



**Ghyllside Primary School
2026 - 2027**

Ghyllside Primary School is an Academy, a Community Primary Associate Training School with attached Nursery Unit, Out of School and Holiday Club



Headteacher

Huw Davies

Chair of Governors

Diane Horner

Gillinggate, Kendal, Cumbria, LA9 4JB

Our Mission: Ghyllside Primary School – Growing Hearts and Minds
Our Values: Inspiring Healthy Inclusive Nurturing Experiences

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Welcome to Ghyllside Primary School

'Inspiring achievement, a love of life and learning for all.' Our Vision Statement.



Everyone remembers his or her years at Primary School; here at Ghyllside we aim to make sure that those memories are happy ones.

Starting school or moving to join a new school is an exciting and sometimes worrying time for parents and children alike. Here at Ghyllside we will ensure as smooth a transition as possible, whether you are joining us in Nursery, Reception or further up the school.

A child's primary education is of the greatest importance. The start they get in life is a key to their future success and happiness. At Ghyllside we work in partnership with parents and children to ensure the best possible start in life for all in our care.

This idea of working together in a partnership is central to our philosophy at Ghyllside. If you or your child is not happy about something, come and see us as soon as you can, not only will we listen but we will do our best to resolve the issue. As in any walk of life, we occasionally make mistakes and are always striving to improve the quality of education we provide. Similarly if something is going well or you have an idea, or something to offer the school, come and talk to us.

Confidence in a school comes from knowing and understanding what is happening within it. We will provide a full and challenging school life for your child but never underestimate how important your role is. Support, encouragement, enthusiasm and an interest in what your child is doing in school will all help to foster a positive approach to school from your child.

This brochure is a snapshot of what our busy and successful school has to offer. We hope it will encourage you to come and be a part of Ghyllside. We want our children to be happy in their school and be proud of what it does and what it stands for.

A handwritten signature in black ink, appearing to read 'H. Davies'.

Huw Davies

Ghyllside Primary School:

Our Mission Statement:

'Inspiring achievement, a love of life and learning for all.'

Our school vision is at the heart of all we do at Ghyllside and encapsulates the aims we judge ourselves against



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GENERAL INFORMATION

School Hours

Reception	8.55am - 11.50am	12.55pm - 3.15pm
Key Stage 1	8.55am - 11.50am	12.55pm - 3.20pm
Key Stage 2	8.55am - 12.10pm	1.05pm - 3.20pm
Nursery	Morning Children	8.45 am – 11.45 am
	Afternoon Children	12.15 pm – 3.15 pm
Office	9.00am – 4.00pm	

Please ask for Nicola Audin, Fiona Owen, Stephanie Baxter or Jayne Ewin our key Administrators.

Visiting Ghyllside

Any parents wishing to visit the school should contact the school office. The Headteacher would be delighted to provide prospective parents with a tour of the school and answer any questions once an appointment has been made. Our philosophy of openness and approachability ensures our door is always open!

We appeal to parents NOT to drop off or collect their children from our main car park. This is for staff or visitor use only. THE SAFETY OF YOUR CHILDREN IS OUR CONCERN.

Absence from School

If your child is absent from school for any reason, please telephone on the first day of absence by 9.30am so that our Attendance Registers can be coded correctly. Children are expected to do PE and Games unless their class teacher receives a written note from you explaining why your child is temporarily unable to take part in these activities. Please do not send children to school if they really are ill. If it is absolutely essential that children be given medicine during school time we prefer parents to come to school to do this themselves. If this is not possible then the Administrators can do this but parents must complete a consent form first. All medicines should be clearly labelled and in their original container.

Admissions

Ghyllside Primary School caters for children in the 4 to 11 age range. We have a Nursery Unit for children in the 3 to 4 age range - the Nursery and Reception classes together are known as the "Foundation Stage."

