

YSGOL PENYGLODDFA SCHOOL
LÔN YR YSGOL/SCHOOL LANE
Y DRENEWYDD/NEWTOWN
POWYS SY16 2DF



Ffon/Tel: 01686 626715

E-bost: office@penygloddfa.powys.sch.uk

Website: www.penygloddfa.powys.sch.uk

LOCAL EDUCATION AUTHORITY

Powys County Council

Education Department

County Hall

Llandrindod Wells

Powys

LD1 5LG

The contents of this school prospectus are
believed to be correct at the time of
publication

PENYGLODDFA

SCHOOL CREED

Let there be peace in school
And let it begin with me
Let there be peace in school,
The kind that was meant to be.
With God as our teacher,
Pupils all are we,
Here at Penygloddfa
We work in harmony.
Let there be joy in school,
Let this be the moment now,
To try our very best
Let this be our solemn vow,
To care each moment
And share each moment
Whether at work or play,
Let there be love in school
And let it begin today

Staff

Headteacher	Mr J Macdonald	
	Teachers	Teaching assistants
Key stage 2 Staff	Mrs H Bent (Deputy Head)	S Rogers
	Mrs T Crees/ Mrs S Hamer	A Stephens
	Mrs R Latham	S Holloway
	Mr R Picken	S Thorn
	Mrs R Roberts	
	Mr G Thomas	
Foundation Phase staff	Mrs S Pemberton (Foundation phase leader)	K Liscombe
	Mrs J Morgan/Mrs R Plumridge	H Thomas
	Miss J Wilcox	C Glitz
	Mrs B McGrath/Mrs E Mullan	C Morgan (HLTA)
	Mr C Webster	P Thomas (HLTA)
		S Evans
		L Williams
		C Grant
Nursery Staff	Mrs S Wilbourn	E McGrath
Breakfast Club	Mrs J. Brader, Mrs C Grant, Miss S. Brader Miss J. Leary	

Secretary

Mrs J Bowen
Mrs E Gibson

Special Needs/LAC/MAT
Coordinator

Miss E Jones

Family Support
Coordinator

Mrs R Carter

Head Cook

Miss J Leary

Senior Midday
Supervisor

Mrs J Brader

Mrs J Webster

Cleaner-in-
charge/Crossing Patrol
Officer

Mrs J Webster

Governing Body

Mrs V Briskham
Mr J Lawson
Mrs S Bonsall
Mrs S Jones
Mrs A Morgan
Cllr P Harris
Mrs J Van Lill
Mrs C Rimmer

Chair (Community.)
(Community)
(Community)
(LEA Rep.)
(LEA Rep.)
(LEA Rep.)
Vice-Chair (Parent rep.)
(Parent rep.)

Mrs A Davies
Mrs L Dodds
Mr A Meek
Mr P Hough
Mr C Webster
Mrs R Carter
Mr J Macdonald
Mrs J Bowen

(Parent Rep.)
(Parent Rep.)
(Parent Rep.)
(Town council)
(Teacher Rep.)
(Staff Rep.)
(Headteacher)
(Clerk)

Welcome To Penygloddfa C P School

We welcome you as parents and look forward to a happy and successful association over the coming years.

Confidence in a school comes from knowing and understanding what is happening within it. We hope you will extend your knowledge through contact and discussion with myself and other members of staff and take advantage of the occasions for consultation. It is important that mutual understanding and trust should be the basis of our shared responsibilities.

"Quality Opportunities and Provision for All"

Our General Aims

- * Provide a safe, stimulating and caring environment where all pupils are valued and respected.

- * Provide a wide range of rich learning opportunities that will equip and develop 'the whole child' for their place in the 21st century.

- * Foster trust, encourage partnership and understanding with families in order that all pupils fulfil their potential at Penygloddfa.

The information given is correct at the time of publication and meets Regulations about reporting school and pupil information document: Welsh Government September 2011.

