

Holy Name Catholic Primary School



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Chair of Governors: Mrs A Jones

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Mission Statement

Be Happy and Keep The Faith – Saint David

Aims

We aim:-

1. To foster a deep love and knowledge of the Catholic faith and to create a Christian, caring community where Christian values are seen to be at work and relationships are fostered between Home, School, the Parish and the local Community.
2. To ensure that the curriculum provides a Catholic Christian context in which children can grow in understanding and in the acquisition of skills, values and attitudes.
3. To implement the National Curriculum in a broad, balanced and stimulating way, developing enquiring minds, the ability to communicate linguistically, mathematical understanding and an understanding of the world around us.
4. To encourage the development of each child as an individual; physically, emotionally, socially, spiritually and intellectually, attaining his/her own optimum potential.
5. To forge strong beneficial links with parents, governors and the community.
6. To encourage participation in and contribution to all aspects of school life and in activities with other schools in the wider educational environment.

Admissions over Subscription Criteria

Admissions to the school are the responsibility of the Governing Body. The planned admission number is 18 per year group. If in any year, the number of applications for places should exceed that number and there is insufficient room within the school, then the Admissions Committee will apply the following oversubscription criteria in priority order:

1. All baptised Catholic children living in the school's catchment area.
2. All children baptised in the Orthodox Church living in the school's catchment area.
3. Applicants with siblings on roll in the intake year who are baptised Catholics.
4. Applicants with siblings on roll in the intake year who are not Catholics.
5. Catholic pupils from outside the catchment area.
6. Children from other Christian denominations.
7. Children whose parents desire a Catholic education.

All schools have a duty to admit children with a Statement of Education Needs where the school is named in the statement.

In all of the above categories Looked After Children (LAC) will be given priority.

In event of any over-subscription in the number of applications made under any of the categories above then the Admissions Committee will offer places first to children living nearest to the school by the shortest walking distance using public highways from the child's front door to the main entrance of the school.

An appeal against an unsuccessful application may be made in writing by the parent to the Chair of Governors. The Diocese of Menevia has an Appeals Panel which will inform parents of the procedure thereafter.

All parents of potential new admissions of any age are asked to visit the school and are given a school prospectus and application form. All applications for first admission should be submitted by the Local Authorities publicised date – January 31st.

The admissions committee is appointed by the Governing Body and meets annually in the Spring Term. Families are informed, in writing, of their decision following the meeting. Applications cannot be considered until the academic year prior to the child's entry.

Welcome to our school which is a Voluntary Aided Catholic Primary School, covering an age range of four to eleven year olds. The present school was built in 1963, replacing the old building, which was erected in 1918, and has recently been extended and undergone major refurbishment. The school comprises five classrooms, toilets and cloakrooms, one with disabled facilities, two offices, staff-room and large hall / dining room. We have worked hard to develop the school grounds as a learning resource and have managed to transform areas of waste ground around the school site into orchards, vegetable gardens, study areas and reflection and quiet areas. This work is ongoing. We are an eco-friendly school and hold Eco-days at various times during the school year which are enjoyed by both pupils and staff.

At present there are 117 pupils on roll, 4 full time teaching staff, 3 part time teaching staff, 2 part time PPA Cover teachers , 7 Learning Support Assistants and 1 Part Time Administrative Assistant.

Equal Opportunities

We strive to maintain a happy and caring Christian community in which each person is shown respect and consideration and has equal access to all the opportunities that the school can provide. We cater for everyone, regardless of race, origin, gender and ability. All pupils have equal access to the curriculum and the school recognises the need to provide suitable resources for all of its pupils and suitable training for staff. We aim to educate, develop and prepare all pupils to become worthwhile citizens within a multicultural society.

The Disability Discrimination Act 1995 and The Special Educational Needs and Disability Act, highlight the principle of inclusion and help to ensure that disabled people have the right to pursue their education without unfair discrimination alongside their non-disabled peers and have access to the whole curriculum, as well as all educational institutions.

