



SCHOOL GUIDE

Academic year 2022/2023

Gatten and Lake Primary School
Oaklyn Gardens
Shanklin
PO37 7DG
01983 869910
admin@gattenlakepri.iow.sch.uk
www.gattenandlake.co.uk



Building stronger families

Delivering the National School Breakfast Programme



Excellence for each child, each day

Welcome

Welcome to Gatten and Lake Primary School.

This guide provides general information about the school, the people associated with it and the learning experiences offered to children. If, having read it, you have any questions do not hesitate to ask a member of staff. We are here to help you and your child.

Gatten and Lake is a small, friendly school in Shanklin on the Isle of Wight. It has one class for each year group from Reception to Year 6. In September 2013 the school moved from a building that was originally opened in 1883 at Howard Road, to a brand new purpose-built school on the field at Oaklyn Gardens. This new school has the latest facilities and technology and enables us to offer every child a fantastic and varied learning experience.

At Gatten and Lake every child is important and each day every member of staff asks themselves what they have achieved for each individual pupil that day...

We hope your child will enjoy their learning experiences with us,
let's start the journey!



The Staff Team

2022-2023

Headteacher: Mrs Day

Deputy Headteacher: Mr Kirby

SENCo: Mrs Preston

FLO (Family Liaison Officer): Mrs Poulton

Class Teachers:

Reception - Mrs Lightfoot

Year 1 – Mr Sherwin

Year 2 – Mr Kirby

Year 3 – Ms Mitchell

Year 4 – Mrs Frances

Year 5 – Mrs Welsh

Year 6 – Mrs Titchener

Teaching Assistants:

Miss King & Miss Howard

Mrs Price & Miss Chapman

Miss Sallee & Miss Falla

Mrs Gravell & Mrs Lapham

Mrs Barton & Miss Murthwaite

Mrs Godsell

Mrs Davies

Sports Coach Mr Conway

Additional Teacher and Outdoor Learning Leader Mrs Jenkins

Higher Level Teaching Assistants: Miss Cox

In the office:

Mr Creed (School Business Manager)

Miss Edmunds (Office Administrator)

Mr Wall (Administration Assistant)

Midday Supervisory Assistants:

Mrs Jupe

Many Teaching Assistants are also MSAs.

Cleaning and Caretaking:

Mrs Dell & Top Mops Contract Staff

Headteachers Welcome



Welcome to Gatten and Lake Primary school a wonderful one – form entry school, situated in the town of Shanklin, adjacent to Lake. We are a coastal school, just a short distance from the beach but also in close proximity to the local woodland, America Woods, and next to the school site is the County ground.

The children are at the heart of everything we do at Gatten and Lake, so there is no surprise when we tell people the children dug the first turf for the new school building in 2013 and after 28 weeks the building was complete! We are very proud of the amazing building that we are so lucky to have. We respect the fantastic indoor and outdoor learning environments that are constantly evolving and taking shape to accommodate the school priorities, needs of the children and to enhance our school space.

The 'Learning Street' is the central focal point in the school, where there is continuous learning for classes, groups and individuals on a minute by minute basis. All of our classrooms lead off of the Learning Street; with Key Stage One and Two on parallel aspects. Team work is an integral and key feature of success for both children and adults in the school as we all know each other so well which makes all transition stages so fluid and builds positive strong relationships right from the start.

The education we provide is centred round the whole child, using the principles of the EYFS provision as a guide, to continue the development of these core skills throughout the Curriculum.

'Excellence for each child, each day' is our school vision which means we support every individual child's needs to support and challenge where appropriate, to help the child achieve and attain the best they possibly can.

We really hope that from the minute you walk through the door, you will feel the same passion for learning for all children as we do.

I sincerely welcome you to Gatten and Lake Primary School and look forward to meeting you soon to join in the fun with us.

The Governors

Our Instrument of Government lays down the profile of the membership of the governing body. Governors have an important role to play in setting the strategic direction of the school and are accountable for its performance. They challenge and support school leaders. The governors meet regularly to drive the work of the school.

