

St Neot Primary School

'A happy learning environment for all'



Booklet for Parents

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1 THE CURRICULUM

'What the children learn'

School Aims

Within a safe and caring environment we aim to: -

- ✓ Develop independent thinking, learning and an ability to question and reflect upon knowledge and experiences
- ✓ Provide equal opportunities for all children enabling them to gain a broad and balanced view of the world
- ✓ Welcome parents and the community into the life of the school, so our children can see that we work together
- ✓ Encourage respect and an ability to respond to the needs of others
- ✓ Encourage children to listen and speak confidently
- ✓ Provide an education which adapts to new developments and technologies
- ✓ Promote high self esteem through the acknowledgement of individual qualities and achievement
- ✓ Encourage an appreciation of the environment and our cultural heritage locally and nationally
- ✓ Provide an engaging, broad and balanced curriculum

Secure
Together

Nurturing
Each
Others'
Talents



Curriculum Content

The curriculum is organised in year groups:

Infant	Foundation Stage	4+	Year F
	Key Stage 1	5+	Year 1
		6+	Year 2
Junior	Key Stage 2	7+	Year 3
		8+	Year 4
		9+	Year 5
		10+	Year 6

The Foundation Year follows seven areas of areas of learning:

- Prime areas - Communication and language; Physical development; Personal, social and emotional development.
- Specific areas – English; Mathematics; Understanding the world; Expressive arts and design.

These cover the knowledge and skills which are the foundations for future progress. Where they have close links with National Curriculum subjects they form an appropriate baseline.

All children from **Year 1** follow the 2014 National Curriculum:

- English; Mathematics; Science; History; Geography; Physical Education; Computing; Design Technology; Art and Design; Languages and Music.
- Religious Education will follow guidelines from Cornwall Council County 2014 Syllabus.
- The school curriculum has been revised extensively in order to cover the up-to-date guidance using the Inspire Curriculum and Abacus.
- The Curriculum Map can be seen on the school website under the Policy section.



The following pages provide a summary of the main Curriculum areas.

These are taught in two ways: as separate subjects, and together using a cross curricular approach.



English

English unites the important skills of reading and writing, speaking and listening. English has a unique place in our curriculum, as both a core subject and an integral component of all other areas of the curriculum. At St Neot School our concern is with every aspect of the child's language development and with laying foundations for literacy in life. English is timetabled in each class, every day of the week, together with phonics for Foundation to Y3.

We have a comprehensive whole school approach to reading. This enables each child to make progress at his or her own pace through the stages of learning to read. The needs of individual readers are met

through structured and colour-coded reading materials. Children who have difficulties in learning to read are given extra help for as long as is necessary.

Phonics teaching is based on the Letters and Sounds scheme using a variety of media including the 'phonics bug' and 'phonics play' interactive programmes. This teaching provides a basis of secure reading skill from which children can progress towards higher order skills.



The children have access to many books covering a range of genres in the school and class libraries, encouraging pupils to read for pleasure. Children are able to borrow these and we ask that parents share responsibility for them, using their child's reading record. We provide book bags to encourage the children to borrow books to read at home.

By means of a stimulating school environment we aim to encourage children to become independent and creative writers, whether recording factual information or responding creatively to a given stimulus, such as visits to places of interest, drama, listening to music, stories or poetry. Children explore, plan and create structured texts that cover a range of genres for a range of audiences.

Children write every day, and throughout the school children are supported to build their skills in writing. They are taught the tools of grammar and punctuation together with creative skills which enable them to write imaginatively.

The aim in handwriting is to promote the sound development of letter formation leading to fluent cursive writing. Children are encouraged to learn spellings using the 'Look, Cover, Write and Check' approach. From Year 1, weekly spelling lists are learned as part of homework and tested in school. Speaking and listening are an integral part of the development of language. We use drama, role play and peer discussions to encourage children to speak clearly and with confidence and also to train them to concentrate on the spoken word.



Parents and carers are vital partners in helping children with reading and writing and we appreciate the assistance they give with reading and homework.