The school can take up to 60 children in Reception, with a maximum of 30 per class. The Nursery Unit can take 39 children each morning and 39 children for each afternoon session. **Current Number on Roll: School - 399, Nursery 26**

Working Together

We at Ghyllside School have always tried to create a fruitful partnership between home and school. For example, we have adopted policies of:

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- Welcoming you into school
- Talking to parents of new entrants
- Giving you regular information about the school
- Arranging meetings to talk to you about your child's progress
- Supporting a Parent-Teacher Association
- Encouraging parents to visit or help in classrooms
- Inviting parents to assist on short trips and visits
- Arranging Open Evenings and educational meetings
- Sending you Annual School Reports on your child's work
- Consulting you if your child has Special Educational Needs
- Alerting you early if your child's behaviour causes us concern

We want to create a two-way partnership in which school supports parents and equally, parents support school. We often take for granted the many ways we already do this but as the National Curriculum lays down the specific learning targets against which children must progress, it becomes even more important that we help and support each other so that teachers, parents and children work together to make sure each individual child achieves as much as they can.

The ideas and practice of Home-School Partnership Agreements should start from the expectation that Ghyllside parents and staff have of each other and thereby build a strong and lasting two-way working relationship.

The Lessons Your Child Will Have

As an Academy, although not compulsory, we still follow the National Curriculum. It consists of the core subjects; English and Maths, Science and other subjects; Design and Technology, Computing, History, Geography, Art and Design, Music and Physical Education. Religious Education is also a statutory requirement. Ghyllside teaches weekly French lessons for all children, informally from Nursery to Y2 then with specific lessons from Year 3 to Year 6.

We teach Literacy and Numeracy throughout school on a daily basis. We follow National guidelines that provide a recommended structure to the teaching of English and Maths. This covers the majority of teaching in Maths and English, but not all. Further details about these are given at our '*meet your next teacher*' parents meeting which we hold close to the end of the year so you and your child know what to expect the following September. The plan of work for your child and other relevant information for the year in school is provided in booklet form at this meeting.

Many subjects are taught as projects. These are outlined in the plans you will receive each year.

Early Years

Together the Nursery and Reception class form the **Early Years Foundation Stage Unit**. In the Reception class we develop and build on the wealth of experiences that children have had in Nursery and continue to deliver the Foundation Stage curriculum. The Reception class is open plan with all the key learning areas available to access a broad, dynamic and focused curriculum. The curriculum is structured to support each child's developmental needs and to allow each child to fulfill their potential.

We provide a balanced combination of child initiated and adult directed learning supported by experienced and enthusiastic adults who understand the developmental needs of children. Staff celebrate children's achievements, nurturing and inspiring life long learners.

Key Stage 1

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In Year 1 our areas of study stem from the project areas Marvellous Me, Toys and Journeys. These are approached in a cross curricular manner so as to include all subject areas. Our activities are a combination of formal recording tasks plus practical hands on experience. Outdoor learning plays a vital part in every area of the curriculum.

Year 2 the projects are again cross-curricular in nature. In term 1 the children complete a cross-curricular topic on Transport followed by The Great Fire of London and Guy Fawkes. Leading up to Christmas we study Children from around the World. In term 2 projects include a comparison between London and Kendal, Judaism and ways we can save the planet. In term 3 we move to minibeast habitats and then our final project on Heroes and Villans (Pirates!).

Key Stage 2

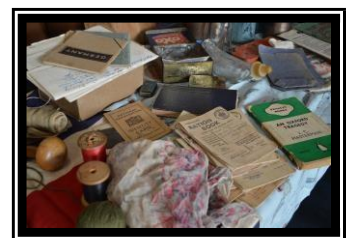
In Year 3 the children cover projects such as 'Light and Shadows', 'The Lifecycle of Plants', 'Rock Types', 'Rainforests', 'The Roman Empire' and 'Prehistoric Britain'. These projects are usually taught in a block, with cross-curricular links to ensure effective use of time. Year 3 children have the opportunity to take part in the Music Wider Opportunities initiative which allows every child to learn to either play the violin or the cello Computing includes animation, Online-safety, word processing and use of spreadsheets.



In Year 4 projects include 'The Vikings', 'The Digestive System and Teeth', 'Electricity' and 'Anglo-Saxon and Settlements'. Children also complete projects learning about Buddhism and countries of the World. In Year 4, the different topics are studied in chunks, the children thinking about different subjects for a whole week and sometimes even longer. We link learning in Literacy and Maths into these areas. In all age ranges some projects may have a Science bias while others have a History or Geography theme. We plan our projects to ensure an appropriate balance of curriculum coverage throughout each Key Stage.