Chair of Governors: Rob Woodley-Thompson

Governors: Susan Burton, Penny Crossley, Rebecca Day, Wendy Dent, Victoria Gilham, Jon Kirby, Karin Preston, Matthew Shipley.

Clerk to the Governors: Andy Creed (who gives advice on procedural and other governance matters).

Chairman of Governors Welcome

As the Chair of Governors at Gatten and Lake Primary School, I would like to welcome you to a school that stands out as a beacon of good practice and a destination of choice for many of our local children. The school has continued to navigate what have been challenging times for us all, in a proactive, positive and engaging way. I have worked in education for 28 years and bring my extensive experience to support, challenge and innovate in partnership with the school leadership, to further enhance our school's reputation, success and achievement now and in the future.

As school governors, we work closely with the Headteacher, the Deputy Headteacher and all school staff, providing a system of checks and balances that supports, challenges and contributes to the school's aims, objectives and vision. We work in partnership with the school and are not involved in the day to day management of the school. This is the responsibility of the Headteacher and her team. We are here to support, offer guidance where appropriate, and to draw upon our own professional expertise, to assist the school and its staff in shaping school improvement plans, advice and monitoring financial planning, and most importantly; supporting the Headteacher as she leads the school, shapes its future direction and instigates new systems and procedures where appropriate. I am always impressed with the dedication of staff and all of the work undertaken. The school has responded magnificently to the challenges and disruption caused by the pandemic. The swift response and provision of blended learning has been a significant achievement and is testament to the hard work and dedication demonstrated by the school and its leadership. The school fully deserves its current "Good" Ofsted rating and I am looking forward to Gatten and Lake continuing to achieve success and foster and enhance aspiration as we move out of this uncertain period of lockdown.

Finally, I would like to offer you a personal welcome to our school on behalf of all of the governing body. I hope that you will be proud of being part of our school community. We look forward to meeting you soon at future school events. Gatten and Lake Primary School is a warm, friendly, dynamic and rewarding place to be. I invite you to share in our successes.

Robert Woodley-Thompson

Vision & Values

Good attitude for learning

Aspirations

Teamwork

Togetherness

Endurance & high expectations

Never give up!

AND

Laughter in learning

Accelerated progress

Kind hearted friendships

Excellence for each child, each day!



Ages and Stages in School

All the children in school belong to a Key Stage and there are expectations associated with each one. Children start school in the September following their fourth birthday.

Admission to the school is by application to the Local Authority at County Hall in Newport, who make all decisions on who is offered a space at Gatten and Lake school, using the published admission criteria.

This is accessible online: <https://www.iow.gov.uk/Residents/schools-and-learning/School-Admissions/Admissions-Policies>

All children allocated a place at Gatten and Lake Primary School receive a welcome letter. This may include information about visits for stay and play and a welcome meeting. We like to visit all our new children in their home environment, where they are comfortable and will more readily talk with us and share. Home visits usually take place during the first week in September.

Transition for all year groups starts to take place in the summer term. Transition visits to Secondary schools take place during the summer term of Year 6.

If your child is in:	Key Stage
Reception (aged 4/5)	Early Years Foundation Stage
Year 1 (aged 5/6)	Key Stage 1
Year 2 (aged 6/7)	Key Stage 1
Year 3 (ages 7/8)	Key Stage 2 (lower)
Year 4 (aged 8/9)	Key Stage 2 (lower)
Year 5 (aged 9/10)	Key Stage 2 (upper)
Year 6 (aged 10/11)	Key Stage 2 (upper)

The Curriculum

The curriculum varies according to age and stage as the children progress through the school; it is underpinned by the values that we hold dear at our school. It is a broad, rich curriculum which covers all the core and foundation subjects as described in the Early Years Foundation Stage and National Curriculum 2014 documents, plus RE and PSHE. We teach Spanish in Key Stage 2. We promote British Values through our curriculum, assemblies and we have an active School Council and EARA (Equality and Rights Advocates Group)

English and mathematics skills are applied, as relevant, in all subject areas. Children may experience themed units of work and some that stand alone. We also include enhancements to the curriculum whereby children in Key Stages 1 and 2 have experiences such as Domestic Science or Science, Technology, Engineering & Mathematics (STEM) activities. Regular assemblies and R.E. lessons are held, although in accordance with the Education Act 1994, children may be withdrawn from these at the request of their parents.

