VALE PRIMARY SCHOOL PROSPECTUS

2026/27

Headteacher

LAUREN EYTON-JONES

Deputy Headteacher

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CONTENTS

Page 3 - Headteacher's welcome

Page 4 - PTA welcome

Page 5 - Our Vision, Values and Aims

Page 7 - Engagement and Behaviour and RRSA

Page 8 - Our School Organisation

Page 9 - Our Bailiwick Curriculum

Page 10 - Curriculum Overview

Page 11 - Outdoor Learning and Curriculum Communication

Page 12 - Extra Curricular Opportunities and Residential opportunities

Page 13 - Positive Mental Health and Well-Being and ELSA support

Page 14 - Safeguarding

Page 15 - Inclusion

Page 16 - Parent/Carers in Partnership with our School

Page 17 - Attendance, Punctuality and Absence

Page 18 - Uniform

Page 20 - Medicines and Drugs and Parental Concerns

Page 21 - Our Vale Family

Page 23 - Diary dates

WELCOME TO VALE PRIMARY SCHOOL



Our school is a busy, stimulating place for learning, where children are nurtured and their talents are developed and celebrated. The school is a caring, supportive and respectful environment which is vital, not just for academic education, but to develop today's children into good citizens. Our core values of respect, kindness and safety underpin all we do throughout school.

We have a dedicated team of teachers and support staff who work hard to ensure that each child is recognised as an individual. It is through this, and through our strong partnership with home, that we can support each child to achieve their full potential and be the best they can be. We believe that children and families thrive when we all work together. Every child who joins us receives a warm welcome and quickly becomes part of our Vale family.

We invite you to join our school community and be a part of this important journey in your child's life. Your interest in their education is key; whether you support at home, in school, or at fundraising events, your time is always appreciated.

I hope that this prospectus will give you a flavour of what our school is all about. It will give you a glimpse into the opportunities and experiences that your child will encounter with us. If you would like to see our school in action, we warmly welcome visitors. Please contact us to make an appointment and I will be delighted to share our wonderful school with you. We love it here, and hope that you will too!

Best wishes,
Mrs Lauren Eyton-Jones
Head Teacher

Value

All

Learners

Equally

Vale Primary School PTA

PTA stands for Parent Teacher Association. When your child joins the Vale Primary School, you are automatically considered a PTA member regardless of the level of involvement you can, or are able to, contribute.

The main function of the PTA is to support the school by raising money to enhance, enrich and improve learning experiences for all our children. Importantly, it helps bring the communities of school and home closer together, as well as providing those 'little extras' such as an Easter Egg Hunt, that make school memorable.

Our PTA is run by a small voluntary group of parents, carers and staff (the PTA committee). The committee meets regularly to decide on events and to discuss where best to spend any money raised. These decisions are then shared on our Vale Primary School PTA Facebook page.

Joining the committee is a great way parents and carers can have a voice at school. It is also a fantastic opportunity to mix socially with a friendly bunch of parents, who have children in different year groups. The children love having their parents/carers volunteer at events. So please do consider joining us and having your say; new faces are always welcome! Our children are only at primary school for seven short years and time flies when you’re having fun...and the children have so much of that at Vale!