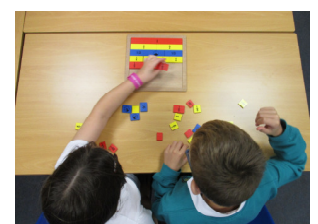
Mathematics



Maths is a vital life skill. Our aim at school is to help children to acquire this skill and use it with confidence and competence. Children are encouraged to work accurately and to recognise the patterns involved in mathematics. There is an emphasis not only on learning number facts but also on developing mental strategies to solve mathematical problems. The ability to calculate mentally lies at the heart of mathematics, and this is what we aim to do.

Our teaching is based on the National Curriculum, and we also use Abacus Maths as a resource for much of our work. The two key areas are number and problem solving. Number work includes addition, subtraction, multiplication and division, place value, money, fractions, decimals, and percentages. All children need to have the basic skills in these areas and then need to be able to apply them to real life situations. Other areas covered include data handling, shape, space and measures including length, weight and time.

Problem solving is an integral part of our approach to mathematics, giving children the chance to apply their knowledge to practical situations and to develop their independent working. Mathematics is used across the curriculum and especially in ICT, Science, and Geography.



Science

Our Science curriculum covers Living Processes, Habitats, Forces, Materials, Electricity and Magnetism, Light and Sound and the Solar System. These topics are pursued through investigations, classroom activities, technology, environmental studies and educational visits.

The children are encouraged to think scientifically through practical experiments and observations, to make predictions and to test out their ideas. They are taught how to use appropriate measuring devices such as thermometers, force meters and stopwatches.

The school has extensive grounds which are used for a variety of activities such as river studies, weather experiments and observation of plant life. The children are encouraged to develop a concern for their local environment as well as developing an understanding of global issues.

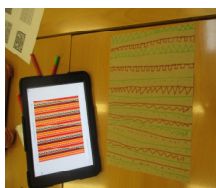
Computing

Computing has links with all areas of the curriculum and is used to support, enhance and extend the children's learning.

We have a variety of computers in school, aimed at the differing needs of the learners. These are used by individuals and groups for a variety of uses including; data handling, art and design, word processing, research and desktop publishing. Children with special educational needs have the opportunity to use the computers to supplement their learning.



We use a variety of interactive programmes to teach ICT skills and to promote learning in all subjects. 'Being Safe' while using the internet is an important part of the curriculum and we encourage children to become responsible digital citizens.



There are interactive whiteboards which offer ICT technologies in all classes and children use ipads to assist their learning. Children are familiar with a number of education websites and learn to navigate the internet.

Geography

The Geography Curriculum is concerned with the study of places, the human and physical process which shapes them and the people who live in them. We believe that this balanced approach helps the children to make sense of their surroundings and the wider world.

The local area is used as a source of interest; direct experience and fieldwork plays an important part in this aspect of their studies. The pupils' work is extended to other places which can provide scope for them to learn about other people in different environments. To achieve this the children study other parts of Cornwall, Britain, Europe and countries further afield. This helps to develop multicultural awareness which will prepare pupils for a life in a world where they will encounter people of different cultures, religions and ethnic origins.



History



Through the study of History the children gain an understanding and appreciation of the past. They are encouraged to form balanced judgements about historical evidence. They view the past through a multi-cultural perspective and their expectations that there should be equal opportunities for all.

The scheme of work ensures appropriate coverage of the National Curriculum. Learning takes place in a variety of ways and includes practical and written work.

Resources include written evidence, maps, artefacts and library books.

Art and Design

St Neot School encourages pupils to develop their creative and practical skills through a well-balanced programme of art, craft and design activities. We aim to teach our pupils a range of techniques so they have the skill to handle a variety of media.

Children are given opportunities to work from, be inspired by and study work by other artists. All pupils are encouraged to record their observations and ideas and to evaluate their own work and that of others.