Mr Jim Macdonald Headteacher, September 2016

Background Information

The school at Penygloddfa (one translation the quarry end), has a tradition for education going back to 1847 and is one of the largest in Powys. The site is situated behind All Saints Church which is near the end of Commercial Street. The school is a Community Primary catering for approximately 315 pupils aged from four to eleven years, who, on attaining this age, transfer to secondary education. The children are taught in three buildings:-

- A designated Nursery (opened April 1989)
- A semi-open plan Infant Department (opened Nov. 1976) additional classroom (opened 2001) extension (opened 2009)
- A two storey Junior Department, with six classrooms, a library and music area (opened April 1989) ICT suite (opened 2002)

The school also has a canteen and multi-purpose hall.

The site is of a sloping nature with three playgrounds, an adventure playground and a grassed sports area

The Local Education Authority are in control of admission numbers into school. Parents must enrol their child stating first and second choice of school, Places are allocated according to availability

From April 1990 the school has been responsible for controlling its own financial budget and administration.

The Governors recognise the need for provision of facilities for disabled access and facilities within the school. This would be reviewed should the need arise

Aims and Objectives

Our basic intention is to try to help each child realise his/her potential. We attempt to do this by:-

- Providing a learning environment where:-
 - *Each child is valued for what s/he brings to school*
 - *There is pleasure, security and success*
 - *Opportunities are equal for all*
- Providing a curriculum that is/will:~
 - *Broad, balanced and relevant*
 - *Flexible enough to respond to the need for change*
 - *Equip each pupil for the challenges of the future*
- Helping children to learn that courtesy, good manners and consideration for others are still very important qualities.
- Developing good, positive attitudes and values to all aspects of life.
- Creating a good team of teaching and non-teaching staff who:-
 - *Work well together*
 - *Use their expertise to the full*
 - *Accept the strengths and weaknesses of others within the unit*
 - *Have as the first priority the needs of all pupils in the school*
- Underlining that in the education of their children:-
 - *School and home are engaged in co-operative understanding*
 - *Work together for the same goal and thus providing the best educational opportunities the school can produce*

Wellbeing

This is seen by the school as the most important aspect of our provision for pupils who attend Penygloddfa School. Much has been done to ensure a consistent approach by staff to enhance the wellbeing and happiness of all pupils both within the formal and perhaps more importantly within the informal or “hidden” curriculum. Wellbeing pervades all areas of school life, having a positive and supportive structure for wellbeing in place enhances the opportunities for all pupils.

Given the above statement it is fitting that the latest Estyn inspection of the school carried out by a team of inspectors recognised and highlighted our efforts in this crucial area.

“Key Question 1. – Wellbeing: Excellent”

“There are many initiatives in the school that make a significant impact on pupils’ wellbeing. ...

Pupils throughout the school have a very good understanding of how to maintain a healthy lifestyle. They have positive attitudes towards physical exercise and sporting activities as well as improving their diet. ...

The way that pupils contribute to creating the school’s very positive and happy ethos is excellent. They convey a real sense of school ownership.

The school’s effective strategies have an important influence on developing pupils’ responsibility for everyone’s wellbeing. The excellent outcomes in terms of pupils’ behaviour, maturity, responsibility and care for each other are significant and evident throughout the school.”

General Organisation & Curriculum

We have twelve classes in school

☺ a designated nursery

☺ five infant classes (Foundation Phase)

☺ six junior classes (Key Stage 2)

Classes in KS2 are of mixed ability: three year 5&6, three year 3&4.

Classes in foundation Phase: three year 1&2, two reception

They go through from reception class (age 5) to year 6 (age 11).

The headteacher does not have a teaching commitment. There is a head of foundation phase with the deputy-head having responsibility for the key stage 2 department.

We also have

- a part-time special needs teacher
- a family support coordinator
- two Higher Level Non Teaching Assistants (National Diploma Nursery Nursing) based in the nursery and infant departments
- learning support assistants throughout the school
- a school secretary

A pupil's years of schooling are in four key stages, with stages one and two only applying to primary education. At the end of Key Stages 1 & 2 pupils are formally assessed and results (teacher assessment) compiled for LEA and Welsh Assembly Government.