Best wishes,

Laura Tardivel
Chair of Vale Primary School PTA



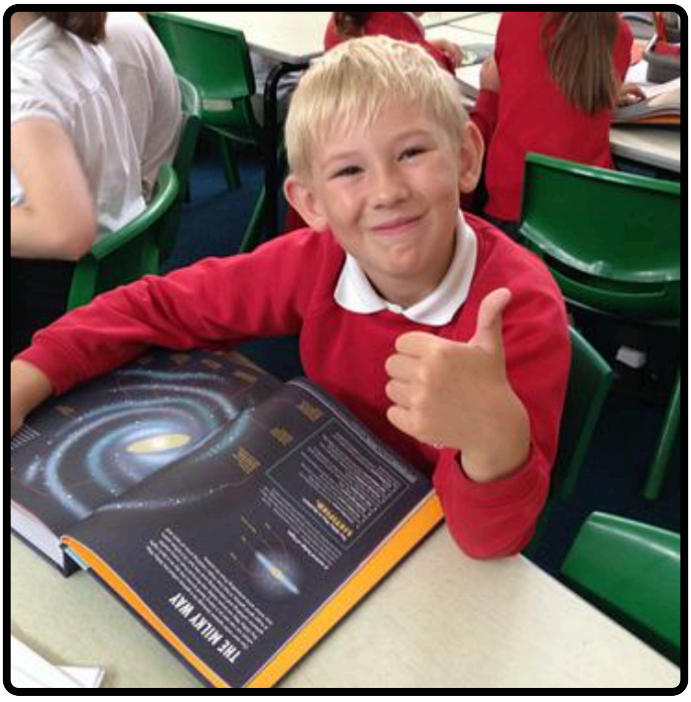
Our Vision, Values and Aims

Value All Learners Equally

At Vale Primary School, our collective vision is to develop lifelong learners who have high aspirations, and who are inspired and supported to reach their own personal excellence, within a safe, secure and caring environment based upon respect and inclusivity for all.

We aim to nurture happy, resilient and confident children who have self-belief in order to seek out new experiences with ambition and excitement. Our wish is to equip all our children with the confidence, knowledge, skills and understanding to become independent thinkers and learners, empowering them to make aspirational and healthy decisions in life.

To bring this vision to life, we have collectively embraced the values of respect, safety, and kindness. These principles will guide our actions and decisions, ensuring that our school remains a warm, welcoming, and nurturing space where all pupils feel empowered to thrive; a learning environment where all children feel safe and secure to be able to achieve their personal best.



Our Vision, Values and Aims

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care.
At Vale Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships. We achieve this through visible consistency which is tightened through three simplified core expectations:



These are referred to and used regularly by all adults working in school. Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner.

However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

Engagement and Behaviour

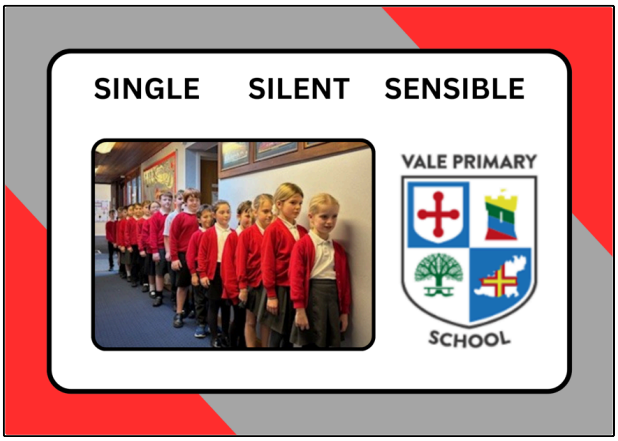
At Vale Primary School we focus upon positive engagement strategies in order to promote the highest expectations of behaviour from all our children. All members of the school community are expected to behave towards each other with respect, consideration, politeness and good manners. Children are encouraged to take responsibility for their own actions, and we promote a positive ethos throughout school, where all members of our school community are encouraged to 'treat others as you would like them to treat you'.

Through our expectation mottos, we have developed a shared language throughout our school community. The children are reminded of our high expectations in all areas of school life: in the classroom, around the school, on the playground and on educational trips and visits. Our emphasis is placed firmly on encouragement and praise for effort, achievement and good behaviour, with a reward system shared by the whole school. Good behaviour is a strength of Vale Primary School and bullying is not tolerated.