In Year 5 Our three main projects are: 'Our Cumbria' where we learn about the history of Kendal and the geography of the Lake District landscape, 'Ancient Egypt' where we study this fascinating ancient civilisation, 'Countries Next Door' where we become experts on a well-known country in Europe. In addition to this, we also learn about Earth and Space, Materials and their Properties and Being Healthy in Science. We also have exciting and engaging design technology and music projects.

In Year 6 the following main History projects will be covered: a significant event in History – World War Two and life during Ancient Greek times. In Geography, we study The Amazing Americas as well as human and physical characteristics of the world such as mountains, rivers, cities and rivers. We also undertake several smaller projects including: Global Communities and our impact on them, Islam. In Design and Technology, we design and make a felt phone and design and build an electric car.



All teachers make a conscious effort to show links between subjects in their teaching and their lessons. Some subjects are taught separately, particularly the key or core subjects of English, Maths and Science. We ensure a broad and balanced curriculum where the children do not miss out on any curriculum area. You will see from the class curriculum plans, (provided at the early year parent's evening) how we ensure an appropriate balance of time and content for each subject.

Homework: 'Home Activities.'

At Ghyllside we see homework, or 'Home Activities' as an important aspect of a child's development as he/she progresses through school life. It reinforces concepts and helps foster a responsibility for their own learning. All home activities are tailored to suit individual needs and abilities. We would be grateful for your support in positively encouraging your child to complete any homework set and to arrange for a regular quiet time and place. Younger children may bring home a reading book or be asked to practice multiplication tables, whereas older children are set homework regularly as a matter of course to prepare them for Secondary School and to promote a good work attitude. Key stage 2 pupils may be given reinforcement literacy and numeracy tasks and research assignments.

Relationships, Sex and Health Education

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. We want to be able to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level. Through delivery of RSHE we aim to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and embrace the challenges of creating a happy and successful adult life. RSHE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others. They will also learn about the changing adolescence body which includes reproduction, puberty, how a baby is made and hygiene. Topics include:

Families and people that care for me
Respectful relationships
Being safe
Internet safety and harm
Healthy eating
Health and prevention
Changing adolescent body

Caring friendships
Online relationships
Mental wellbeing
Physical health and fitness
Drugs, alcohol and tobacco
Basic first aid

As with all teaching within school, we will ensure that information taught is sensitive, age-appropriate, and developmentally appropriate and delivered within reference to the law.

The teachers of Ghyllside School are able to choose from a range of excellent resource materials, including films and television programmes, carefully geared to the Junior age range. Parents are informed of their use in advance so that they are prepared for questions their children might naturally and subsequently ask at home.

Parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of the statutory RSHE however, Relationship Education and Health Education is compulsory for all pupils receiving primary education; therefore, there is no right to withdraw from Relationship or Health Education.

Ability Groups

Parents often ask about ability groups in school, we hope these comments will answer the kind of questions we receive.

It is normal practice at Ghyllside for teachers to group children within their classes by ability, especially for English/Literacy, Maths and Science, so children work at their best speed on work matched closely to their particular needs. Recently we have refined this process by introducing aspects of the Assertive Mentoring programme where children are very clear about their targets to be met to ensure good or better progress. Foundation Stage and Key Stage 1 teachers spend much of their time with small groups - helping more able children to move on successfully and enabling children in need of more assistance to make good progress.



Special Educational Needs (SEND)

Support for pupils with special educational needs is provided in the first instance by the school, through quality first teaching or through targeted interventions delivered by teaching children in small groups or in a one-to-one situation. In addition to class teachers, we currently provide around 200 hours per week of teaching assistant support across all classes, with the greatest proportion targeted at children with special educational needs, in order to create smaller teaching groups. All classes are mainstream mixed-ability. Beyond the level of school support, we are able to call on the advice of Cumbria Specialist Teaching Service. If we believe your child has 'special' learning needs we tell you straight away and normally (with parental permission) seek to involve other professionals such as the Educational Psychologist, Speech Therapist and Community Paediatrician plus specialist teachers in Early Years. The role of SEND Co-ordinator is part of Mrs Emily Garbutt's wider remit as Deputy Head, School Inclusion Manager and member of the Senior Leadership Team. We aim to work in partnership with parents using strategies to best meet your child's needs.

A SEND Policy Document is available on our school website, this sets out principles and practice for SEND at Ghyllside. Paper copies are available to parents on request. Additional information regarding SEND issues may be accessed from the School SEN Offer, also available on our school website. This document has links to the Cumbria SEN Local Offer for county-wide information.