Children with special needs are placed into their correct SEN stages - School Concern, School Action, School Action Plus,

Statement, as laid down by the Code of Practice. A separate room within the school is fully used by all SEN pupils.

Learning support assistants give positive input to the SEN children within the classroom. Children with difficulties will be given the opportunity to develop and progress (at their rate) in areas of the curriculum with support and encouragement from members of staff both inside and outside the classroom.

Core Subjects

Mathematics
English
Science

Foundation Subjects

Technology (including ICT. & Design)
Welsh, History, Geography
Music, Art & Physical Education

The Curriculum Planning Guidance document no: 091/2013 sets out the school approach for the implementation of the Literacy and Numeracy Framework. Literacy and numeracy will be developed through the Foundation Phase Areas of Learning and across all subjects in Key Stages 2 to ensure that all learners have opportunities to develop and refine literacy and numeracy skills. From September 2016 the Digital Competence Framework is also being introduced throughout the school

Provision is made for Religious Education. We hold acts of collective worship in our school each day, with the whole school coming together on Mondays, Wednesdays and Fridays. The National Curriculum is not, or should not be, the whole curriculum for there are other areas that are very important to a child's education. These include drama, school visits, visitors who come to school with certain expertise and of course, there is, too, 'the hidden curriculum' that plays a very prominent part in our school. It is of vital importance to our pupils that the curriculum we provide is broad, balanced, relevant and perhaps most important of all - differentiated, with each child working at his/her own level and achieving their full potential.

Extra-Curricular Activities

All children are actively encouraged to participate in P.E. lessons and games activities. The following clubs exist, mainly for junior children:- Football, Netball, Rugby, Cookery, Gymnastics, Maths, Music, Art/Craft, Chess, Choir, Disco/Creative/Folk Dance.

Discipline

Rules and regulations within the school are there for the health and safety of everyone and are kept to a minimum. Children are encouraged to be honest, courteous and considerate to the needs of others. Our aim is to encourage self-discipline. Most children work well and behave well in a relaxed atmosphere where praise plays an important part. Most behavioural issues can be sorted by a conversation with the class teacher. The withdrawal of some special privileges are used as a further sanction to deal with day to day lack of discipline. In the case of the persistent offender, parents are informed and parental help sought to try and resolve problems.

Complaints

Any concerns you may have about school should first be discussed with the headteacher Mr. Macdonald.

The governing body have appointed a complaints officer and any complaints should be addressed to them in the first instance. A copy of our complaints policy is available from the office.

Equal Opportunities

The school has an equal opportunities policy and an equality plan with these key principles:

At Penygloddfa CP School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from

the school, irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy & maternity, marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

Sex Education

Children receive sex education appropriate to their age. Sex education is taught within the context of science and PSE, not as a separate subject. It is incorporated into a two year programme, as are the other subjects. The resources used are available in school and parents can discuss the content of the lessons with the class teacher, if it is felt to be appropriate. Children are taught about body changes, feelings and relationships, according to their age. Parents are able to withdraw their child from sex education, except that which is part of the Science National Curriculum requirements.

Our sex education policy is available on request.

Welsh

No formal lessons are taught through the medium of Welsh other than Welsh as a second language. Every Monday we hold a whole-school assembly through the medium of Welsh, this is led by our 'Crw Cymraeg'.

The use of incidental Welsh throughout the school is encouraged.

Music

Children are given the opportunity to begin instrumental lessons in year 3. Lessons can be taken in piano, violin, guitar and woodwind are given by specialist peripatetic teachers.

Authorised & Unauthorised Absences

Parents are asked to telephone school before 9.30a.m. to report their child absent with a letter of explanation on their return.

Failure to do so results in an unauthorised absence. The school has a very low annual rate of unauthorised absences and is unable to authorise holidays taken during term time.

Poor or unauthorised attendance may lead to a fixed penalty notice being issued from our educational welfare officer (EWO).

The percentage attendance for school year 2015 - 2016:	96.01%
The percentage of authorised attendance for the same period:	2.73%
The percentage of unauthorised attendance for the same period:	1.25%

Admission and Transition Procedures

Parents should enrol their children with the LEA one year before their fourth birthday. Prospective parents are also asked to register at the school and are invited to a viewing if they so wish.