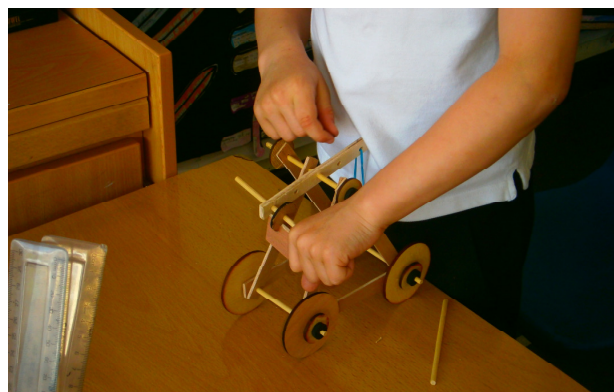
Classroom displays feature the artistic work of the children giving an audience for their work and developing their creativity.



Design and Technology

Design and Technology is about solving problems through the application of knowledge, skills and resources.

All children are given access to this area of the curriculum where they will work with a range of materials in a variety of contexts. They will be encouraged to work co-operatively on projects and will be shown safe ways of working.



Music



Music plays an important role in the life of the school. All children have the opportunity to sing, play percussion instruments, and to compose and perform their own work. Children sing a range of songs, some of which are used in assemblies and productions. They listen to many different types of music in order to widen their experience of musical styles. They are encouraged to develop a sense of rhythm as well as being introduced to musical notation and composition.

Peripatetic music teachers come in to school weekly and children have the opportunity to learn guitar, violin, drums, keyboard and wind instruments from Y1 to Y6: currently 40% of Key Stage Two children take advantage of these lessons. Children perform at open assemblies and concerts. Musicians visit the school from time to time introducing orchestral instruments to the children. The Choir performs annually with the Loveny Male Voice Choir in a Christmas concert.



Physical Education



Physical Education provides many opportunities for pupils to make the most of themselves and serves to play an important part in personal and social development. A range of activities in school provides pupils with pleasurable experiences which will hopefully encourage a lifelong interest in physical activity and well being.

Our programme for PE includes gymnastics, dance, athletics, swimming and team games. The school is fortunate in having extensive space for football, athletics, cricket and rounders. The children visit the Dragon Centre for swimming, for which parents are asked to make a contribution to cover the cost of transport.



Languages



French is taught throughout Key Stage Two (Years 3-6). We aim for the children to speak with increasing confidence, to write for different purposes and to develop an appreciation of a range of writing.

For example, by the end of Y6 the children will be able to appreciate stories, songs and rhymes. They will be able to write phrases from memory and to speak in sentences using familiar words.

Outdoor Education

Outdoor Education is learning for life. It is widely accepted that effective learning takes place from first-hand experience. Much of this experience may be gained by utilising the outdoor environment, not only for acquisition of skills, but for social and personal development. Outdoor education provides a flexible framework to develop essential skills, concepts, attitudes and issues, at all levels, for all children, in an atmosphere where learning is fun.



Children at Key Stage 1 and in years 2 –3 investigate the school grounds and the local environment. Children in years 4-6 have the opportunity to take part in a residential visit which offers experiences that extend the normal school curriculum. Activities include orienteering, beach studies, historical and cultural workshops, competitions and team games. The children's social skills and independence are developed through the experience of being away from home with their friends from school.

Wild Tribe

Children in all classes enjoy weekly Wild Tribe sessions with a trained leader. Wild Tribe supports the holistic development of the pupil:

- Health and fitness-being active in an outdoor, natural environment
- Increased emotional well-being
- Social development-communicating and negotiating with peers and adults to solve problems and share experiences
- Skills development-developing fine and gross motor skills and co-ordination for real purposes
- Individualised learning-careful observation allows adults to tailor support to pupils' own interests and stage of development
- Curriculum links-Wild Tribe supports many areas of the National Curriculum



Religious Education and Collective Worship

Pupils take part in regular assemblies which are led by the Headteacher, a class teacher, the local clergy or visitors. Individual classes take part in achievement assembly each week when children are encouraged to share their work with all the children.

Religious Education forms part of the weekly timetable of each class. The purpose of RE is to help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development. All pupils are encouraged to explore religious belief, practices and values.



We have developed a whole school plan to deliver the Religious Education in Cornwall Agreed Syllabus, 2015-2019. Current strands are: 'Me and Us' 'Festivals and Times', 'Places and Buildings', 'The World', 'People', and 'Books and Stories'.