Cultural Capital is enhanced through not only the broad, rich curriculum opportunities but also through the focus on RSHE, SMSC and our unique outdoor learning offer. Curriculum opportunities are also frequently enhanced with first hand experiences of environments and visitors to the school. As an ATAS school (Attachment and Trauma Aware School) we know the importance of a focus socially, emotionally and academically within and throughout the curriculum.

Our Teaching and Learning Policy ensures that all children are provided with high quality experiences that lead to a good level of pupil achievement.

In Reception (EYFS)

The children take part in a range of learning activities through a variety of contexts.

Prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

Synthetic Phonics are taught by learning the letter sounds and then learning how to blend these for reading. We use our own model of phonics teaching based on Letters and Sounds and work with the English Hub. We use a range of tools and techniques, to build confidence in phonic understanding and early reading. Our reading materials align with our phonics scheme and a rich variety of books are housed in our new library.

In Key Stage One

The curriculum areas in Key Stage One, many of which are delivered in meaningful contexts, are:

- English
- Mathematics
- Science
- Design Technology
- Computing
- History
- Geography
- Art and Design
- Music
- PE
- PSHE & RSHE
- RE

Phonics are taught using the same approach as detailed above as part of EYFS. This continues the fidelity to the model which is so important and sees our children make good progress and attainment with early reading.

In Key Stage Two

The curriculum areas in Key Stage Two, many of which are delivered through broadening contexts, are:

- English
- Mathematics
- Science
- Design Technology
- Computing
- History
- Geography
- Modern Foreign Language - Spanish
- Art and Design
- Music
- PE
- PSHE & RSHE
- RE

Phonics teaching continues as an intervention using fidelity to the model we apply, for those children that need this.

Personal, Social, Health and Economic Education (PSHE)

Gatten and Lake believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community and the wider world.

- PSHE education develops the qualities and attributes children need to thrive as individuals, family members and members of society.
- It also helps to reduce or remove many of the barriers to learning experienced by children, significantly improving their capacity to learn and achieve.
- It makes a significant contribution to children's spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the promotion of wellbeing.
- It also is an essential element of the school's duty to safeguarding children.
- We believe PSHE encourages children to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing.
- It provides children with opportunities to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
- PSHE contributes to personal development by helping children to build their confidence, resilience, self-esteem and to identify and manage risk, make informed choices and understand what influences their decisions.
- It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help children to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

The whole school uses the SCARF materials to deliver PSHE and RSHE within school. This starts from the Reception class and develops through the year groups to Y6. Where appropriate this is enhanced with additional materials that are suitable for the age and the stage of the children. The acronym SCARF represents the strands of the units - Safety, Caring, Achievement, Resilience, Friendship and are consistent across the school.

Across the school, SCARF covers all the following PSHE units:

- Me and my relationships
- Valuing Difference
- Keeping Myself Safe
- Right and Responsibilities
- Being my Best
- Growing and Changing



Special Educational Needs and Challenge for Pupils

Our Special Educational Needs Co-ordinator (SENCO) oversees all overarching matters relating to support and interventions. However teachers are the main point of contact for ensuring the children's needs are met on a daily basis. We believe all children should be helped to achieve their potential in all areas of the curriculum. We aim for early identification and work closely with recognised agencies, including the Local Authority, to ensure all pupil needs are catered for. A copy of the school's SEND Policy is available to view on the website or at the school office.

High attaining pupils in English and mathematics are identified and given further opportunities to work together on specific activities to challenge them further.

Variation takes place in the classroom activities on a daily basis to ensure all children have work at the correct level to support individual progress for pupils.