Children start school at the beginning of the term before their fourth birthday. They are invited for half day visits during the term before the start date.

Nursery day: 8.55a.m. - 3.30p.m.

These visits enables both child and parent to become familiar with the school, the staff and general routine. A booklet of suggested guide lines and hints is available from the nursery teacher.

Please note that early application for admission does not necessarily guarantee a place. There may be times when the numbers wishing to enter the school will exceed the places available. When this is so the criteria for admission to Primary & Secondary Schools as adopted by the L.E.A. would be applied.

Criteria for Admission to a School (L.E.A.)

Priority of criteria for admission is as follows:

- a) the presence of an elder brother or sister in the school when the home remains in the allocation area of the school which applied in the year the elder child was first admitted
- b) the location of the home in relation to the school and alternative schools
- c) any special medical & social needs relating to the individual child
- d) the presence of a brother or sister at the school when the family home is not in the original or current allocation area for the school

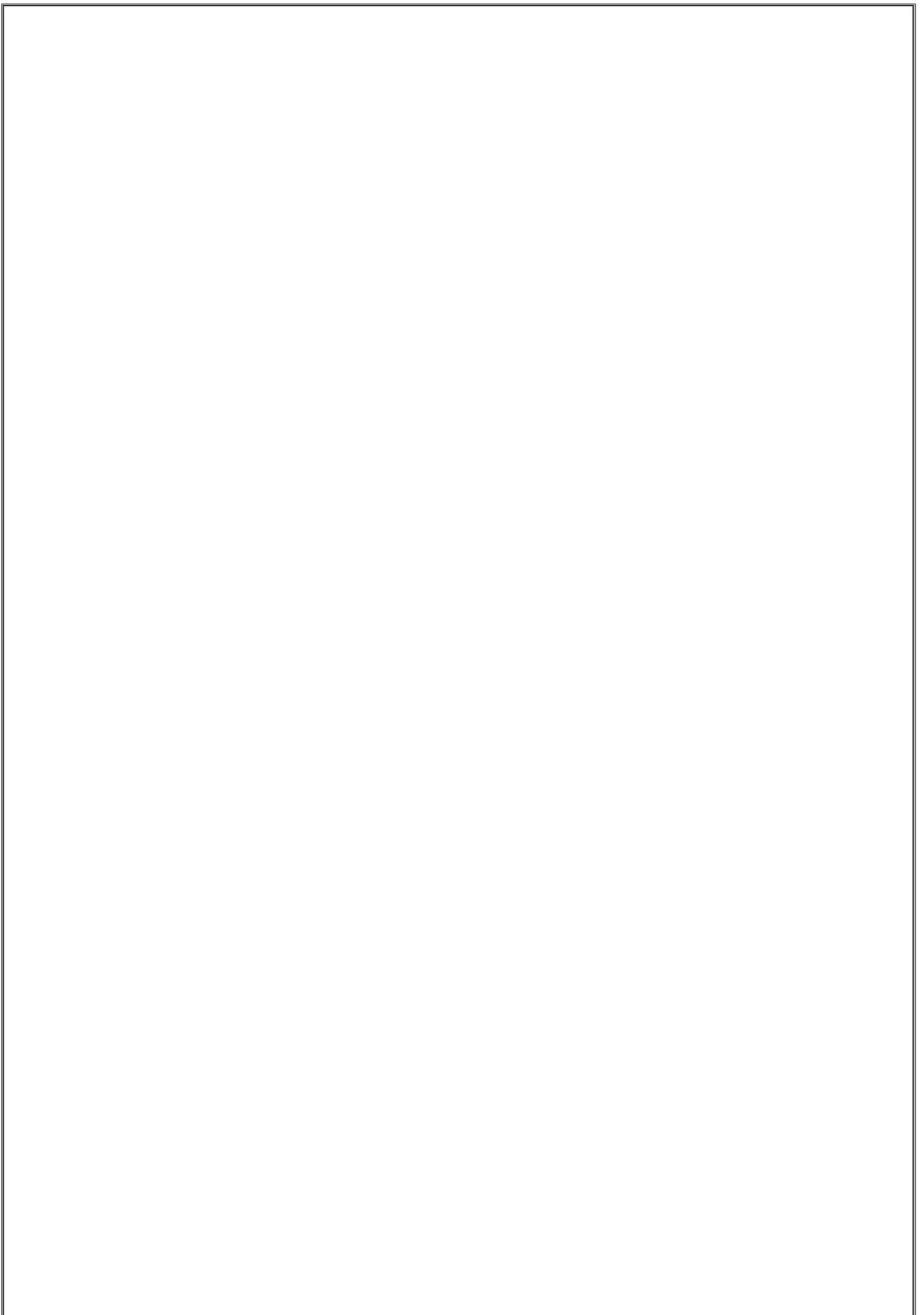
Within each criterion, places will be allocated on the basis of the shortest walking distance to the school, in strict order of distance, up to the number of places available, the highest priority being given to the pupil living closest to the school.

