATION (PSHE) & CITIZENSHIP

Personal, Social, Health Education and Citizenship is an important area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The personal and social development of pupils is a central aim of our curriculum. Through a carefully planned programme, supported by all who work in or with the school, we want children to leave Corvedale CE Primary School able to:

- Think critically
- Express opinions confidently
- Be self-reliant
- Be self-motivated
- Be self-disciplined



- Take responsibility
- Make choices within a moral context
- Have clear values and attitudes
- Be able to co-operate with others
- Make and sustain good relationships
- Have a healthy lifestyle
- Be safe

Whole school systems emphasising praise, recognition and reward exist to promote and celebrate positive behaviour and sustained effort and hard work.

Perhaps, most importantly, we want pupils to leave our School with feelings of self-confidence, self-worth and high self-esteem.

We have had a Children's Council since September 2015 recognising the importance of pupils having a voice in decisions that affect them. The Council is made up of elected members from each class, and representatives from the staff. It represents the pupils and puts forward new ideas, suggestions and ways of solving issues.

RELATIONSHIPS AND SEX EDUCATION

The Governors' policy on Relationships and Sex Education is that it should be part of Personal, Social and Health Education. The core aim of the Sex Education Policy is promoting an awareness and respect of oneself and others and for understanding and sensitivity to different beliefs and lifestyles. Parents of Year 5/6 children are invited to a meeting in order to review materials prior to the delivery of Sex Education. Parents have a legal right to withdraw their child from Sex Education. This should be done by letter.



EARLY YEARS CURRICULUM

The Early Years Foundation Stage (EYFS) Framework, sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education.

We need to ensure that our children enter school having established solid foundations on which they can build. Within the Reception Year, learning experiences of the highest quality are planned, considering children's needs and achievements and the range of learning experiences that will help them make progress. Well-planned play is a key way in which children learn with enjoyment and challenge, both within the indoor and outdoor learning environments. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

In the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued.

The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

There are three prime areas which are:

- **Communication and Language Development** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development** involves providing opportunities for young children to be active and interactive; and to

develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

- **Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

There are four specific areas through which the three prime areas are strengthened and applied. These specific areas are:

- **Literacy Development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** 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.
- **Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



INCLUSION & EQUALITY

EQUALITY

At Corvedale CE Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or beliefs
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers

The achievement of pupils is monitored by race, gender and disability and we use this data to support pupils, raise standards and ensure inclusive teaching. We tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. As a school we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

Corvedale CE Primary School is committed to promoting disability equality for disabled pupils, staff, parents and others visiting the school. We ensure that disabled pupils are able to participate and achieve in every aspect of school life through:

- setting suitable learning challenges;
- responding to pupils' diverse needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We implement accessibility plans, which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

The full Accessibility Policy and Plan is available in school and on the school website

SAFEGUARDING

Corvedale CE Primary School committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to recognise and stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse.
- Support children who have been abused in accordance with his/her Child Protection Plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

If you would like to know more about our policy or procedures for Safeguarding, please speak to Mr J Brough, Headteacher or Mrs S Rook who are our designated teachers for Child Protection.



BEHAVIOUR

At Corvedale CE Primary School we believe that children learn best in a well-organised, calm and secure environment where purposeful and self-disciplined behaviour is expected. We want every child in our school to feel confident, happy and safe. As a caring church school we have the highest of expectations in terms of learning, behaviour and attitudes, and encourage our children to develop similar beliefs in their own potential, together with pride in their achievement.

The aims of the school, and the rules of behaviour consistently promoted in each classroom, are ones that emphasise positive behaviour and collaboration in striving for excellence. These are embodied in the principles of our Code of Behaviour:

I will always:

- Be kind and respectful to other people
- Have good manners, be sensible and responsible
- Be honest
- Respect school, its grounds and other people's property
- Be calm and considerate in and around school
- Do what I am asked to do by the adults in school
- Think about the consequences before you break a rule, and take responsibility for your own actions.

Whole-school systems emphasising praise, recognition and reward exist to promote and celebrate sustained effort and hard work, and contributions towards the school community.