Parents wishing to withdraw their children from assemblies or RE because of personal religious beliefs should contact the Headteacher.



The Right Revd Tim Thornton, Bishop of Cornwall visited the school

Special Needs and Disability

The new SEND Code of Practice has been implemented.

In meeting the responsibilities towards children with special needs we seek to plan a curriculum which embraces the needs of pupils of all abilities. The school strives towards identifying and ensuring a positive response to those with Special Educational Needs and to establishing a close working partnership with their parents. The work is co-ordinated by the SENCO (Special Needs Co-ordinator).

Parents and guardians are contacted at each step of the process and are kept informed of progress made.

Additional help is given to pupils with a wide range of special needs including, for example, hearing or sight loss, mobility problems, disability, reading difficulties and the needs of the very able pupil. This help may include the provision of suitable resources, additional teaching and classroom assistance, or simply additional monitoring of the child's progress. The school is supported by advice and assistance from specialist teams including Educational Psychologists and learning support teachers.

Under the SEND code of practice, children are placed on the Record of Need in the following stages:-

School Support	<ul style="list-style-type: none">- Some differentiation within the class after problems are identified by class teacher – parents informed- Individual education plans written by SENCO / Class teachers – additional help or monitoring given- Involvement of outside specialists e.g. Speech and Language Therapist, Dyslexia Advisor
EHC Plan	<ul style="list-style-type: none">- Involvement of outside specialists e.g. Learning Support Teachers, Educational Psychologist- Formal Education Health Care Plan is issued by the SEN department, County Hall- Statutory assessments – information collected from all who are involved with the child

Should parents have any concerns about their child's learning they are encouraged to speak to the class teacher or Headteacher.

Where concerns need further advice, the school works closely with outside agencies through Cornwall Council.

Full facilities are available for children with disability, including ramps for wheel chair access to all parts of the school site. Disabled children are treated equally.



Personal, Social and Health Education

Through activities, pictures and discussions children are helped to understand themselves and their relationship to others, their place in the family and school, and to develop self-esteem.

There is progressive teaching, covering areas such as citizenship, diet, fitness, smoking, drugs, personal well-being, sex, family life and healthy lifestyles. Subjects such as road, water and fire safety are also taught.



Sex and Relationships Education

The subject of sexual development is handled sensitively as children progress through the school, particularly in Years 5 and 6. We offer our parents the opportunity to view video material we may use prior to children seeing them and to discuss related issues with members of staff. The school's Sex Education Policy is available for parents to view. Please enquire at the school office.

Home Learning

Home learning is a valuable extension of school learning. The amount of home learning depends on age and increases gradually throughout the school. All children are expected to read at home. This may be shared reading with parents or independent reading depending on their age and ability.

The parent's role is crucial-you can help by sharing the activities and encouraging your child to talk about how they are working things out. Allow the child to be the 'teacher', explaining what they are doing. In this way children will better understand the maths they are doing.

Home learning activities are intended to last about 20 minutes, parental help is encouraged when necessary. If your child is struggling with an activity, or has had enough, leave it and raise the issue with their teacher, or return to it another day. Children's attitudes to home learning are crucial and it is important that children can 'have a go' at any activity, even if they can't finish without help. Maths and English activities are set every week from Year 1 and are intended to reinforce classroom learning.

In years 5 and 6 a home learning target booklet is given to each child. This sets out clearly the home learning and reading for the week. There is space for parental comments and a signature at the end of each week.

Standards of Behaviour

Children progress in their learning when they are well behaved and happy at school. All children are encouraged to show consideration and respect at all times, good behaviour being the normal expectation. The School Behaviour Policy details how good behaviour is encouraged as well as procedures when problems occur.

The policy clearly sets out rewards for good behaviour and high achievement, together with appropriate sanctions for children who choose to misbehave.

