



Friday 27th September 2024

Pennoweth News

Hello and welcome back to another edition of our Pennoweth News.

We will start this Newsletter with some key updates relating to Afterschool Clubs. Firstly, a quick reminder that 'Be the Change' and 'Film' club will be starting next week. This therefore means that all clubs will now be running as normal.

As the autumnal weather has begun to set in, our spirits haven't been dampened in anyway. As part of our assemblies these last few weeks, the children have been meeting individuals from around the world through our new LYFTA programme. The children have been following their journey and reflecting on how they could help the individual using our DNA values. This week, we followed Jasmine from Finland who relocated to a new home in Somaliland. The children offered thoughtful and practical strategies to help Jasmine feel at home in her new country. The children then reflected on our own community and how we welcome new pupils. The children's responses were superb and reflected our DNA values incredibly well.

As a school, we also participated in pupil photographs this week. The company were impressed with our pupils conduct and behaviour and the welcoming environment within the school. We hope that this is reflected in their photographs.

We will now dive into this week's roundup from across the schools and get a flavour of what our children have been up to all week.

Nursery

This week in Nursery, the children have been on an autumn watch walk around the school grounds, looking out for signs of autumn. The children noticed lots of leaves on the floor and collected the orange, yellow, red, and brown ones just like in the Autumn Colours song we have been learning. Once back in Nursery, we have been using the leaves to sort into different categories like shape, size, and colours, as well as making pictures with them inspired by our class book Leaf Man.

Reception

This week we have been reading the story 'So Much' and thinking about who might come round to visit us. We enjoyed learning the story, joining in with repeated refrains and making up our own actions to help us remember who visits. In Maths we have been talking about comparing sizes and patterns.

Keystage One

Year 1 have enjoyed learning all about Sir Humphry Davy, his inventions and discoveries. Can they tell you what he invented and discovered? The children have been enjoying their computing lessons and still can't believe they get to learn about computing and use technology.

Year 2 have enjoyed planting some daffodil bulbs this week as they learn about the conditions plants need to grow in Science. They have also been busy writing their own nursery rhyme - can they sing it to you?

Keystage Two

In Writing, children enjoyed learning about three African predators: leopards, hyenas and black mamba snakes! After carrying out some research about these animals, pupils wrote a leaflet to inform others about these fierce predators.

For the last science lesson of the current project, the children learned about the parasitic bird - the cuckoo. Pupils discovered that cuckoos are referred to as 'brood parasites' because they rely on others to raise their young. It is quite a shocking but interesting process, so please ask your child to share some facts about it with you at home! After watching some video clips and a class discussion, children drew a diagram showing the life of a cuckoo, including hatching and its annual migration to and from Africa.

On Tuesday afternoon, pupils visited The Regal Theatre in Redruth to watch the performance, "By Trial and Error". The show saw just two circus artists on stage, but they caused a lot of chaos and fun with many tumbles, tricks and surprises! The children were enthralled, and it was lovely to hear their giggles and cheers echo through the theatre. Please chat to your child about this experience as it will help them with their next writing genre - a recount.

Our phase email addresses are:

eyfs@pennoweth.cornwall.sch.uk (for Nursery and Reception)

KS1@pennoweth.cornwall.sch.uk (for Years 1 and 2)

lowerKS2@pennoweth.cornwall.sch.uk (for Years 3 and 4)

upperKS2@pennoweth.cornwall.sch.uk (for Years 5 and 6)

School Lunches

Week beginning 30/09/24

(Week 1 choices from the Spring/Summer Term Menu)

Chartwells meal menu is on the school website



Dates for your diary

Start of Autumn Term (1)

*Wednesday 4th September
2024*

End of Autumn Term (1)

Friday 25th October 2024

Start of Autumn Term (2)

Monday 4th November 2024

End of Autumn Term (2)

Friday 20th December 2024

Yearly Inset Days

14th October 2024

6th January 2025

24th February 2025

22nd April 2025

27th June 2025

23rd July 2025

*Please view page two of the
Newsletter for further term
dates.*

Autumn 1

Monday 30th September

Year 2 visit into Redruth

Tuesday 1st October

Police Careers visit for Year 3 & 4 (In School)

Tuesday 8th October

Early Years and Keystage 1 Harvest Festival visit
@ St Andrews Church

Monday 14th October

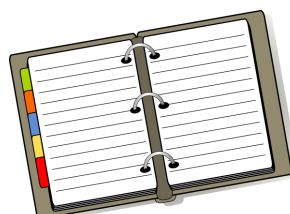
INSET DAY—SCHOOL CLOSED TO PUPILS

Monday 21st October

Police Workshop for Years 5 & 6 (In School)

Wednesday 23rd October

Year 1 visit to the Mosely Museum



A Message from Chartwells

The Food Standards Agency issued guidance last Friday stipulating that certain mustard products had been contaminated with peanuts. This guidance is still in place and work is ongoing to establish the extent of the contamination.