Health and Safety

The school aims to provide and maintain a safe and secure environment for pupils and staff within the boundaries of the school. In so doing we will conform to the most recent guidelines as laid down by the Health, Safety and Welfare at Work Act of 1974 and ensure that all Pembrokeshire County Council's Health and Safety requirements are met. Appropriate training will be undertaken by employees. Mrs. Beavis, Health and Safety co-ordinator, and the Health and Safety committee comprising of staff and members of the Governing Body meet termly so that measures taken to ensure the health and safety of pupils and employees are kept under review. Entrance doors are security locked during the school day. This is a No-Smoking environment.

The School has a Health and Safety policy and procedures in place, copies available on request and can be accessed via the school website.

Pupils Behaviour

The school enjoys an excellent reputation, not only for its standards of work, but also and equally as important for its standards of manners and behaviour. The two main rules for pupils and staff to observe are to always act safely and to always show respect and consideration for others. Within these two rules, the pupils have devised a number of playground and corridor rules themselves. Parents/carers should also be aware that no pupil may leave the school during the hours of 8.55 am and 3.15 pm unless permission has been sought by the parent/carer and the pupil is collected by a responsible adult.

Pupils should not wear jewellery to school with the exception of stud earrings, watches and signet rings. These should be removed during P.E. lessons. All pupils with long hair will need to put their hair up in a bobble or hairband during P.E. lessons.

Pupils should not bring valuables in to school as we cannot be responsible for these items during the school day. If older pupils need to bring mobile phones to school they must be handed to the class teacher who will return them at the end of the day.

Good discipline is encouraged by example, praise and motivation. If necessary, we invite parents to the school to discuss any behavioural problems and seek their support. Parental co-operation is a great help in ensuring that our standards of discipline are maintained. A copy of our school policy on Behaviour and Discipline is available on request.

Bullying is a problem found in many walks of life, including the school environment. The legal role of the Governors and Head Teacher is to ensure that, as far as is reasonable and practicable, structures and procedures are embedded in school policies to prevent the occurrence of bullying. Ultimately it is the responsibility of the whole school community to prevent any instances of bullying by ensuring that the caring and supportive ethos of our school is maintained and that bullying is not tolerated. We aim to encourage all members of our school community to develop an awareness of bullying and to adopt the necessary strategies and procedures to combat bullying behaviour.

Our aim is to provide a happy, secure and safe environment for all pupils and to give them the necessary skills, knowledge and values to prepare them for life. This includes self esteem and strategies that empower them to deal with bullying or intimidating behaviour in a positive way. Parents/carers, pupils and staff agree that bullying, in all its forms, will not be accepted. Parents/carers can play a vital role by stressing to pupils the importance of social behaviour, report any misgivings they have and actively supporting the school anti-bullying policy. In cases of persistent bullying which is contrary to the school's Mission Statement and the School Rules, the school will apply sanctions and ultimately, an exclusion from school may be given in line with the school's exclusion policy.

Copies of the school Anti-Bullying and Exclusion Policies are available on request.

Home School Agreements

There is a home-school agreement in place which sets out the responsibilities of the school towards its pupils, the responsibilities of the parents/carers of those pupils and what the school expects of its pupils. This will be discussed with the parents/carers of a pupil who has been admitted to the school during their first term of admission. Parents/carers will then be offered the opportunity to sign the agreement. Parents/carers of pupils arriving outside normal admission dates will be offered an opportunity shortly after joining the school. There is no obligation on parents to sign the agreement but it is a confirmation of the partnership that exists between the home and the school in the development of the child.

Child Protection

All staff recognise that they have an explicit duty to safeguard and protect children from abuse as defined in the Children Act 2004 and the Education Act 2002 and have completed relevant Child Protection training. The welfare of our pupils is paramount and we recognize that through our day to day contact we have a crucial role to play in safeguarding and promoting the welfare of our pupils. We recognize that high self-esteem, confidence, supportive peer groups and good lines of communication with trusted adults help to protect children. The school will work in a multi-disciplinary way within the Pembrokeshire's Area Child Protection Committee Framework, the All Wales Protection Procedures and Safeguarding Children for Positive Outcomes and the framework for the assessment of Children in Need and their families. We are committed to maintaining a productive relationship with parents/carers wherever possible and recognises that referral to other agencies, where necessary, can be a constructive measure.