Our School Expectations Mottos





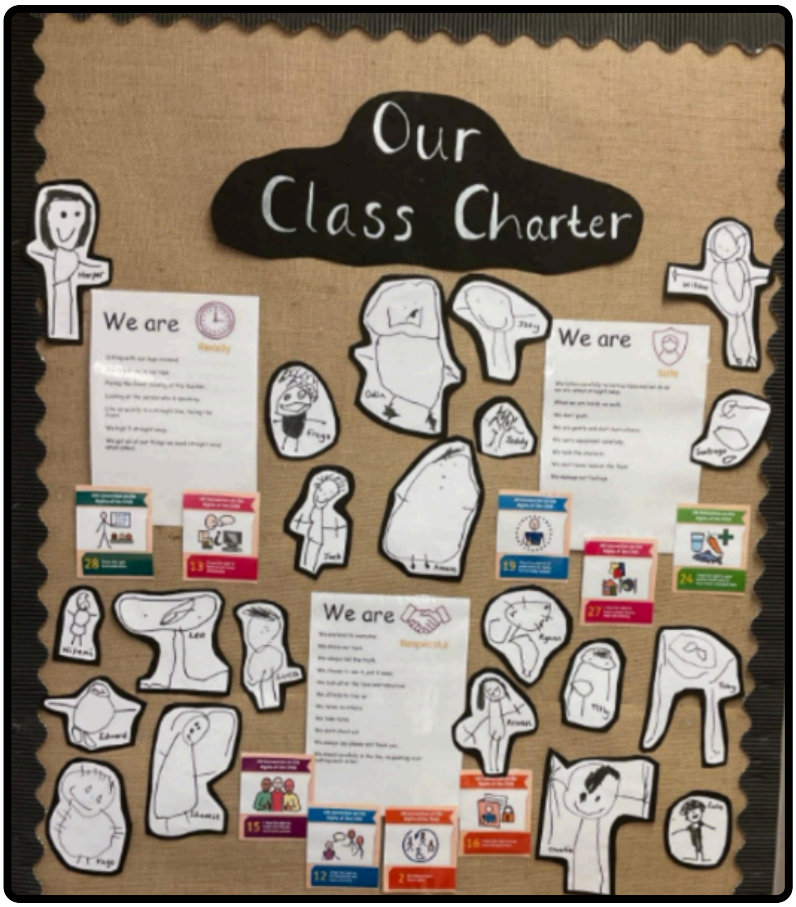




RRSA

Vale Primary School is a UNICEF Silver Rights Respecting school. The Rights Respecting Schools Award puts children's rights at the heart of schools. Unicef works with schools across the UK, and locally, to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.

Developing a Rights Respecting ethos in our school embeds these values in daily school life, and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.



Our School Organisation

Early Years Foundation Stage

This is our Reception classes. They follow a curriculum called Early Years Foundation Stage (EYFS) which is play-based and involves a balance between 'child-initiated' (chosen by the child) and 'adult initiated' (led by an adult) activities. Each teacher in our Reception classes is supported by a Learning Support Assistant.

Key Stage 1

This includes Years 1 & 2 which are the first classes to follow our Bailiwick Curriculum and its subject entitlements. Key Stage 1 is often referred to as the Infants and has children between the ages of 5 and 7 years old.

Key Stage 2

This is Years 3, 4, 5 and 6. Key Stage 2 is often referred to as the Juniors and has children between the ages of 7 and 11 years old.

Core subjects taught in KS1 and KS2:

Maths and English: the latter including phonics, reading, writing, speaking and listening.
Foundation subjects: Science, Geography, History, Drama, PE, Art, Design and Technology, Computing, Music, PSHE, RE, MFL.

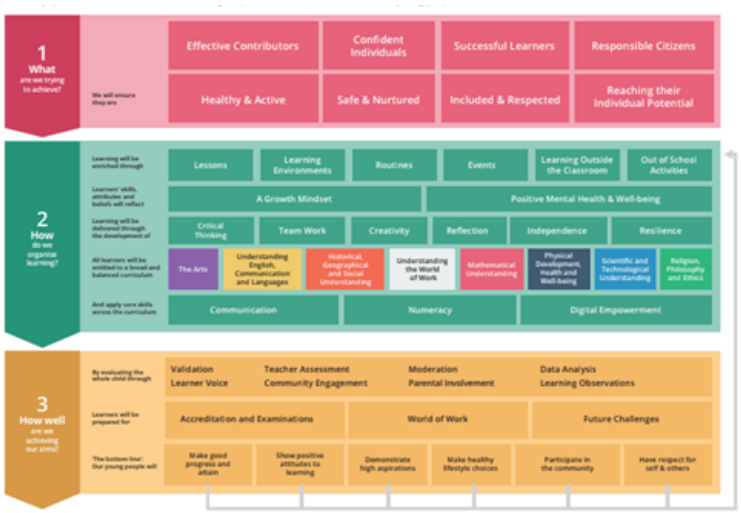
Mixing Classes

Predominantly, we are a three form entry school and it is our policy to mix classes every year as the children move up through the school. This is done to ensure all classes keep a good balance of pupil numbers, gender and ability and to develop the children's social skills.



Our Bailiwick Curriculum

Our Bailiwick Curriculum is centred around three key questions which encourage high expectations for all children and young people, promoting joyous and purposeful learning.



At Vale Primary School we seek to take advantage of the entirety of our provision, encouraging an approach which seeks the best ways to learn the 'content' of the curriculum. Learning takes place in lessons, in events, through the routines of schooling, the learning environment and beyond the classroom. By exploiting these components of learning, we aim to maximise the learning agenda and ensure the aims of our Bailiwick curriculum are met.