All forms of bullying and harassment are considered to be unacceptable and are not tolerated within the school environment. All incidents will be taken very seriously and followed up in accordance with our Behaviour & Anti-bullying Policy which is available via the school's website.

CATERING FOR THE NEEDS OF ALL CHILDREN

We believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all.

We are committed to developing cultures, policies and practices that are inclusive.

We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as more able.

Children succeed well at our school in many aspects. Excellence is encouraged and celebrated. Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is planned to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres to the 2014 New SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the Special Educational Needs (SEND) Co-ordinator, provision is carefully planned. Provision strategies to help support the child in class and notes from discussions with parents form a "Pupil Profile."

The SEND Co-ordinator is responsible for supporting, planning and monitoring interventions and pupil profiles. This monitoring is used to ensure systems are effective and impact positively on pupil progress.

Following discussions with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website.



CORVEDALE CENTRE FOR CHILDREN

There is a thriving Children's Centre which offers nursery, breakfast club and after school provision which is now housed within the main building adjacent to the key stage one classroom. The Centre leader can be contacted on 01584 841707 and will be pleased to give you any information that you require. The school and nursery work closely with each other, with children from main school and nursery sharing facilities, resources and working together.

A Parents and Toddlers group meets in the school hall on Thursday afternoon from 1:30 – 3:00pm.

WRAP AROUND CARE & HOLIDAY CLUB

Corvedale Centre for Children also provide wrap around care. Breakfast Club runs from 8.00am to 8.50am and After School Care is provided until 5.30pm. They also run a very successful holiday club, open Monday – Friday every school holiday except Bank Holidays.





Other information

SCHOOL UNIFORM

Royal blue sweatshirt or cardigan, preferably with school logo; royal blue or white polo shirt, again preferably with school logo; dark grey or black skirt, pinafore or trousers; black shoes.

All items except skirts and trousers can be purchased through the school. (Price list available in school) Whilst we try to ensure that children do not get paint, glue or clay on their clothes, accidents occasionally do happen!

PE & SPORTS KIT

Children need a royal blue or white t-shirt, black or blue shorts and P.E. shoes (pumps or trainers).

A named P.E. bag is extremely useful. PE bags and a bag suitable for daily use are also available with the school logo on. Please make sure that all clothing is clearly marked.

LOST PROPERTY

Children have to take responsibility for looking after their own property and that of others. Naming all items reduces the risk! Please help them (and us!) by naming clothing, footwear and other property so we can return it to its rightful owner if it strays. Any items of lost property are put in a central 'Lost Property Box' by the school office - if your child has lost something then please check there. We do keep lost property for a reasonable period of time; but it is often difficult to identify items that are not named. Displays of lost property are made at the end of each term.

HEALTHY EATING

For a mid-morning snack at break time the school encourages a "fruit only" policy. All children in Key Stage 1 are eligible for a piece of fruit per day under the Government's National Fruit Scheme. All children can purchase milk each day and children in KS2 can opt into the fruit scheme for a small cost.

School lunches are cooked on the premises and are eaten in the school hall, giving children an opportunity to socialise with children who are not in their class. Those who prefer may bring sandwiches. These children usually eat their lunch alongside those children who have school meals.

Please send dinner money for the week in a sealed envelope on Mondays;

Example:

Chris Jones

Mrs Rook's Class

Dinner money for Wednesday 03 September or W/C

Monday 01 September.

Children can opt for school meals on a daily basis but the school prefers prepayment. Please contact school to find out the current cost of school dinners. Cheques made payable to Corvedale School. If you think your child is eligible for free school meals please contact the school administrator.

PACKED LUNCHES

Packed lunches should contain a balanced meal. Lunchtime food should provide energy which will sustain the children for the afternoon session of school, both physically and mentally. Foods which are high in sugar give the body a short-lived boost in energy, followed by a period of low energy – neither of which is suitable for children who have an active afternoon within the classroom. Some children react badly to a rush of sugar and there can be a marked difference in their concentration and behaviour in class. For these reasons packed lunches should be healthy lunches, and have developed the following guidelines:

Drinks which keep children hydrated are encouraged – water is the healthiest option for this.