Staffing:

The school operates safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken. This applies to all adults and volunteers who work within the school. The school has a disciplinary procedure for dealing with allegations of misconduct against members of staff, which includes allegations of child abuse that complies with relevant legislation and locally agreed procedures. The 1st Named Person is Mrs Davies, Acting Headteacher and the 2nd Named Person is Mrs Beavis, Senior Management.

Governing Body:

The Governing Body recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. The Link Governors for Child Protection are Mrs A Jones and Mrs K Rowe who oversee school child protection policy and practice. Any issues regarding Child Protection matters are included in Headteacher reports to Governing Body.

The School has a Child Protection policy and procedures in place, copies available on request and can be accessed via the school website.

Child Protection Information for Parents or Carers

Parents/Carers should be aware that schools have a responsibility to ensure the safety and well-being of all pupils.

On 1 September 2006, Section 175 of the Education Act 2002 came into effect. This introduced a duty on local authorities and the governing bodies of maintained schools to have arrangements in place to ensure they safeguard children and that such arrangements take account of guidance issued by the Welsh Government.

Our school has adopted the Local Authority Child Protection Policy and Procedures for Schools 2013 which is governed by the All Wales Child Protection Procedures 2008. This policy can be viewed on the school website.

What does this mean for parents/carers in practice?

Where a professional has a concern about a child, they will, if possible, seek to discuss this with the family and seek their agreement to making a referral to Social Services. Sometimes this may not be possible (eg: if it is felt there is increased risk to the child in speaking to the family). Advice on such matters will be provided by the Social Services Department in consultation, where appropriate, with the Police. The school will always be working in the best interests of the child.

The designated child protection person at the school should clarify with these statutory agencies, when, how and by whom the parents or carers will be told about any referral. They should also seek advice as to whether or not the child should be told of the process.

In the event of a referral being made to Social Services or the Police, the school may then be involved in any child protection enquiry or police investigation in relation to the child's welfare and educational progress.

The school will try to work with parents/carers regarding the welfare of their child and remain impartial if their child is being or has been referred.

What support is there for parents/carers?

As a parent or carer you may sometimes feel alone, but there is usually somebody you can talk to. Caring for children is not always easy and if you are struggling to cope you may need to ask for help and support to protect your child. Talking to someone can not only make you feel better, it can also help with the problem. You may find it easier to talk to a professional you know like a teacher or a doctor, who should be able to do something to help. Alternatively there are special organisations that are there to help you when you need support.

SNAP Cymru offer advice and support to families to work in partnership with schools and other agencies in the best interest of their child.

Helpline: 0845 120 3730 Mon – Fri 09.30 – 16.30

e-mail: helpline@snapcymru.org

You may find the following helpful:

- Make time to talk and listen to your child;
- Familiarise yourself with your child's friends and routine;
- Be sensitive to changes in behaviour;
- Teach your child to feel confident to refuse to do anything they feel is wrong;
- Be aware of your child's use of the internet and mobile phone to ensure they do not place themselves at risk.

If you have child protection concerns about the potential safety or welfare of your child or others, it is important that you act on those concerns. If you have concerns, contact the duty officer in the Child Care Assessment Team on 01437 776322/776325 (08708 509 508 out of office hours) there will be someone there who will be able to tell you what you need to do.

Police: in any emergency ring 999

What about if your child needs help to have their voice heard?

Children sometimes need the help and support of an advocate to:

- Get something to happen
- Get something to change
- Get something to stop

Tros Gynnal is an independent advocacy agency which is there to help those children and to make sure that they have their rights respected and have their voices heard.

Pembrokeshire Partnership Advocacy: 07548 320 775

Other useful telephone numbers:

NSPCC:0808 800 5000

Childline: 0800 1111

Domestic Abuse Helpline: 0808 2000 247

Charges for Educational Visits

The school participates in a range of activities and visits. Charges will be made only if actual expenditure has been incurred by the school. Unfortunately, the school does not have funds available to finance all extra-curricular activities but we strive to keep parental contributions to a minimum.

Fund Raising

Like all schools we need to raise funds to pay for activities/equipment, etc that cannot be sourced from our school budget. We keep this to a minimum but would ask parents/carers to support our fund raising ventures.