Religious Education (RE) and Worldviews

'RE and Worldviews' aims to give pupils the chance to develop their own knowledge and understanding of religion. We follow the Cumbria Agreed Syllabus which encourages the spiritual, moral and cultural development of our children. Our children gain knowledge and understanding of Christianity throughout their time in our school. They will also study Judaism, Islam, Buddhism and non-religious worldviews. Other religions will be studied as part of topic work when relevant. Respecting other religions, cultures and worldviews is paramount to our teaching.



Collective Worship

Schools must provide all pupils with the opportunity for collective worship each day. In our school collective worship is mainly Christian and encourages pupils to reflect upon values that show respect for individuals, the environment and community. The information used is mainly Christian but we also look at traditions that reflect other communities found in our society. Children are not required to take part in acts of worship they do not agree with but they will be expected to sit quietly and respect the right of other children to enjoy the opportunity for quiet reflection on their personal beliefs. We hope that our collective worship is of value to all children and staff. Parents do have the right to withdraw their children but we ask that you talk to us first about alternative arrangements.

Equal Opportunities and Multi-Cultural Education

The Governors of Ghyllside School are Equal Opportunities Employers. They have produced and adopted a Single Equality Policy and scheme for Ghyllside covering the full range of equality measures. This policy relates to both children and adults and fits with our curriculum work on social, cultural, spiritual and moral education. Copies of the School Single Equality Policy are available for inspection upon request.

Arts Policy and Provision

Ghyllside's art curriculum gives all children the opportunities to explore a broad range of art disciplines and provides time and experienced staff to allow children to practice and re-visit techniques through all areas of the curriculum. Holistically art supports children's wellbeing and development. The creative arts are also regularly used to enhance learning in other curriculum areas, supporting an emphasis on drawing skills and revisiting practicing art skills and techniques. The foundation of exploring and developing their creative awareness happens in the EYFS through experimentation, learning through drawing, painting, printing, sculptures (in small world, malleable materials and modelling), collage and textiles. The early skills and experiences that children have had through taught curriculum are then revisited, developed throughout school with focused teaching skills. Where possible we offer cultural opportunities such as visits to art galleries, museums, craft workshops and concerts.

Music at Ghyllside

At Ghyllside, our children benefit from a superb musical education with excellent opportunities to develop as musicians.

The school enjoys many musical performances throughout the year. The Key Stage 1 children perform traditional nativity plays at Christmas and The Key Stage 2 children sometimes perform a theatre production. Harvest and Christmas are celebrated with music at Kendal Parish Church.

There are concerts every term in which our musicians and choir showcase their talent for family and friends. Our Year 3 children enjoy whole class violin and cello teaching. Families are invited to hear the result of their hard work at an end of year concert. All year groups rehearse music learned in curriculum music lessons and are encouraged to perform for school in special assemblies.

We regularly have visiting theatre performances or musical demonstrations in school; recent events have included a musical extravaganza and demonstrations from the peripatetic music teachers. We participate in annual events, such as the Cumbrian Big Sing and Big Play events. Our children enjoy many visits to the theatre and enjoy attending concerts given by The Kendal Midday Concert Club.

We enjoy strong links with the choir at Kendal Parish Church. Some of our former and existing pupils are full choristers at the choir and there are regular opportunities in school to audition for the church choir.



Music tuition is provided in school for children wishing to learn to play an instrument, we currently offer tuition in; flute, clarinet, oboe, saxophone, violin, viola, cello, double bass, guitar, cornet, drums, piano and singing. We have a fantastic junior choir open to all comers who perform for school occasions and the wider community. The school also has a small Festival Choir, a competitive choir who compete at local music festivals with considerable success.

Children who play a musical instrument are also able to join the ensemble groups provided by Cumbria Music Hub.

Sports at Ghyllside

At Ghyllside we provide a wide range of sporting activities to develop this vital part of a child's education. A substantial amount of Physical Education (PE) and Games are included as part of the children's weekly lessons. We have a specialist games teacher who teaches each class for one hour per week. In addition, children can attend both before and after school clubs. Our intention is to encourage as many children as possible to take part, and to maximise their sporting potential whilst having fun and getting to know the staff in a different context.