Golden rules for each class are agreed with the children at the start of each academic year. Here is an example:-

- Listen carefully and follow instructions
- Keep hands and feet to yourself
- Call each other by first names
- Walk quietly around school
- Raise my hand in class when I want to speak
- Ask for help and report any problems
- Be friendly and helpful

Rewards for good behaviour include stickers, class rewards and taking part in achievement assembly. Sanctions for inappropriate behaviour include missing playtimes and losing privileges. Parents are always contacted when a persistent problem occurs so that school and home can work together.



Inclusion Policy

We are an inclusive school and believe in equal opportunities for all children and adults, and the school does not tolerate discrimination.

Through the curriculum, we seek to recognise the multi-cultural nature of Britain in the 21st Century. The school regards multi-cultural society as a distinctive feature of modern Britain, and we seek to celebrate its rich cultural diversity.

Extra Curricular Activities and Educational Visits

A programme of activities is organised by members of staff taking place after school hours. They enable children to pursue special interests and widen the scope of activities they can follow.

Activities have included:-

Choir, Tag Rugby, Athletics, Computing, Cookery, Ball Skills, Football, Hockey, Revision, First Aid, Gymnastics, Archery, Maths, Netball and Cyclewise.

There is a daily breakfast club available to all children which runs from 8.00-8.50am.

There is also an after school club available for children both in school and in Nursery which runs daily from 3.10-5.00pm. There is a cost attached to these clubs.



Children in Years 4-6 have the opportunity to take part in the annual Residential Visit which in recent years has visited Seaton in Devon, Exford in Somerset and London. The residential visit is a fantastic opportunity for children to build independence skills and take part in learning opportunities in a different environment.

Day visits cover a range of curriculum areas and have included Surf Safety Courses on the beach and local visits such as Lanhydrock, Newquay Zoo and the Eden Project. We also visit sites in the village such as the church and the Doorstep Green.

Special visitors are invited into school to provide a breadth of learning and experience.



Healthy Schools

The school has been awarded Healthy Schools Status. We work to promote the health of all the children including PSHE lesson and assemblies. All children are encouraged to eat healthily and exercise. Regular assemblies are held to explain the importance of good nutrition and exercise. All children in Foundation and Key Stage One receive a free piece of fruit or veg daily under the Government scheme. Children under 5 and those in receipt of pupil premium also receive free milk.



2 SCHOOL MANAGEMENT

“Improving and Maintaining Standards”

The Governing Board

The Governing Board is responsible for the day to day running of the school, delegating this task to the headteacher. Governors representing Cornwall Council, school staff, the community and parents meet regularly to review the affairs of the school, set policy and monitor standards. Individual governors visit the school to monitor progress. They are also responsible for appointing new members of staff.

Parent governors are elected to office every 4 years, and anyone having a child at the school may stand as a candidate. Information about this is sent to every parent at the appropriate time.

Health and Safety

A Governors' Committee regularly assesses the school in relation to Health and Safety matters. Any safety concerns are brought to the attention of the Headteacher.

Safeguarding

The Child Protection and Safeguarding Policy is available on the school website under Policy. The school has a duty of care and therefore a responsibility to pass concerns on to the Cornwall Children's Social Work and Psychology Service.

No child is allowed to leave the school during the day unless collected by a parent or responsible adult. We would ask you to inform the school if your child is to be collected during the school day, for instance for a medical appointment.

The school is signed up to the Operation Encompass scheme.

Internet access is filtered through NCI and Netsweeper. Social Networking sites are not available at school. All staff, volunteers and children sign an acceptable use policy. Parents are asked to provide consent for use of their child's image in school and on the school website. There is an exception log kept in each class. Parents are asked regularly not to post photos taken at events such as plays and assemblies on social media.

Children are regularly reminded about road safety during assemblies. Parents are encouraged to park away from the school, possibly in the village car park and walk with their children to the school via the Doorstep Green footpath.

The St. Neot School Safety Code is:

*W*alk at all times in and around the building
*A*lways take special care on the steps
*L*ook after each other
*K*eep off the railings and walls

Security

Our school has a main security door – visitors may only gain entrance after seeking permission from the school office. All visitors are required to sign the visitors' book in reception and wear a visitor badge when on site. CCTV is installed outside to further ensure the children's safety. Security is designed for safety and is not a barrier to visits from parents – please turn up and ring the bell if you need to visit!