Transfer

When pupils, who are already in school join us by transfer from another school, we endeavour to arrange a visit so that they can spend some time in their new class, thus helping to avoid stress and concern that can arise with a change of school. Parents wishing to transfer their children to a different school of the same phase, except through change of residence, should be advised to discuss the matter with the Headteacher of their current school, in the first instance, to explain their reasons for requesting a change of school.

Transition

- Children usually move from the nursery to infant reception class in the term the child becomes five.
- At the end of the school year when they are seven they move into the key stage 2 department of the school
- During the Summer Term, before the transfer to secondary education, High School staff visit the school to meet and discuss the pupils concerned in transfer. Pupils spend transition days at their chosen high school, with parents visiting the school for an open evening. In the summer term we run a transition programme for parents of year 6 children called 'Smooth Moves'.



Parental Participation

Contacting the School

Parents wishing to discuss any matters are free to contact the school at any time, but it is helpful if parents telephone to make an appointment. The headteacher is available on most occasions and other staff usually at the end of the day.

Formal invitations to school are valuable, but in no way can they replace the chat at the time of the problem or anxiety. In order that we can contact parents we ask you to furnish us with information of places of work, telephone numbers, etc. which are placed in an easily accessible record card system and used, if required, in an emergency. Any information or communication to parents is conveyed by letter, via pupils.

Open Evenings

'Meet the staff' evenings occur in the summer term. These give both staff and parents opportunities to get to know each other early in the school year. Parents are invited to open evenings during the spring term in order to discuss progress, see work and air any problems.

In the foundation phase and key stage two classes these take the form of a confidential appointments system.

For the nursery class, arrangements are much more flexible, but, the objectives remain the same. Each child receives a school report at the end of the Summer Term.

Parents are invited to share in other school events like concerts, Christmas productions, sports day, leavers assembly etc.

Parental Involvement

The school truly appreciates the excellent support and co-operation given by parents. This year parents have helped in the classroom and with a variety of events. This has been appreciated by us all. We hold our own school sponsorship with the finances raised being used for the extras that all schools require.

We use an email and text system called Parentmail in order to ensure that parents/carers are kept up to date with school events. News can also be found on our Facebook page and the school website.

Parent's Forum

The parent forum's membership is made up of parents and carers of children attending Penygloddfa School. We aim to have two representatives per year group and ideally one for each class. Members of the senior leadership team, our family support coordinator Mrs Carter and a representative of the governing body may also attend meetings.

Parent forum meetings are held every half term. The agenda is prepared in advance of the meeting and circulated by email. A typical agenda includes:

- Items identified by parents and carers for discussion
- Items identified by the governing body and leadership team for discussion

Friends of Penygloddfa School

This organisation is essentially fund-raising in its objectivity. It has provided the school with money to purchase additional resources. Parents are warmly invited to join this group.

Governing Body

We have at Penygloddfa a very informed and conscientious governing body under the guiding hand of Chairperson, Mrs Viv Briskham.

It includes four parent governors who are always ready to listen and bring forth any issue raised.