'There are fun lessons here and the teachers encourage us to learn and try new things. It is a good environment to learn to push yourself into the challenge zone.'

Vale Primary School Curriculum Overview

The curriculum of a school is the entire planned learning experience. From the moment your child enters our school, they will be learning. They will be formally taught for some of the time but they will also learn through the ethos of the school, though their positive engagement in the daily life of the school and by taking advantage of the range of activities that are available, including the lessons. The curriculum is more than the timetable, and more than the Learning Sequences within each subject.

Year group teams have created long term curriculum maps. As a result, there are opportunities for children to experience the curriculum in an interconnected way, deepening the application of their learning. Each subject discipline has a whole school overview which has resulted in a clear progression of knowledge, skills and vocabulary which are revisited, applied and built upon each year. Small step learning sequences describe the progressive knowledge and skills within each unit of work in granular detail. As a result, teachers have clear direction in terms of their planning and children experience a spiralling curriculum whereby their knowledge and skills are interconnected and carefully built upon. Subject leaders have, where applicable, ensured their Learning Sequences have an emphasis on local knowledge. As a result, children experience, and have a growing awareness, of their local environment whilst learning about the wider world.



Outdoor Learning

We are fortunate at Vale Primary School to have such lovely grounds and access to a dedicated nature area and outdoor classroom and woodland area. All children across all year groups have regular sessions of outdoor learning, developing new skills and using the space for activities to enhance their curriculum learning. The outdoor learning environment encourages learners to use their imagination, build cognitive skills, acquire social skills and to be creative. It improves child development, supports mental health and wellbeing, deepens a connection with nature and promotes more inclusive and engaging learning.



'Vale Primary School is the best school because we have amazing reading areas, lots of space outside and great teachers.'

Curriculum Communication

Each term parents receive a newsletter which outlines the specific learning which will take place in each subject area in each year group. Information is also shared weekly through Class Dojo. This provides us with the opportunity to maximise communication, and to work in partnership with parents, to support our children's learning both inside, and outside, of school.

Extra curricular opportunities

We have a wealth of extra-curricular opportunities available to our children. Most clubs are run on a half termly basis and parents/carers will be informed by letter if there is an opportunity for their child to join a club.

Some of our amazing clubs, teams and activities include netball, football, crochet club, choir, squash, cricket, board games, drama, penny whistle, eco club, athletics and boxing to name but a few! We also have various coaches and instructors who run additional extra-curricular activities after school.



Residential opportunities

Residential trips are offered to all children from Y3 - Y6 and are progressive in their design. These include a Roman sleepover in school, one night at Rue Maingy, one night in Lihou island and two nights camping in Herm.

Such opportunities are extremely valuable in developing our learners' resilience, independence, confidence, self-esteem, critical thinking and social relationships.

Curriculum Enrichment

Our curriculum is also enriched through wide and varied opportunities to take part in educational trips and visits relevant to our curriculum throughout the year, as well as a wealth of visitors and experts who come into school to work with our children.



Positive Mental Health and Wellbeing

Positive mental health and wellbeing is important for our learners now and the adults they will become. It is widely recognised that a child's mental health and wellbeing impacts upon:

- Experience of childhood: personal contentment and social interaction
- Pattern of development: brain development and physical development
- Effective learning of knowledge and skills
- Mental wellbeing in adulthood

We promote positive wellbeing through our approaches to teaching and learning in all aspects of school life.

We have a Mental Health and Wellbeing Lead in school who promotes mental health across the school for both the children and staff, and daily emotional welfare check-ins are established throughout all year groups. We work in partnership with Paws For Support, and our reading dog 'Reggie' is a popular figure in the school. He adds a wonderful dimension to promoting good mental health as well as our reading levels!



ELSA support

We have two qualified **E**motional **L**iteracy **S**upport **A**ssistants who provide regular timetabled support for any children who are identified as potentially benefiting from this intervention. The programme enables our ELSAs to support our children with areas such as social skills, emotions, bereavement, anger management, self-esteem and friendship through the use of social stories, therapeutic stories and their counselling skills.