Professional Development of Staff

We constantly monitor the quality of teaching and learning in our school. This involves careful review of how learning takes place in the classroom together with the professional development of staff. These initiatives contribute to a whole school development plan which is developed by staff and governors each year. Staff keep skills up to date through national and local courses

A summary of the development plan and policy documents can be read on the school website.

School Council

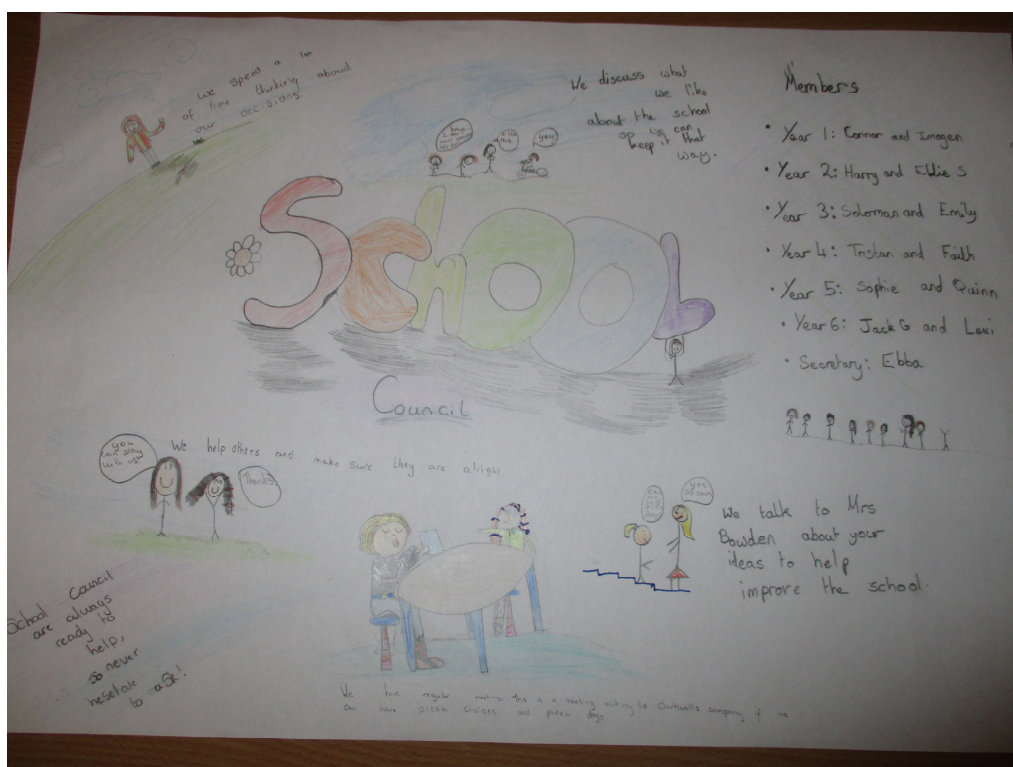
The school has an active school council which meets regularly. The members are elected by the children and there are two representatives from each year group from Y1. The council is an opportunity for the children to raise issues of importance to them and discuss new projects. They have recently been awarded the silver PADL award.

Recent consultations have included:

- Purchase and building of the outdoor classroom
- Purchase of the story chair
- Organisation of lunchtimes
- Priority given to different subject areas

A recent publication 'Our Little Book of Playtime' provides a framework for rules in the playground written by the children.

The School Council arrange assemblies to talk about projects with the whole school. They have also recently negotiated free delivery of sand for the Wild Tribe area and a discount of 15% on a set of new library books.



3 STATISTICS AND CONTACTS

NATIONAL TEST RESULTS AND TEACHER ASSESSMENTS

Foundation children are assessed through the foundation stage profile, which is updated for each child each term. These provide a good indication of future attainment.