During their time at Ghyllside children will learn the skills and concepts necessary to play team, invasion, striking and field games. The lower junior children also receive 10 hours of swimming teaching each year. Children also benefit from training sessions provided by county representatives for different sports. Several staff possess specialist PE/coaching qualifications. KS2 children have the opportunity to take part in outdoor and adventurous activities.

Sports & Playground Facilities

We have a large playing field and extensive banking with mature trees to the south of the school; a new separate play area for the Early Year's children outside the Nursery and Reception classes; and a separate play area with seating for Year 1 and Year 2 children to the south of the school outside their classrooms.



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The main yard play area, with nature reserve and grassy banking, is on the north side of the school. The PTA and School Council have raised funds for an outdoor classroom next to the Key Stage 2 play area. Our building incorporates a dance/drama studio.

Computer Sciences

Computing has a high priority at Ghyllside as we prepare our children for the high-tech society in which they will grow up and eventually work. Computers are used extensively throughout the school to teach the children computing skills and to support work in many curriculum areas. In addition to the classroom computers and tablets we are fortunate to have a suite of 30 state of the art laptop computers in our ICT suite, where whole classes of children are able to learn new skills. We regularly update the hardware in classrooms by targeting specific IT funding. Future initiatives should enable us to raise the number of computers beyond 3 in each classroom. We have broadband Internet access, interactive white boards and visualisers in every classroom, an intra-net and website to ensure that the children have the very best start to ICT experiences that we can provide. Our Year 6 pupils are provided with their own tablet computer.

The Library

The school library, situated in the school foyer, is fully computerised and contains a broad selection of fiction and non-fiction books for the children to borrow. The library also contains some of our reading scheme materials and the children are shown how and where to exchange their books. The stained glass windows were designed by children based on our favourite stories.

Foundation Stage Profile - Assessment of Pupils Starting in Reception

It is a legal requirement that the children in Reception class are assessed continuously from admission until they complete their Reception year. The assessment tool used is the Foundation Stage Profile, a national document for all English schools. A full copy of the completed assessment is given to parents in July and the final results are sent to the Assessment Authority via Westmorland and Furness Council.

You are welcome to talk informally about your child's progress with the teachers, however, if you require a detailed report it will be necessary to make an appointment, giving reasonable notice. All parents will be offered 10-15 minute appointments each term to discuss their child's progress. If the designated day is unsuitable every effort will be made to meet your needs for a different time. If more time is needed appointments need to be made for an alternative date.

The Nursery

The Nursery is the beginning of your child's formal education, marks the start of the Foundation Stage Unit and is seen as an integral part of the school. We welcome applications from children the term following their third birthday, thus allowing some children 5 terms of Nursery Education. Please contact the school if you would like further information. The curriculum is play based and underpinned by the 'Birth to Five Matters' guidance. The emphasis is on learning early literacy and numeracy skills, developing self-esteem, having fun and enjoying the company of other children in a stimulating environment. Throughout the year we work closely with parents to ensure a smooth transition from home to Nursery. The Nursery staff welcome visits from children and parents - we look forward to meeting you. If you require longer Nursery sessions please talk to us and we will do all that we can to help.

Out of School Club and Extended School Provision

Ghyllside holds official 'Extended School Status' from the DfE in recognition of the range of our provision. We have a purpose built facility offering; a baby and toddler group, Breast Feeding support,

baby massage and accommodation where children and parents can meet with other professional agencies. For more information contact Y'Anne Williamson in the Nursery.

Our 'Out of School Club' is housed in Ghyllside School and is run by Trustees. The Club is Ofsted registered and is housed in the Nursery. Ghyllside Out of School Club has Charitable Incorporated Status. The Club offers safe play and care for children between 3 and 11 years. The Club is open to all children and is run by staff with recent qualifications in child care.

Breakfast Club	8.00am - 9.00am
Lunch Club	11.30am – 12.30pm
After School	Club 3.15pm - 6.00pm

We have a holiday club too! If you would like more information please telephone the school on 01539 814930, and ask to speak to Mrs Y'Anne Williamson.

Teacher Education and Development

We work closely with the University of Cumbria, the Local Authority, Kendal College and other local schools to provide training opportunities for the teachers of the future. In addition to this we welcome many students from other local institutions on training placement; this includes Kendal College and our local Secondary Schools, Queen Katherine School and Kirkbie Kendal School. Students bring a range of benefits to the classroom, including new ideas and lots of enthusiasm.