Relationship, Sex and Health Education (RSHE)

We cover RSHE (Relationships, Sex and Health Education through our SCARF Curriculum, as shared in the section on PSHE. The units children cover as part of this are:

- Me and my relationships
- Valuing Difference
- Keeping Myself Safe
- Right and Responsibilities
- Being my Best
- Growing and Changing

All parents and carers are informed of the full RSHE Curriculum and a consultation takes place. The school inform parents and carers when the units will be taught to give them the overview of the coverage. For some aspects there is the right to withdraw your child.

Times of the Day

The school day starts at 8.50am (doors open at 8.40am) and ends at 3.00pm for Reception and Key Stage 1 children, and at 3.05pm for Key Stage 2 children.

Lunchtimes are staggered to allow everyone plenty of space outside and time to enjoy eating in the hall.

Breakfast Club & After School Childcare

For a modest fee your child can attend the school's breakfast club each school-day morning from 8.00am. If your child is entitled to **Pupil Premium Funding** they may attend the Breakfast Club at no charge, please book at the school office.

If you need child care at the end of the school day then Pre-school runs an After School Club until 5.00pm.

After School Clubs

In addition to the stated school day, the school organises some after school clubs and activities for the children. These range from sport or craft to science and drama, and vary according to the time of year and age of the children. Weekly Newsletters give up to date information on the clubs that are running.



Attendance and Punctuality

Forming good patterns of attendance is an essential part of life, and can impact heavily on achievement. All parents need to ensure that pupils attend school regularly and on time. The school aims to have at least a 96.5% attendance rate which is slightly above National expectations.

Parents MUST inform the school by 9:30am if their child is unable to attend school. Where we do not hear from parents on the first day of absence, we will make contact promptly to ensure every child is safe.

A letter or email must be received by school following any absence or this absence will be unauthorised. Any absence due to medical appointments should be supported by a medical appointment card or other evidence.

School attendance is important for your child's education, and therefore we urge parents to avoid taking holidays during term time.

Leave of absence request forms are available through the office, but please note that:

***HOLIDAYS FOR PUPILS WILL NOT BE AUTHORISED,
UNLESS IN EXCEPTIONAL CIRCUMSTANCES THAT ARE
AT THE DISCRETION OF THE HEADTEACHER
& PARENTS
RISK REFERRAL FOR FIXED PENALTY NOTICE FINING.***

Our school Education Inclusion Service link worker is Clare Downer who we work very closely with.

Attendance patterns are scrutinised daily and absences are monitored and tracked by personnel in school.

Please work with us to ensure that your child attends school as much as possible for the best possible outcomes.

Illness

- It is important that the school is notified promptly of any reason for absence.
- **On return to school a letter or email must** be sent explaining the clear, detailed reason for **absence**.
- Any infectious diseases should be reported to the school immediately.
- The school needs at least two, up to date emergency telephone contact numbers, in case of injury or illness at school and to adequately safeguard children at all times.
- **Headlice must be treated promptly, please notify the school as a letter can then be sent to ensure parents/carers check their child, in order to prevent further incidents.**

Medicines

If your child needs medication during the school day please contact the school office. School has and follows the Supporting Children with Medical Needs Policy. If your child is prescribed a medicine such as antibiotics to be taken **three times** daily, this can usually be administered outside the school day. A form requesting permission for medicine to be taken in school must be completed and signed by the parent/carer before medicine can be administered to the child. All medicines need to be in their **original** packaging. Medicines must be taken to the school office by an adult, forms can then be completed and checked, medicines are then safely stored. If your child needs to have medication in school on a permanent basis, eg. Epipen, inhaler, then a Health and Risk assessment form is required, and is completed with the parent/carer and a member of staff. This ensures that staff are fully aware of your child's needs and specific procedures to be followed.

Safeguarding

The school is fully committed to promoting the safety, health and welfare of all pupils. All staff undertake regular training to enable awareness of any possible signs of concern. School has a robust internal system in place, in order to record and communicate any such concerns to the appropriate staff. There are clear, prescribed procedures in place for when there is a need to inform outside agencies such as Children's Services, these are documented in the Safeguarding and Child Protection Policies. In the majority of cases parents/carers are informed of any concerns and actions. We have positive working relationships with parents/carers and Children's Services and will always put the interest of the child first.