Carbohydrates can be included in a range of healthy options: e.g. wholemeal sandwiches; wholemeal & white bread sandwiches; bagel, pitta bread, tortilla wraps, crackers, rice-cakes, couscous salad, pasta salad, etc.

'Sweet' snacks could be items such as fruit, e.g. raisins, cereal bars, homemade cakes or muffins, etc.

We encourage parents to do their best to provide a healthy, balanced packed lunch in line with the healthy eating messages we are promoting at school.

WATER

Research shows that our brains need water to stay active and alert. All children are encouraged to bring water into school daily, in a spill-proof plastic bottle that they can take home at night to rinse and refill. Children, parents and staff speak highly of the benefits.



Other information

TRANSPORT

If our school is beyond walking distance we would encourage you to consider applying for free school transport. Free transport is generally available for travel to the nearest or catchment area school.

A pupil is entitled to free school transport if attending full time at the nearest or catchment primary school to the home address and living over two miles from that school, measured by the nearest available pedestrian route. General advice about school transport can be obtained by telephoning

Passenger Transport Services 0345 6789006 or email schooltransport@shropshire.gov.uk

If you think your child is entitled to free transport, please collect an application form from the office.

A cycle rack is available at school for bicycles and scooters to be left during the school day.

In the interest of personal safety, parents are asked not to drive cars onto the school premises.

ABSENCE

If your child is unable to attend school for any reason please telephone or e-mail the school office to let us know. If your child has sickness or diarrhoea we ask that he/she does not return to school for 48 hours as this type of illness can be very infectious.

To encourage high levels of attendance, certificates are awarded to children at the end of the Autumn, Spring and Summer for 100% attendance; for 100% over the school year; and also are awarded to classes who achieve 100% attendance in any week. The school's attendance data for 2016/17 is included at the end of the handbook.

PUNCTUALITY

The school day begins promptly at 9:00am and we ask that children arrive promptly to ensure a positive start to their learning. Please ensure your child is not late for school. Children who arrive late are asked to report to the school office on arrival. Any late attendance is recorded on the end of year school report to parents.

HOLIDAYS DURING TERM TIME

From 1 September 2013 new DfE regulations have come into force regarding leave of absence for children from school. The current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional

circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave.

The School's Attendance Policy is available to download on our website.

TIMES OF THE SCHOOL DAY

Children should not arrive unaccompanied before 8.45am when the school doors are unlocked. All children should be in their classroom by 9:00am at the latest for a prompt start to the school day.

The school gates are locked at 9.00 am and reopened at 3.00 pm.

At the end of the school day, children will be escorted to be taken to the appropriate transport. Parents who collect their children are requested to wait in the playground where the children will be sent to them from the end classroom. When these arrangements are not possible, mainly due to weather conditions, children wait in designated classrooms before being taken to the transport. Parents of the children who are collected are asked to wait under the shelter just outside the main entrance.

Notification of any changes from the usual transport or pick up arrangements are essential to help ensure your child's safety. Where possible we ask if there are any differences on any particular day that these are made in writing so as to ensure safeguarding of all children.

Parents dropping off or collecting their children should park so as to leave sufficient room for buses to access the school entrance. The car parking area is a potentially dangerous one so please supervise all children carefully making sure they remain aware of the dangers of moving vehicles.

SEVERE WEATHER CONTACT LINE

Occasionally, following a particularly heavy fall of snow for example, it may be necessary to close the school. We will do all that we can to stay open taking in to consideration safety for all. We would request that you do not phone the school to find out whether it is open in such circumstances as this prevents us from getting an outside line to make necessary phone calls. Should the school need to close, a message will appear on Shropshire council's website and it will be announced on BBC Radio Shropshire. We also operate a 'snowline' which is a cascade system where key volunteers will where possible, phone you to let you know in the event of closure.