Ghyllside and the Community

The school has several fund-raising charity events throughout the year. This year we have supported; the local Shoebox Christmas appeal, Children in Need and the annual Poppy Appeal.



Fill a shoebox
full of smiles

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DAY



Community Facilities

As part of our school facilities we have the Neighbourhood Centre, conference room and dance studio.



Child Protection, Safeguarding, Health and Safety

Everyone in school is keenly aware of the need to keep your children as safe and as happy as possible. Senior staff have undergone Child Protection training and all staff have undertaken Level 1 Safeguarding Training. All staff are fully aware of the procedures to ensure your child is kept safe from harm. There is a nominated Governor responsible for Child Protection issues. A Safeguarding Policy Document is available on our school website, this sets out principles and practice for Safeguarding at Ghyllside. Again, paper copies are available to parents on request. A large number of staff are trained First Aiders and key lunchtime supervisors have undergone a one-day first aid training course.

Educational Psychologists

Educational Psychologists are employed by Cumbria Children's Services and occasionally directly by schools, to work with schools, families and individuals. They are qualified psychologists and experienced teachers. Having studied child development, learning and behaviour, they are particularly concerned with ensuring that children get the best out of school. Sometimes a child may experience a particular difficulty in school and psychologists can advise teachers and parents about how the child can be helped.

Educational Psychologists visit the school regularly and when 'assessments' are carried out, they invite parents to sit in and/or talk through the child's needs. All follow-up reports and decisions are discussed with the parents so that they are fully involved at every stage of the process.

Ghyllside School has a long and respected professional reputation for looking after the needs of children with special needs. We pride ourselves on our ability to respond to the needs of pupils of all abilities. If parents are concerned about their child's progress, always contact school immediately via the class teacher or Headteacher.

Food and Drink

Sweets are not allowed in school but the children may bring fruit. Each child in the Foundation Stage and Key Stage 1 receives a free piece of fruit or vegetable at morning break which is funded by the School Fruit and Vegetable Scheme. All infant children are entitled to a free meal at lunchtimes. We also run a School Milk Scheme and all pupils may have a carton of milk at morning break. This is provided at a subsidised cost and is paid termly. Children entitled to Free School Meals are provided with milk free of charge. We encourage children to drink water on a regular basis. Recent research

shows this is healthy and aids concentration and learning. Most children have a drinks container or water bottle for their use on their table. Please ensure this is plastic and named appropriately.

Children who bring packed lunches to school should bring them in containers that will not spill food or drink. These must be clearly labelled with the child's name and the child must take full responsibility for ensuring that his/her packed lunch is put in a safe place, as directed by the class teacher. Please do not use glass items.

Holidays During Term Time

These are not permitted.

Pupil Attendance Rates

Our attendances are above average for a school our size. In the last year for which records are available, 2024 – 2025, we had 96.2 % attendance.

Parents Teachers Association (PTA)

All parents and teachers are automatically members of the PTA. We are very keen for parents to support not only the fund-raising and social events but also the educational evenings and parents' meetings that are held throughout the year. Please get involved!

Regular events are organised for the benefit of the children and school as a whole. Recent activities have included children's discos, coffee mornings, summer and Christmas fairs. Dates of meetings are included in our monthly Newsletter so why not come along to the next meeting and get more involved in the life of the school!

Trips and Other Out of School Activities

Children at Ghyllside have many opportunities to take part in educational trips and visits. We feel that these trips and visits are an important part of our school curriculum offer as they provide us with opportunities to bring the curriculum to life as well as develop children's life skills.

Each year group or phase usually organise their own trips and visits. The Reception children visit the local area and a farm. The Key Stage 1 children go on a transport trip involving a coach, train and boat and visit Coniston Waterpark. The Y3 and Y4 children go further afield; in the past they have visited South Lakeland Wildlife Park, Martin Mere Wetlands Centre, Coniston Waterpark, and the Buddhist Centre at Conishead for example. In Y5 and Y6 pupils visit Hodge Howe (for water sports) and Chester Zoo. Our junior children are given the opportunity of residential visits. This year we will have had residential visits to York, Hadrian's Wall, Derwentwater and through participation in our expedition club. Some children take part in the ski trip to Europe organised by Cumbrian Primary Schools each winter.