The school nursing service complete medicals for all our Reception children and those joining throughout the school year. The service is also available to school and parents/carers to advise us in supporting all children regarding their health and wellbeing.

We adhere to the statutory, government Prevent Duty guidelines. A full version of the School's Child Protection Policy and Safeguarding Policy is available on request and a copy is always available on the school website.

The school seeks parental permission for the use of photographs by the media and through the internet. All children are reminded of internet safety when working with IT at school and we have a secure firewall.

All staff are fully vetted through the Disclosure and Barring Service to work in an educational environment.

Food and Drink

Water and fruit snacks

It is essential that children bring a water bottle to school each day, which can be refilled at regular intervals from the schools water coolers.

All children are provided with a piece of fruit each day, or can bring their own from home.

School Lunches

Children in Reception, Year 1 and Year 2 are provided with a school lunch at no charge. We have fresh dinners cooked at school so a hot, nutritionally-balanced meal is available every day. The menu is published on the newsletter weekly.

Older children may pay for a lunch (via Eduspot) or bring a packed lunch from home BUT we ask parents to think carefully about what they provide and strictly state no confectionery or fizzy drinks. Please speak to the Family Liaison Officer if you are ever stuck for ideas on suitable lunchtime foods for lunch boxes or alternatively ask for one of our healthy lunchbox leaflets.

The school office staff regularly send out Pupils Premium request forms and ask that you complete these. They have benefits if you do qualify as you not only qualify for Free School Meals but as a school we use some of the funding to provide a free breakfast club pass, and use more for discounts on school trips. As a school we receive additional funding for your child, so please take the time to complete these.

Milk

Free milk is provided for children who are 4 years old, older children may purchase milk. Details are available at the school office and are in the packs for pupils due to start school in September.

Uniform

Uniforms give a sense of identity. We like children to be smart at school and ask that parents and carers co-operate and support our strict uniform code. All uniform items should be marked with the child's name. No nail varnish or temporary tattoos please (if worn, it / they will be removed in school).

Uniform items with the school logo are available from: My Clothing www.myclothing.com (online), Shanklin Sports & Model Shop and Big Wight T-shirt in Newport (www.bigwight.com). Book bags are available from the My Clothing website.

The school receives a small amount of commission for purchases made through My Clothing. Every little helps!!

We also have a large selection of pre-owned clothing at school. Please ask if you would like access to this to support your child and family.

Hair

All hair, longer than shoulder length, needs to be away from the face and tied back neatly and securely. This is so the hair doesn't get in the way of the children's work and also to lessen the chance of headlice infestation. Bottle green hairbands or 'scrunchies' are welcome.

The fashionable brightly coloured bows (Jo Jo Bows) are not part of school uniform — treats like this are for mufti days only please. Thank you for supporting this.

Jewellery

All jewellery has to be removed for PE. Children in Key Stage 2 may wear a plain watch. This is not an electronic watch that can link to the internet. Basic Fitbit step counters with digital time are acceptable, but no internet connecting devices or devices that take photographs please.

If a child has pierced ears they may wear plain stud earrings – but these must be removed for PE by the child. No other jewellery to be worn to school.

On the feet

Children need two types of footwear for school, a pair of plain black sensible shoes for everyday wear and a pair of trainers for PE.

Trainers are not to be worn as a school option for everyday wear.

Younger children in Reception class benefit from a pair of Wellington Boots to change into for messier outdoor activities which is great. But please ensure these are labelled too with their name.

Uniform for classroom time

Younger children in Reception and Years 1 and 2:

- a white polo shirt
- a bottle green round neck or v-necked sweatshirt or cardigan
- grey pinafore dress or skirt
- grey shorts or trousers
- in the summer, children may wear bottle green gingham dresses
- white socks with pinafores, skirts or dresses
- tights may be black, grey or bottle green
- plain grey or black socks with shorts or trousers

Older children in Years 3, 4, 5 and 6:

- as above but with the optional addition of
- a white shirt or blouse with a collar
- a bottle green and grey diagonally striped tie

For PE

All children will need to wear their full PE Kit for PE Day each week.
This consists of:

- bottle green polo shirt
- plain black shorts

In the colder months or to wear prior to and after the PE lesson, children can wear:

- a plain black tracksuit, including a hoodie and bottoms, including leggings.