School Uniform

In order to maintain a strong sense of identity and belonging within our school, we require all pupils to wear school uniform which consists of;

- Red sweatshirt (with the school logo on).
- Red cardigan (with or without the school logo on)
- Yellow polo shirt (with the school logo on)
- Dark grey or black trousers– no jeans, jogging bottoms or leggings.
- Dark grey or black skirt (same options for tights)
- Dark grey pinafore dress
- Black or dark blue flat sensible, safe, shoes or trainers (with no markings)
- Black or brown flat boots as a winter option

Summer Options

- Dark grey shorts
- Sandals with socks (no open toes please)
- Red gingham dresses
- Any cap to protect from the sun

PE Kit

- Plain white T-Shirt or polo Shirt; red, blue or green house t-shirt
- Plain black shorts
- Trainers for outdoor games only
- Tracksuit for outdoor games

Optional additional items with school badge: (available from school)

- Fleece, Book Bag, Backpack, Document Case, Baseball Hat.

All items **must** be clearly marked with child's name.

More details can be found in our school uniform policy.

Illness in School

- Every effort is made to contact parents
- Serious injuries are dealt with at the Emergency Clinic, Park Street
- Staff with First Aid qualifications & Emergency Aid training
- Injuries recorded in accident book

Charging

- Visits, productions, transport, music tuition, etc. take place with the help of parent financial support. Our charging policy is available on request

School Lunch

- Nursery pupils eat in their own designated area
- Foundation phase & key stage 2 pupils eat in the school hall
- Dinner money payable on Monday morning for the whole week (monthly or termly if preferred).

Cheques payable to Powys County Council.

- Information regarding free meals, school transport etc. provided at school office

Home School Agreement

- A copy of our current Home School Agreement is enclosed. When your child starts school you and they will be asked to sign a second copy and return to class teacher.

Session Times

	a.m.	Lunch	p.m.
Nursery		11.45 - 1.00	
FP	10.30 - 10.45	12.00 - 1.15	2.30 - 2.45
KS2	10.30 - 10.45	12.15 - 1.15	2.15 - 2.30

Registration is at 8.55a.m. School ends at 3.30p.m

CONCLUSION

Although we are moving through a new era of education, we shall continue with our past policy of making the best use of all of our facilities, aiming to ensure that our school and its grounds are not only safe, but rich in learning resources, with an environment that is warm, stimulating and well organised, with the children always in mind. We believe that the quality of relationships among children, staff, parents, governing body, L.E.A. and other agencies is of paramount importance. We sincerely hope that Penygloddfa School is a caring community, built on warmth, trust and mutual respect where everyone feels fairly treated. This in turn lends to good relationships with local community where we welcome opportunities to play our part.

Jim Macdonald Headteacher

School comparative report(s) of performance in end of key stage teacher assessments

% of pupils achieving foundation phase outcome 5 or above in each area of learning

Title	School					LA	Wales
	2011/12	2012/13	2013/14	2014/15	2015/16	2015/16	2015/16
Foundation Phase Indicator	84.8	91.1	95.0	100.0	92.9	90.3	87.0
Language, Literacy and Communication Skills in English	87.9	91.1	97.5	100.0	92.9	91.4	88.0
Language, Literacy and Communication Skills in Welsh						93.8	90.7
Mathematical Development	87.9	95.6	97.5	100.0	97.6	91.8	89.9
Personal and Social Development, Well-Being and Cultural Diversity	90.9	95.6	97.5	100.0	100.0	96.3	94.5

% of pupils achieving level 4 or above in each subject at key stage 2

Title	School					LA	Wales
	2011/12	2012/13	2013/14	2014/15	2015/16	2015/16	2015/16
Core Subject Indicator	79.3	92.5	97.1	97.0	93.9	90.2	88.6
English	86.2	92.5	97.1	97.0	93.9	91.5	90.3
Welsh as First Language						95.6	90.8
Mathematics	86.2	95.0	97.1	100.0	93.9	92.1	91.0
Science	96.6	97.5	97.1	97.0	93.9	92.9	91.7