Extra Curricular Activities

Extra Curricular activities at Ghyllside evolve every year – we enjoy trying new things! Not all year groups will take part in some clubs

Expedition Club (Y6)

Drama Club

Running Club

Craft and Baking Club

Chess Club

Jewellery making club

Football clubs

Choir

Gymnastics Club

Yoga

Multisports Club

Ghyllside Primary School

Gillinggate, Kendal,
Cumbria.

LA9 4JB

Tel: 01539 814930 Fax: 01539 814931

<mailto:admin@ghyllside.cumbria.sch.uk>

Head teacher: Mr. H.B. Davies (BA. Hons)

Dear Parent/Carer

By law all schools are required to draw up and keep an agreement between the school, the pupil and the home.

I know there is a broad spectrum of views regarding the usefulness of these contracts and obviously they are not legally binding.

However, as Head and on behalf of the Governing body we believe there is a place for them, if only to clarify and remind us of our core purposes. In the light of this I would appreciate it if you and your child could discuss the agreement, sign the form and return it to school. We will then sign it and return a copy to you whilst keeping a copy with your child's records.

The key word for me in the title is partnership, we do not intend to use this as a threat if things are not working properly between home and school, its purpose is to emphasise and strengthen the partnership between teachers, pupils and parents. We all want the very best for the children in our care, this agreement will not magically alter anything but it will serve to remind us of our responsibilities and the need to work closely together, constantly striving to provide a better all round education for your children.

Yours sincerely



Huw Davies

Headteacher
On behalf of the Governing Body

Ghyllside Home / School Partnership Agreement

At school we will try our best to:

- Provide a happy, safe and welcoming environment for children, parents, staff, governors, and the wider community. Actively nurturing partnerships with everyone.
- Provide a broad and balanced curriculum, encouraging all children to realise their full potential.
- Have high expectations of individual achievement in school activities and positively promote and expect good behaviour.
- Promote good communication between school and home, keeping you informed about school activities through letters, notice boards and monthly whole school newsletters.
- Provide an annual written report on your child's progress and provide regular opportunities during the year to discuss your child's work and personal development.
- Provide appropriate homework in line with school policy and Government guidelines.
- Listen to and act upon parent and pupil concerns.
- Make regular surveys of parent opinion on the work of the school.

As a pupil I will try my best to:

- Be kind, honest, fair and polite to others.
- Care for and respect our school, my property and other's property.
- Work hard, try my best and be proud of my achievements.
- Always ask for help if I am unsure of something or worried.
- Be ready for lessons on time and have everything I need.

As a parent/carer I/we will try our best to:

- Support and encourage my child to be on time and fully involved in his/her school life.
- Support the school's code of conduct for behaviour.
- Make the school aware of any concerns or problems that may affect my child's work or behaviour.
- Tell the school by ringing or sending a message if my child cannot attend school and provide a note of explanation if my child has been absent.
- Ensure my child is suitably dressed and has the necessary equipment.
- Avoid taking holidays in term time if possible.
- Attend parent's meetings regarding my child whenever possible.
- Provide time and opportunity for children to complete homework whenever possible.

How Parents And Pupils Can Help The School

The staff of Ghyllside School values your support in the following ways:

1. Ensure the regular and punctual attendance of your child.
2. Support the codes of behaviour and discipline needed for the smooth and happy working of the school.
3. Give plenty of encouragement and praise for your children's efforts and achievements.
4. Help and support your child in ways such as:
 - Talking to them and listening to them regularly
 - Listening to your child read - especially in Key Stage 1
 - Reading to your child - regularly
 - Playing games with your children

- Helping them with homework (if appropriate)
 - Collecting topic material
 - Joining a local library
 - Ensuring they have plenty of sleep
 - Avoiding excessive and unsuitable T V / DVD watching by your child/children
5. Attending Parent Evenings and Key School Events wherever possible e.g.: Classroom Evenings, Teacher - Parent Evenings and Meetings, Concerts, and PTA Events.
 6. Letting your child's teacher know as soon as possible if there is anything worrying or bothering you or your child which might affect their work in school e.g.; hearing loss, family tragedy, change of domestic circumstances or the death of a pet.
 7. Letting us know immediately your child is absent from school (by telephone or letter) and stating the reason.
 8. Making sure your child has appropriate PE/Games Kit in school, together with separate footwear.
 9. Informing teaching staff of any medical condition which could (short or long term) require teacher support and understanding.