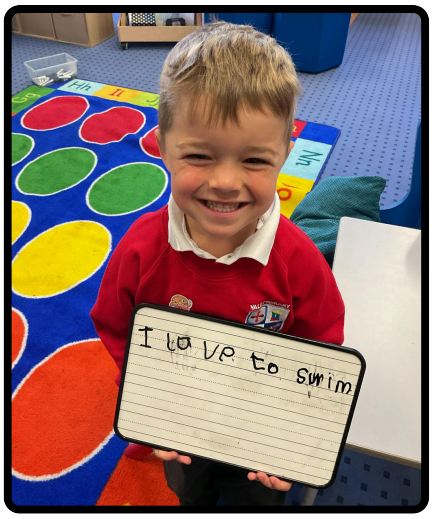
Safeguarding



The welfare of our children is paramount, from the security of our site to the welfare of each individual pupil. We have very clear guidelines in place to ensure our safeguarding is robust. All staff are regularly trained in safeguarding procedures and we ensure that all staff, volunteers and visitors have current DBS checks in place before working with our children.

Our Principles

- The welfare of our children, and their wishes and feelings, are afforded consideration when developing and carrying out school activities
- All children have equal rights to support and protection irrespective of their race, age, ability, language, religion, gender, sexual identity or culture.
- All staff and volunteers have a professional role to identify and respond to the needs of the children and to report any concerns immediately.



‘Vale Primary School helps all children to learn. The teachers here try to help with any problems and help us with our work. I love this school.’

Inclusion

Inclusion is a universal right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other needs. It is about giving equal access and opportunities and getting rid of discrimination and intolerance.

At Vale Primary School we believe that every child has the right to a purposeful and relevant curriculum that helps them to achieve their full potential. All children have different needs at different times throughout their school lives. We work hard to ensure that every member of our school community – pupils, parents, staff and visitors – feel safe and included.



We are an inclusive school and every child, whatever their individual abilities or needs, is equally valued and welcome here. Inclusion in our school means that we actively create a community where we recognise and affirm the value and dignity of every child, staff member and parent or carer.

High quality inclusive practice is integral within all subject areas and all aspects of school life as we aim to raise the aspirations of, and expectations for, all pupils and provide everyone with the means and opportunity to develop their full potential.

Parents/Carers in Partnership with our School

We are firmly committed to building a strong partnership between home and school with the aim of developing shared expectations, enhancing the quality of education, and achieving high standards. This commitment sits firmly within our ethos of Ready, Respectful, Safe. Everyone has their part to play in securing these goals, and this brings with it certain responsibilities for all stakeholders:

Children

- Come to school with their parents and friends
- Always try their best, in everything they do
- Be independent in managing their own possessions
- Understand and follow the school values and expectations
- Follow the class routines

Parents

- Bring their children to school and collect them on time
- Ensure that their children attend school
- Support their child by hearing them read and encouraging them to complete any tasks that their teachers ask them to do at home
- Keep the school informed of any concerns they may have about their child's welfare

Teachers

- Take responsibility for the children between 8.30am and 3.00pm
- Work closely, and communicate effectively, with parents, carers and all stakeholders
- Provide the highest quality of education and care at all times

Parent/carer consultations take place twice a year, in the Autumn and Spring terms, although parents are welcome to see the class teacher at any other mutually convenient time.

Parents/carers receive a written report at the end of the school year.

Attendance, Punctuality and Absence

Good attendance and punctuality helps the children settle in at school and not miss out on vital learning and social experiences. Children with poor attendance can fall behind and catching up can be tricky. We expect the children to have a minimum attendance of 96% and it is the parent/carer's responsibility to ensure that their child(ren) have good attendance. The Senior Leadership Team monitors attendance and will contact parents should they become concerned.

Children need to be in school every day unless they are ill or there are exceptional circumstances. Our doors open at 0830 to allow children to come into school, organise their belongings and be ready to learn when teaching starts promptly at 0845. If your child is ill we ask that you **contact the school office** to let them know that your child is unwell, what the symptoms are and when you expect them to return.

Appointments for dentist/doctors/opticians etc....should be made outside of school hours wherever possible. If this is not feasible, the school office needs to be notified and your child should come to school beforehand and be returned to school afterwards. Holidays during term time will not be authorised.

Vale Primary School's Attendance Ladder		
0 days off school	100%	Fantastic
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	School is slightly concerned
Equates to 20 days off school each year	90%	School is concerned
Equates to 30 days off school each year	85%	School is very concerned

Uniform

Girls

- White blouse or white polo shirt
- Grey or black knee length skirt, pinafore dress, plain grey or black trousers
- Vale Primary School red named sweatshirt or cardigan
- White or grey socks or tights
- Sensible black shoes - not boots, sandals or trainers

In the Summer, red and white check dresses with red cardigans can be worn. Grey or black shorts can be worn too.