2018

Key Stage One

Reading EXS+ 100%

Writing EXS+ 100%

Maths EXS+ 90.91%

SPAG EXS+ 100%

Key Stage 2

Reading EXS+ 91%

Writing EXS+ 73%

Maths EXS+ 91%

SPAG EXS+ 91%

PHONICS 100% of children in Y1 passed the required national standard

100% of children in Y2 passed the required national standard

2017

Key Stage One

Reading EXS+ 90%

Writing EXS+ 90%

Maths EXS+ 100%

SPAG EXS+ 90%

Key Stage 2

Reading EXS+ 100%

Writing EXS+ 88.9%

Maths EXS+ 100%

SPAG EXS+ 100%

PHONICS 92.3% of children in Y1 passed the required national standard

100% of children in Y2 passed the required national standard

Pupil Admission Number:14

Pupil/Teacher ratio 2017-18 21:1

Attendance 17/18	96.08%
Unauthorised absence 17/18	0.49%
Attendance 16/17	96.72%
Unauthorised absence 16/17	0.68%

Documents Available for Reference

Policy documents are available for inspection by parents and include:

Admissions
Anti-Bullying
Attendance
Behaviour Management
Child Protection
Complaints
English
English as an Additional Language
Equal Opportunities
Foundation Stage
Gifted and Talented
Health and Safety
ICT
Inclusion
Mathematics
PE
PSHE
RE
Curriculum Map
School Development
Sex and Relationship Education
Single Equality Scheme
Special Educational Needs

Arrangements for Handling Complaints

Preliminary Discussion

Many complaints or concerns can be best resolved in discussion with the class teacher or the Headteacher. This is where the process should start and unless there are exceptional circumstances there should be full discussion at the informal stage as a first step.

Formal Complaint to the Governing Board

If attempts to settle the complaints informally have failed, the Headteacher will supply the complainant with a copy of the complaints policy. This gives full details of the complaints procedure.



Useful Contact:

Director Children, Young People and Families:-

Mr Trevor Doughty Cornwall Council, County Hall,
Truro, TR1 3AY
Phone: 0300 1234 100
tdoughty@cornwall.gov.uk

Staff

Headteacher:		Sam Bowden
Teaching Staff:		
Sam Bowden		Dewey Class – Foundation and Year 1
Lauren Gouge		Loveny Class – Years 2 & 3
Sarah Bennett		Bedalder-Year 4
Daniel Jewell		Fowey Class – Years 5 & 6
Office Staff:		
Dee Towers		School Administrator Clerk to the Governors
Teaching Assistants:		
Sarah Bennett		Jeanette Worth-HLTA
Angela Martin-HLTA		Kathryn Rowe
Kim Moss-SEN		Charlotte Bunt
Hazel Ashman		Karly Burgess-SEN
Suzie Johnson-		
Peripatetic Music Teachers:		
Tom Howarth-drums	Gary Flower – Guitar/Ukelele	Heather Taylor-Keyboards
Caretaking Staff:		
Lynnette Hambly		Jenny Tindal
Nursery Staff		
Jenny Tindal		Jayne O'Neill
Catering Staff:		
Donna Martin		Rachel Lorenz
Riverside After School Club:		Paula Ashman
Breakfast Club:		Jeanette Worth

Governors

Name of Governor	Position	Special Responsibilities
Sam Bowden	Head Teacher	
Dorothy Tamblyn	Chair LA	Governor Training Curriculum English and SPAG
Daniel Jewell	Staff	Curriculum
Katrina Hoskins	Parent	Maths Finance
Ben Jones	Vice Chair Parent	PE
Carol Craze	Co-opted	Nursery Early Years SEN Vulnerable Groups
Simon Long	Co-opted	Health and Safety Data
Owain Hughes	Co-opted	Safeguarding
Peter Dukes	Co-opted	Pastoral Care School Council
Mark Bargent-Gotch	Co-opted	Pupil Premium e-safety

PLEASE NOTE THAT WHILST EVERY CARE HAS BEEN TAKEN TO ENSURE THE ACCURACY OF ALL THE STATEMENTS IN THIS HANDBOOK, CIRCUMSTANCES MAY CAUSE CHANGES AFTER PUBLICATION



www.st-neot.cornwall.sch.uk