Upon receiving the warning, we took immediate steps to ensure the safety of your pupils. This included introducing a strict menu of safe whole foods for pupils with a peanut allergy; while our Vendor Assurance team carried out a full review of our supply chain to ascertain if any products were on the recall list and at risk.

Given that mustard, mustard powder and mustard flour are common ingredients, this remains a fast-moving situation and the Food Standards Agency's investigation is still ongoing.

While this work continues, to provide choice and variety for your pupils with a peanut allergy, our specialist medical diet and culinary teams have amended our menu so that it is entirely free from mustard and safe for children with a peanut allergy to eat. This menu will be available from Monday 30 September 2024.

We take the management of allergens and the safety of every child we serve extremely seriously. We understand the disruption the Food Standards Agency warning has caused you, your pupils, and their parents, and we are very sorry for this. We will always do everything in our power to ensure that every child receives a safe, nutritious meal.

For further information, please visit the FSA website [here](#). If you would like to be made aware of future allergen alerts from the FSA, you can subscribe [here](#).

Yours sincerely,



Lisa Priestley, Managing Director, Chartwells Schools

Karen Wallens

Area Manager



07760172002



karen.wallens@compass-group.co.uk



www.chartwells.co.uk

DBS Certificate Number: 001510912671

Chartwells, Compass House, Guildford Street, Chertsey, Surrey, KT16 9BQ



Eat, Learn, Live

Together, we can bring this to life...

Important Updates regarding Attendance

There are 175 non-school days in a year and 190 school days each year.

190 school days in each year 190 days for your child's education	7 days absence				
	183 days in school	10 days absence			
		180 days in school	19 days absence	28 days absence	
			171 days in school and the equivalent of a month not in school that year	162 days in school If it 85% each year, your child is missing the equivalent of a year of education over their time at pri- mary school	47 days absence 143 days in school
100%	96%	95%	90%	85%	75%
Good -Best chance of success -Gets your child off to a flying start -Helps their confidence, social development as well as their ac- ademic progress -Over 97% is considered excellent attendance		Some Concern -Harder for your child to make progress -School starts tracking your child's attendance closely, Medical evidence may be required to authorise further absences linked to ill- ness	Worrying -Your child is now classified as a 'per- sistent absentee' - Education Welfare Officer involvement is likely	Serious Concern -Having a significant impact on your child's education and well- being -Legal Action may be taken	

Friends of Pennoweth Upcoming 2024 Winter Term

★

Messy Fun Walk - Thursday 26th September

We will be holding our first sensory fun walk after school. Come along to try the squishy messy fun. We will also have a fidget & squishy sale and tuck shop. All proceeds from this events will go towards equipment for the new sensory room.

★

Friends of Pennoweth AGM - Tuesday 1st October 7pm
Pennoweth School Hall

Stay informed and get involved!

You can put in as much or little time as you can spare - any help is always appreciated.

★

Bag2School Collection - Wednesday 8th October

★

Half Term Discos - Thursday 24th October

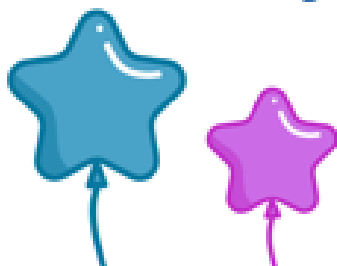
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Wreath Workshop - Thursday 5th December

Come along and make your own Christmas wreath.

Message us to book.

★



A Diary entry from our Keystage One Gardening Club

Excitement filled the room as new and old members met together for the first gardening club session of the year.

After changing into spare clothes and eating a snack, we discussed the rules and then set off to the polytunnel to investigate what had happened since our summer club closed.

Looking around the polytunnel, we could see that we had our work cut out as the weeds had taken over during the summer holidays.

Our first job today was to empty the potato bag and to see if we could find any treasures. We were very excited to find a selection of sizes and just enough for us to take one each for home.

At the same time, some of us couldn't wait to get our hands on the much loved litter pickers and set off to make our school a tidier place.