We request that these are plain items, not branded wear. Branded items are not part of school uniform and has disregard for equality and equity of all.

ALL CLOTHING TO BE CLEARLY NAMED and PE Kits in a PE BAG please for any sports club! PE Kits must be worn each week on the allocated class P.E. day.

On the head

In the summer months we strongly recommend children wear a hat outside, bottle green or white are the preferred colours. Green caps with the school logo are available.

School Council

Pupils in years 1 - 6 can complete an application to apply to be a school council representative, who serve for an academic year. An application may be via paper form, video link, presentation, poster... we don't discriminate due to writing skills! Once an application has been submitted, the class listen to, share and discuss applications.

The children love democracy in action and are proud to have taken part and on occasions be selected. Council members meet regularly to look at key issues to enhance the learning environment of the school. Pupil surveys are undertaken regularly and matters arising are discussed by the council members to ensure that the children are listened to, they have a voice within the school and any points of discussion are dealt with appropriately.

The school council are advocates of positive change within school and like to get involved with all developments.



School Council of 2022 -2023

Health & Safety Representatives

We also have a Health and Safety Team representative group who work closely with the school business manager to ensure the school site remains safe and any issues are identified from a child's point of view as well as from an adults. Again the pupil's voice is heard loud and clear so that any concerns can be rectified as early as possible.

EARA (Equality & Rights Advocates) Group

The EARA group is a new group for the 2022-2023 academic school year. The EARA group has been established to ensure that the following documentation is alive, clear and understood within the school community:

- 9 Protected characteristics – Equality Act 2010
- UNCRC (United Nations Convention of the Rights of the Child)
- British Values
- Pupil Voice

The children meet regularly to review and discuss the schools approach to equality, equity, inclusion and rights. Through discussion the children lead class assemblies as well as school assemblies.

They also meet with other schools across the Isle of Wight to gather wider views and ideas and share collectively what is happening within other local schools to bring about positive change for the children of the Isle of Wight.



EARA Group 2022 - 2023



Our School Rules

<u>Do</u>	<u>Don't</u>
😊 Be kind and helpful	😞 Hurt anybody
😊 Work hard	😞 Waste time
😊 Look after everything	😞 Waste or damage things
😊 Listen to people	😞 Interrupt
😊 Be honest	😞 Cover up the truth

Behaviour

We have high expectations and promote the development of self-discipline and self-esteem by:

- providing good role models
- promoting an environment of encouragement and praise
- helping children to develop a respect for authority

We have assemblies throughout the week to encourage both academic and pastoral achievement. We have a class star of the week assembly on a Friday which celebrates the personal achievement of a particular child/children in each class, this is celebrated with families via Class DoJo. We also celebrate personal achievements and successes via the Newsletter each week.

We are working closely with colleagues on the mainland to develop the Six strands approach in school looking at 6 key themes around: Boundaries; Resilience; Focus; Respect; Self-Regulation & Independence.

Our behaviour policy is published on the school website or available on request.

Parents and Carers as Partners

We see the partnership with parents as crucial to a child's success. Throughout the year we offer information, activities and events to help parents be partners in their child's learning.

A **Newsletter** is sent home electronically every Friday and this always contains important information. These are also uploaded to our school website and school DoJo page each week:

<https://gattenandlake.co.uk>

Curriculum News briefings are sent home each half term; these outline the learning contexts for the unit of work for each year group.

We also host many **workshops** by a variety of professionals to support many subjects linked to home and school, such as managing children's routines, rewards and sanctions, positive praise, CSE, e-safety, etc... These sessions are very popular! We encourage as many people to come along as possible.

At least twice a year parents are provided with **written reports** and **parent/teacher consultations**.

Stay and Share the Learning, Open Class or Themed afternoons take place regularly when parents and carers can join the class and see their child's work.

Reading café is once a term for all year groups. A chance to share books, reading games, puppets and newspapers together to engage in an enjoyable reading experience.