Boys

- White shirt or white polo shirt
- Grey or black trousers
- Vale Primary School red named sweatshirt
- Black, grey or white socks
- Sensible black shoes - not boots, sandals or trainers

PE Kit

- 'House Colour' T-Shirt with matching house colour, or black, shorts
- White socks
- Plimsolls or trainers
- Swimming costume/shorts (one piece for girls)
- Swimming hat

Please note: no PE Kit is required for Reception children until the Summer term. All uniform should be clearly named for ease of returning lost items.

THE FOLLOWING ARE NOT ALLOWED:

- Large and colourful hair accessories including hair pieces and braids
- Hooped or dangling earrings (only plain ear studs)
- Heeled shoes / open toed sandals
- Leggings
- Tracksuits bottoms
- Trainer socks
- Extreme haircuts / styles – including colourful hair braids and shaved tracks of any kind.
- Earrings during swimming sessions

We are an accredited ‘Sun Safe’ school so children are expected to wear a sun hat from May to the end of September to appropriately protect them from the sun during these months.



MEDICINES AND DRUGS

If possible all medicines should be administered at home. Children recovering from an illness should NOT administer any drugs to themselves. All medicines or drugs must be clearly named and taken to the school office with clear details of the correct dosage to be given, the illness, the date and the name of the medicine. Your attention is drawn to the Education Department's policy in which a note of authorisation from parents is required before medicine is administered. Medical forms can be obtained from our school office.

No medicines will be given to any child unless a letter/form is received.

Parental Concerns

Concerns of a minor nature may be dealt with by reference to an individual teacher, preferably at the end of the school day, or before the start of the next. This should be arranged through initial contact with the school Administration Assistant or via Class Dojo. If a parent feels the matter is still unresolved, this can be referred to the Key Stage Leader.
Complaints of a more serious nature must be dealt with by an appointment made with the Assistant Headteacher, Deputy Headteacher or Headteacher, who will record all relevant details. If the matter remains unresolved, parents may contact Education Services and follow the States of Guernsey Complaints Policy.

Please note: whilst we understand the upset a parent can feel around difficult situations for their children, abusive or aggressive behaviour towards staff will not be tolerated.

The Vale Family

Mrs L Eyton-Jones - Headteacher
Miss A Mills – Deputy Headteacher
Mrs K Le Prevost – Assistant Headteacher
Mrs L Donnelly – ALNCo
Mrs J Bell – Early Years Lead
Mrs R Mackay – KS2 Lead
Mrs J Le Page - KS1 Lead
Mrs S Barneby
Mrs E Dorrian
Mrs R Whitmore
Mrs K Jones
Mrs R Henry
Miss R Ashworth
Mrs Z Crossley
Mr R Gallienne
Ms J Roberts
Mrs L McKane
Mr M Walter
Miss A Le Tissier
Mrs V Joyce
Mrs K Walter
Mrs L Watchman
Mrs H Le Poidevin
Ms L Van der Ham
Mrs A-M Mauger
Mrs D Sarre
Miss C Price

Mrs K Chantrell
Mrs S Le Huray
Miss G Blackler
Mrs K Adcock
Ms H McCartney
Mrs C Hutchins
Miss E Roussel
Mrs N Harrison
Mrs E O'Reilly
Mrs A Le Tocq
Mrs J Brun
Mrs K Murphy
Miss K Thorne
Miss N Davidson
Mrs T Lawrence
Mrs R Lesbirel
Mrs L Carter
Mrs C Shepherd
Miss S King
Mrs J Fallaize – Administration Assistant - Juniors
Mrs E Roffey – Administration Assistant - Infants
Mr D Ozanne – Site supervisor

Dates For Your Diary
2026-27

Thursday 3rd September - Term starts (Staff)
Monday 7th September - Term starts (Pupils)

Monday 26th October-Friday 30st October-Half Term

Friday 18th December - Term ends

Monday 4th January - Term starts (Staff)
Tuesday 5th January - Term starts (Pupils)

Monday 8th February-Friday 12th February - Half Term

Friday 25th March - Term ends

Monday 12th April - Term starts (Staff)
Tuesday 13th April - Term starts (Pupils)

Monday 3rd May - May Bank Holiday

Monday 31st May-Friday 4th June - Half Term

Thursday 22nd July - Term Ends

VALE PRIMARY SCHOOL

Value All Learners Equally