Before we knew it, it was time to head back and wash our hands before going home. Time flies when you are having fun.

Gardeners are welcome to bring a change of clothes each week and a snack to enjoy before getting busy.

Our photos shows our crop of potatoes .

Can you spot an extra Vegetable we dug up?



Our DNA

Everything we do in school is shaped by our Pennoweth DNA statements. Each week each phase team identifies one child who has done a fantastic job of demonstrating each strand of the DNA. Well done to all the children below.

We are safe.

We feel loved.


We take responsibility.

We are always learning.

We are ready.

Quality	Year R, Y1 and Y2	Year 3&4	Year 5&6
Safe	Ryder (Restormel) Lottie (Restormel) Poppy (Tintagel) Vyana (Tintagel) Alba (Newlyn)	Michelle (Lizard)	Jacob L (Poldark)
Loved	Tristan (Mevagissey)	Molly (Lizard)	Lucas B (Geevor)
Responsible	Kodi (Porthcurno)	Harriet (Pendeen)	Lukas E (Geevor)
Learning	Theo (Geithian)	Amelia (Pendeen)	William (Poldark)
Ready	Mia (Mevagissey)	Mason (Godrevy)	Daniel (Levant)

Congratulations to our stars of the week from each class! Well done everyone!

Pendennis Daily Awards	Tintagel Harry W
Restormel Harper	Porthcurno Aaliyah
Gwithian Ryder	Newlyn Rejoice
Mevagissey Evelyn	Pendeen Lucy
Godrevy Logan	Lizard Cohen
Levant Starla	Geevor Gabriele
Poldark Maisie	

Read Write Inc.
Phonics



Headteacher's

Phonics Star of the Week

Awarded to

James (Reception)

27/09/24

C. Andrews

Date



Signature



Read Write Inc.
Phonics



Headteacher's

Phonics Star of the Week

Awarded to

Brodie (Gwithian)

27/09/24

C. Andrews

Date



Signature



Attendance

We aim for all our children to have at least 96% attendance throughout the year.

Overall attendance for this week was

93.8%

see below for the attendance for each class last week.

Pendennis	86.9%
Tintagel	96.4%
Restormel	88.9%
Porthcurno	95.4%
Gwithian	96.4%
Newlyn	91.2%
Mevagissey	96.3%
Pendeen	95.3%
Lizard	92.6%
Godrevy	94.7%
Levant	95%
Geevor	94.5%
Poldark	92.4%

Congratulations Tintagel, Gwithian & Mevagissey class!

Unauthorised Exceptional Leave of Absence Information

The law requires parents to ensure their children receive an efficient full time education, and every minute of every day is important. Please help them not to miss any of the valuable time.

We hope that when you read the information outlined on our website, you will consider that your child's education is too important to take on holidays during term time.

If an unauthorised leave of absence is taken, this may incur a penalty notice being issued under Section 444A and 444B of the Education Act 1996. This carries a fine of £60 if paid within 21 days or £120 if paid after this but within 28 days. Failure to pay the penalty notice will result in Court action.

Unauthorised Late Information

If your child is arriving late—after the register has closed at 8:50am it will be coded as a U which, is an unauthorised late mark. If your child accrues 10 unauthorised late marks within 100 sessions (10 weeks) you will be committing an offence under the Education Act 1996.

The School may refer the matter to Cornwall Council who may decide to take legal action against you, issuing a penalty notice under section 444A and 444B of the Education Act 1996. This carries a fine of £60 per child, per parent if paid within 21 days or £120 if paid after this but within 28 days. Failure to pay the penalty notice will result in Court action.

Persistent absences/unauthorised lates, not authorised by the school, may result in a prosecution in the Magistrates Court, leading to fines up to £2500 and/or custodial sentences.



Online Safety Update

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about **INSTAGRAM**

AGE RESTRICTION
13+

WHAT ARE THE RISKS?

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

Advice for Parents & Educators

AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

USE MODERATORS

Instagram Live has implemented a mechanic called Moderators, meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at 8CyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/instagram-2022>



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Attendance Support

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

IMPACT OF SCHOOL AVOIDANCE

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

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Coffee morning with the SENDCo and Early Help Hub

Please come along on
Tuesday 22nd October 9.00am - 10.00am
Pennoweth Primary School

Join us for a morning tea or coffee to meet the school SENDCo, early help hub family worker and parenting worker.

Everyone's welcome
We look forward to seeing you!