We are currently recruiting for new members to join the established PTA. We would welcome new members to support the school, providing rich opportunities for families and children.

You can support your child by setting aside a quiet time for **homework**. All classes have a variety of weekly homework activities.

Parking

We ask that you respect local residents and walk to school if at all possible. For health and safety reasons there is no vehicular access for parents to the school site. Some parking is available at the nearby County Ground and free permits are available from the school office for parking at Winchester House.

Please be aware that Southern Housing operate a residents parking permit scheme and you may be fined if you park in the resident's parking bays.

Charges

Voluntary contributions towards the cost of school visits, cookery costs etc. may be sought from parents from time to time, to make learning opportunities fun and to provide first hand experiences as often as possible, through a range of resources, materials and events. The charging and remission policy is available on the school website.

Pre-School Education

We have an independent Pre-school on site, who are able to offer an excellent foundation curriculum and pre-school experience. Also nearby is YMCA Nursery at Winchester House. We work closely with all local providers to ease a natural progression towards Primary School, create a through curriculum from 3 -5 years and promote a love of learning from an early age.

Visits to school welcome

We welcome visits from anyone wishing to see the education and facilities we have on offer prior to taking up a place, at the start of an academic year prior to children starting school in the following year.

Please email the school or call the office to book an appointment at a mutually convenient time, to see what the learning environment, staff and children offer to you as a family.

Applications to start Primary School

All applications to Primary school are dealt with through the Local Education Authority—the Isle of Wight Council admissions team on 821000. The closing date for applications to start school in September 2023 is: **midnight on Sunday 15th January 2023**

Results from Summer 2022 for EYFS, Phonics, Key Stage 1 SATs and Key Stage 2 SATs

We are really proud of our pupil outcomes, especially as children were learning remotely for part of their learning journeys during the pandemic. Significant progress has been made in relation to reading as well as many aspects of learning with continued focus and development in the whole curriculum during lockdown. KS1 remains a priority for this year.

EYFS GLD

63.3% of pupils achieved a Good Level of Development

Year 1 Phonic screening

Gatten and Lake Primary – **90.0%** pass rate

National – **75.5%** pass rate

Year 2 Phonic Screening – Retakes

Gatten and Lake Primary – **28.6%** pass rate

National – **44.2%** pass rate

Key Stage 1 SATs (Year 2)

	GATTEN & LAKE AREs (Age Related Expectations)	NATIONAL
RWM Combined	50%	53.4%
READING% Pupils AT/Exceeding ARE	63.3%	66.9%
READING% Pupils Exceeding ARE	13.3%	18%
WRITING% Pupils AT/Exceeding ARE	50%	57.6%
WRITING% Pupils Exceeding	0%	8%
MATHS% Pupils AT/Exceeding ARE	56.7%	67.7%
MATHS% Pupils Exceeding	0%	15.1%

Key Stage 2 SATs (Year 6)

<u>Combined Subject Results</u>	<u>Gatten and Lake Primary</u>	<u>National</u>
% Pupils achieving At/Above ARE in reading, writing and mathematics RWM Combined Measure	70%	58.7%
% Pupils achieving Greater Depth in ARE's in reading, writing and mathematics	10%	7.2%
READING% Pupils AT/Exceeding ARE	76.7%	74.5%
READING% Pupils Exceeding ARE	33.3%	27.8%
WRITING% Pupils AT/Exceeding ARE	83.3%	69.5%
WRITING% Pupils Exceeding	13.3%	12.8%
MATHEMATICS% Pupils AT/Exceeding ARE	80%	71.4%
MATHEMATICS% Pupils Exceeding	26.7%	22.4%

If you have a complaint

Most concerns can be quickly addressed by the class teacher or head teacher, but occasionally things need to be taken further. The Education Authority has drawn up a procedure as required by the Education Reform Act 1988 to deal with any complaints by parents or others about the implementation of the National Curriculum and religious worship in schools, or other matters concerned with the curriculum responsibilities of schools or the Authority. A copy of the procedure is available from school.

***We hope you will enjoy
coming to our school***