Other information

MEDICAL & OTHER ISSUES

When children start school parents are asked to complete a form outlining any medical history including any allergies suffered, that we should be aware of. It is important that this record including contact details is kept up-to-date.

ILLNESS

If your child becomes ill at school we will contact you by telephone. We will try to provide a comfortable, quiet place for children to rest in school, sometimes it is better for the children to be taken home.

FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency. All injuries are recorded.

MEDICINES

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.

There may be times when children attending school need to take medication. Medicines needed by a child during the school day should be brought to school in the smallest practicable amount by the parent/carer, not the pupil, and be delivered personally to the school office. Medicines must be in the original bottle/ packaging in which prescribed, clearly labelled with the:

Pupil's name
Contents
Dosage
Date

Parents will be asked to complete a written request for the school to administer medication. Medicines in school are kept in a locked cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Asthma inhalers are prescribed medication and parents are asked to complete a Parent Request Form on their child's entry into school.

As children may need immediate access to their inhaler (Blue Relievers) they are kept on the child's person or in a safe and readily accessible place. Inhalers should be taken to sporting events and used prior to or during exercise if an episode of asthma occurs.

Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.

The School has a named School Nurse who is based at Child Health Centre, Church Stretton (01694 723893).

In their first year at school, children are screened for selective medicals, which include a hearing and sight test as well as height and weight measurement. Parents will be notified when this happens and of any follow-up required.

The school aims to help parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases of concern to Social Services in the interests of the child. The Child Protection and Safeguarding Policy is available on the school website.

SUN PROTECTION

During warm summer months all children should have a named sun hat in school which they can wear when playing outside. School hats are available to buy from the school office or you may provide your own.

School staff are not permitted to apply sun cream to children, but we would ask that you apply a long lasting sunscreen before school in sunny weather. Children may reapply their own sun cream provided in a clearly named container.

SAFEGUARDING

We have a Safeguarding Policy which explains how the school works to ensure that children are thriving and safe. We take safeguarding and the protection of children very seriously. If we have any concerns about a child's welfare it is the Headteacher's responsibility to contact Social Services. If you have any concerns about the well-being of a child please inform us in confidence immediately.

MONEY

All monies sent to school must be in a sealed envelope marked with your child's name, amount and the purpose of the money.

COMPLAINTS

Any complaints about school matters should first be discussed with class teachers or brought to the attention of the Headteacher. If the complaint is not resolved, a formal complaint may be made to the Governing Body. The procedure to register a complaint can be accessed via the school's website.

CHARGING POLICY

We enrich the children's learning experiences through trips; by inviting visitors to talk to the children; and by running activities and workshops. These activities bring the learning to life and are some of the most memorable experiences of primary school. Where possible, try to keep costs for these activities to a minimum.