School Uniform

The Governors and Staff hope that parents will support the code of dress described below as we wish to maintain a 'community' identity for Ghyllside School.

Standard

White polo shirts (with school crest - optional)
 Sweatshirt in jade (with school crest)
 Navy or dark grey jogging bottoms (cuffed style)/trousers
 Navy or dark grey skirts
 Socks - white, grey or navy
 Shoes - navy or black

Summer

Polo shirt - white
 Shorts - navy or dark grey
 Dress - navy/white or green/white - striped or checked
 Sandals - closed

PE/GamesKit

Blue round necked T- shirt (with school crest)
 Shorts – black
 Tracksuit
 Trainers for outdoor games
 Indoor pumps



Items of school uniform bearing the school crest, including; polo shirts, sweat shirts, and PE kits are available to buy from the School Office on Mondays at 3.20pm. All children must have a PE kit (as above). **All items of uniform must be labelled**, and kit kept in a named PE bag in the school cloakroom. Your child will be expected to remove all jewellery before taking part in any physical activity. The school will provide team colours for fixtures arranged by the school.

Annual Assessment Results

2023 Ghyllside Score 2023 National Averages 2024 Ghyllside Scores 2024 National Averages 2025 Ghyllside Scores 2025 National Averages										
EYFS	Number in cohort	% GLD	KS1		EXS	GD	KS2		EXS	GD
			No in cohort	60 57			No in cohort	59 62 59		
	60 60 50	65% 67.2% 70% 67% 63%	Reading	72% 68% 75%	28% 25%	Reading	78% 73% 77% 74% 86% 75%	36% 34% 28% 49%		
			Writing	70% 60% 68%	15% 9%	Writing	86% 71% 81% 72% 83% 72%	14% 6% 13% 8%		
Year 1 phonics	Number in cohort	% pass	Maths	80% 70% 74%	22% 21%	Maths	73% 73% 79% 73% 83% 74%	29% 26% 24% 20%		
			Science (TA)	87%		Science	86% 80% 77% 81% 85% 82%			
	58 58 60	86% 79% 91% 80% 85% 81%	RWM			RWM	61% 59% 69% 61% 78% 62%			
			KS 2 (Y4) multiplication test	73% 66%		GPS	80% 72% 66% 72% 78% 73%	27% 35% 32% 27%		

SCHOOL TERM DATES

Complaints Procedure

If you become concerned in any way about your child's education, it is important that you tell us about this. As a first step you should discuss your concerns with your child's teacher. If a solution to the problem is not found, you should arrange to meet with the Headteacher, Huw Davies. We will do all we can to resolve your concerns and to ensure you are happy with your child's education. If your issue is still not sufficiently resolved the school governors should be contacted.

There may be some occasions when parents may wish to complain about matters relating to the curriculum and collective worship that are the responsibility of the governing body. Special formal arrangements exist for dealing with complaints of this kind. Copies of a leaflet that outlines these arrangements are available from the school, as are copies of the full arrangements themselves. Advice on how to pursue a formal complaint is also available from The Information Unit at County Office, Carlisle; Tel 01228 606888/606999.

Personal Accident Insurance

Some parents wrongly assume that if a child is injured at school, the school is held to be responsible, regardless of the circumstances, and that its insurance will automatically apply. This is not so - the school's responsibility is strictly limited to cases where there was negligence by them or their staff. Accidents can happen in school, on the sports field or during school visits, when the school or its staff are not in any way at fault and are, therefore, not responsible. The provision of personal accident insurance is considered to be the responsibility of parents. Parents who are interested in this form of insurance can contact their local insurance broker, but they may be interested to know that the National Confederation of Parent Teacher Associations has arranged a suitable policy.

Disclaimer

The information supplied in this document is in accordance with information at present available to the Governors and is believed to be correct as at the date of printing. In particular, nothing herein prejudices the right of the Governors or any of their sub-committees, or the Head of the School, to make any decision relating to the school as it sees fit without regard to whether this will affect the accuracy of any matters contained in this publication. Further, neither the Governors nor the school, nor any members of the Academy are deemed responsible for any erroneous information in this document.