Further News and Announcements

A purple poster for a Halloween competition. At the top left is a white ghost with a red and white striped party hat. At the top right is the Vision for Education logo, which includes a stylized 'v' and the text 'VISION for EDUCATION' and 'Part of The Edwin Group'. The main text 'HAPPY HALLOWEEN' is in large, bold, orange and yellow letters. Below this, 'DESIGN A PUMPKIN COMPETITION' is written in white, flanked by two yellow stars. The closing date 'Closing Date: Tuesday 22nd October 2024' is in white. Below that, the invitation text 'Vision For Education Cornwall are inviting you to take part in our Halloween Competition!' is in white. Then, 'Simply send us a picture of your best Pumpkin creation to the email address bellow!' is in white. Finally, 'The Winner will receive a Halloween Hamper which will include lots of Halloween Treats!!' is in white. At the bottom are two orange jack-o'-lanterns with carved faces. The Vision for Education logo is also at the bottom left. Contact information is at the bottom right.

 **HAPPY HALLOWEEN** 

DESIGN A PUMPKIN COMPETITION

Closing Date: Tuesday 22nd October 2024

Vision For Education Cornwall are inviting you to
take part in our
Halloween Competition!

Simply send us a picture of your best Pumpkin
creation to the email address bellow!

The Winner will receive a Halloween Hamper
which will include lots of
Halloween Treats!!

 **VISION for EDUCATION**

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E alicia.conway@visionforeducation.co.uk
W www.visionforeducation.co.uk

Further News and Announcements



Together 
for Families

The
deadline for
applications is
**15 January
2025**

Starting school September 2025

Applying for a place in
a reception class for
children born between
1 September 2020 and
31 August 2021



Attending a nursery or pre-school

You will need to apply even if your child attends a school's nursery or pre-school class. Please note that if a school is oversubscribed the fact that a child attends a school's nursery or pre-school, or a local nursery or pre-school, does not automatically guarantee a place at that school. The school's oversubscription criteria will be used to allocate places. Visit our website or contact us for more information.

Information and guidance

Website and application form: www.cornwall.gov.uk/admissions

Email: schooladmissions@cornwall.gov.uk

Post: **School Admissions Team, County Hall, Truro, TR1 3AY**

Telephone: **0300 1234 101**



www.cornwall.gov.uk/admissions



Further News and Announcements



Together 
for Families

The
deadline for
applications is
**15 January
2025**

Do you have a
child born **between
1 September 2020
and 31 August 2021?**

If so, you will need to apply
for a place in a reception
class in September 2025 for
your child by the deadline
of **15 January 2025**.



Please note: you will need to apply even if your child attends a school's nursery or pre-school class. If a school is oversubscribed the fact that a child attends a school's nursery or pre-school, or a local nursery or pre-school, does not automatically guarantee a place at that school. The school's oversubscription criteria will be used to allocate places. Visit our website or contact us for more information.

Visit www.cornwall.gov.uk/admissions for more information and to access the online application system.



Further News and Announcements

Applying for a **reception class** place for **September 2025**

Special Educational Needs

If an Education, Health and Care (EHC) Plan has been issued for your child you do not need to complete an application form. Please contact the Statutory SEN Service for more information: Tel: **01872 324242** Email: **statutorysen@cornwall.gov.uk**

1 Decide on your preferred schools

You are strongly advised to name **three** preferences on the application form. **Naming a second or third preference does not give you any less chance of getting a place at your preferred school.** When making your decision you should...

...think about **how you will get your child to school.** Go to **www.cornwall.gov.uk/schooltransport** for more information on whether your child would be entitled to home to school travel assistance.

...look at the **admission arrangements** on our website that will be used to allocate places for each school.

...consider naming your **nearest or designated school** as one of your preferences. You can find your nearest or designated school on our website.

...look at the detailed **admissions information** on our website, also available on request.

2 Submit your application by 15 January 2025

Apply online at **www.cornwall.gov.uk/admissions**

3 Wait to find out which school you have been allocated

If you applied on time you will be notified of your allocation on **National Offer Day: 16 April 2025.** **Apply on time!** Late applications will only be dealt with after National Offer Day and there may not be any places left at your preferred schools.

Further News and Announcements



FREE

CREATIVITY

CLUB

FOR 7-11 YEAR OLDS

JUST TURN UP!

Every Monday 4-5pm
The Centre Newlyn

Supported by


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THEATRE

For more information email
education@minack.com