Essential Information 2017-18

CONTACTS

Address Corvedale CE Primary School
Diddlebury
Craven Arms
Shropshire
SY7 9DH

Telephone 01584 841630

Website www.corvedaleprimary.co.uk

Email admin@corvedaleprimary.co.uk

Twitter @CorvedaleSchool

Headteacher Jonathan Brough

Chair of Governors David Hedgley

OTHER INFORMATION

Type & Age Range Church of England
Aided Primary School
4 - 11 Years

Number on School Roll Full time 81

SCHOOL HOURS Morning 09.00 - 12.15
Afternoon 13.15 - 15.15

Staffing List 2017-18

Headteacher	Mr Jonathan Brough
Teacher staff	Mrs Jane Condra Mrs Sue Rook Miss Rebecca Price (0.6 fte) Miss Jenny Ebrey (0.5 fte)
SENCo	Mrs Vanessa Watts
Teaching Assistants	Mrs Sara Capleton Mrs Ruth Golightly Mrs Michelle Hollins Mrs Anna Smith Mrs Jayne Sockett
Sports Coach	Mr Jack Croton
School Administrators	Mrs Margaret Jones Mrs Avril Lines (6 hours)
Lunchtime Supervisors	Mrs Mary Ulyatt Mrs Sara Capleton Mrs Michelle Hollins Mrs Anna Smith Mrs Jayne Sockett
School Cleaners (Shire Services)	Mrs Heather Meyrick Mr Colin Jones
School Cook	Mrs Jennifer Gennard
Kitchen Assistant	Mrs Heather Meyrick
Corvedale Children's Centre	
Breakfast Club &	Mr Colin Jones, Mrs Philippa Burns, Mrs Tracey Siddons, Mrs Mary Povell, Mrs Sue Woodhouse, Mrs Bernie Cox
After School Club	
Governors	
Chair of Governors	Mr David Hedgley
Vice Chair	Mr Anson Crouch
Foundation Governors	Revd. John Beesley, Mr Frank Bury, Mrs Nicky Fuller, Mr. Robin Edwards, Mrs Jill Rawlings
Parent Governors	Mr Matthew Jones*, Mrs Jules Edwards*
Local Authority Governor	Mr Tim Loft
Staff Governors	Mrs Susan Rook, Mrs Sara Capleton*
Governors with children currently at the school are shown *	

Other information

Rates of authorised and unauthorised absence

We are required to publish details of absence rates for 2016-17. For Year 1 – Year 6 these were:

Attendance Rate 97.2%

Persistent Absence 2.44%

School attendance is above the National Average.

Extra-curricular activities (these are either on-going or have taken place during the last 12 months)

- Dance
- Multisport
- Indoor Cricket
- Football
- Indoor Rowing
- Cross-country
- Tennis
- Gymnastics
- Wildlife Watch

National curriculum assessment & test results

Key Stage 1		
National Curriculum Assessment Results 2017		
Number in cohort: 14	Special Educational Needs: 1	Disadvantaged: 1
Subject	EXS Achieving national expectations (figures in brackets are National percentages)	GDS Achieving national expectations at a Greater Depth
Reading	86% (75.6%)	36% (25%)
Writing	57% (68.2%)	14% (15%)
Maths	79% (75.1%)	29% (21%)

Key Stage 2				
National Curriculum Assessment Results 2017				
Number in cohort: 5	Special Educational Needs: 1		Disadvantaged: 1	
Subject	EXS Achieving national expectations (figures in brackets are National percentages)	Higher Achieving higher than national expectations	Averaged Scale Score	Expected Progress
Reading	80% (74.8%)	20% (19%)	106.5 (104)	+3.3
Grammar Punctuation Spelling	80% (75.4%)	20% (22%)	107.25 (106)	
Writing	80% (75.6%)	0% (15%)	-	+2.5
Maths	80% (75.3%)	20% (17%)	106.33 (104)	+2.5

Highlights of 2016-17

Visitors

- Local clergy
- Local musicians
- Ludlow Librarian
- Thor the Viking
- Olympic Judo competitor
- Ludlow Cycle Festival
- Egyptian Workshop
- Digital Music Workshop
- Police
- Fire Service
- School Nurse

Trips

- Wilderhope Residential
- Liverpool Residential
- Blue Planet Aquarium
- Shrewsbury Museum
- Ludlow Castle
- Fieldwork in the locality

Charity events

- Macmillan Coffee Morning
- Comic Relief Bad Hair Day
- Walk for Children in Need
- Remembrance Day Poppy Appeal

Other events

- World Book Day
- Stepping Out training
- The Big Pedal
- Bikeability
- Concorde College Choir Competition

- Safer Internet Day
- Class 3 End of Year Performance
- Shelter Camp

Community

- Church Services
- Carol Service & Nativity
- Harvest Festival
- Shrove Tuesday
- Summer Barbeque
- Christmas Crafts Fayre
- Summer Fete
- Experience Pentecost
- Big Sing St Laurence's Church Ludlow
- Corvedale & District Autumn Show
- Grounds Day

Sporting events

- English Indoor Rowing Championships
- Sports Day
- Fit'n'fun Week
- Indoor Cricket tournament
- Football Y3/4 festival
- KS1 Fundamentals
- Ludlow Swimming Gala
- Hockey Festival
- Tennis Festival
- Cross country events
- Indoor Athletics
- Orienteering
- High 5 Netball Festival