Collective Worship

Prayer plays an important part in the daily life of the school and, in addition, there is a daily act of collective worship for all pupils. Collective worship varies during the week and takes the form of individual class worship, mixed class worship and whole school worship. We are also very fortunate to be able to celebrate school masses due to our close links with the church and parish. Families are always welcome to attend. The school has put together a booklet "Prayers for Home" which is given to all new families.

Lunches

School meals are served at the school but are not cooked on the premises. Free School Meals are granted to applicants who are in receipt of income support / job seekers allowance / child tax credit. Application forms are available at the school. Many decisions regarding school budgets are influenced by the number of Free School Meals, the higher the number of free meals, the more money the school receives. Even if your child would prefer to bring sandwiches, it would still benefit the school if Free School Meals applications were made.

Dinner money should be sent in to school in an envelope clearly marked with the child's name and class. Dinner money is collected on Mondays and Fridays and is dealt with by the Schools Meals Clerical Assistant. Parents/carers of pupils who require a special diet may request a special diet form which will need to be returned to the Menu Development Officer at County Hall.

Packed Lunches

Children may bring a packed lunch to school in an insulated bag clearly marked with the child's name. Chilled water is available for all pupils and free milk for Foundation Phase pupils. Pupils in classes 1 and 2 eat packed lunches alongside school dinner pupils during first sitting (11.45am – 12.15pm). Pupils in other classes attend second sitting (12.15pm – 12.45pm). Occasionally these arrangements can change due to clubs or other activities taking place.

Mid Morning Snack

Pupils may bring fresh fruit or vegetables or dried fruit to eat as a mid-morning snack if required. The school operates a morning shop where pupils can buy these items. On Wednesdays pupils may purchase toast.

Health

Medicals are held on the school premises when children reach the appropriate age. Parents/carers are encouraged to attend and discuss their child with the school nurse.

If your child becomes ill during the day we will notify you in order for you to collect them. It is essential that home and alternative contact telephone numbers are given on your child's Entrance form. Please keep us informed as to where you can be contacted in an emergency.

If your child receives any sort of bump to the head we will make every effort to inform you regardless of its severity. Bumps to the head need to be monitored in case a child becomes unwell.

Parents/carers need to be vigilant as regards head lice and to contact the school if they become aware of a problem so that other parents/carers are alerted. It is our school policy to contact parents/carers if any lice are discovered during the course of the school day. Parents/carers will be asked to collect their child so that he/she can be treated. This will reduce the risk of head lice being passed on to others.

Children should not attend school with diagnosed infections, such as impetigo, conjunctivitis and vomiting and diarrhoea as these can easily be spread to others. Advice should be sought from the school regarding the latest guidelines.

In the event of an accident occurring during school hours, we will do our best to contact you but if we feel that medical expertise is required, we will send for an ambulance or take the child to the Health Centre and inform you as soon as possible. If a child has a medical problem which may affect him at school, it is important staff should be informed.

Arrival at/Departure from school

School Times

Foundation Phase	8.55am – 11.45am	12.45pm – 3.15pm
Key Stage	8.55am – 12.00pm	12.45pm – 3.15pm

Cars are not allowed into the school grounds. There is a car park at the rear of the school. Please do not park in the bus bay. The school is open from 8.45 am, ten minutes before the start of the school day. This is the time that schools assume responsibility for their pupils. Pupils should enter through the main entrance of the school and make their way to the classrooms. Pupils in Class 1 must not be left unaccompanied on the playground. For reasons of security and space, parents/carers are requested, wherever possible, not to come into school in the morning. Younger pupils may be

accompanied to their class but we soon encourage pupils to become independent. Messages may be left with the Admin Assistant who will be in the entrance hall from 8.45am.

At the end of the school day, Class 1 and 2 pupils exit from the main entrance and Classes 3, 4 and 5 from the hall entrance. If you need to speak to staff after school it is advisable to make a prior appointment as they may have other commitments. Children should not play on the Adventure Trail before or after school.

Entry and Egress during the School Day

The control of visitors is a fundamental part of our school's security policy for the safeguarding of both people and property.

Controlled access is a combination of measures to ensure that unauthorised visitors do not present an unacceptable risk to pupils or staff.

The gates at the front of the school will be locked at 9.15am and reopened at 3pm.

If parents need to come into school between 9.15am and 3pm please could they use the rear entrance.

Administration of Medication to Pupils

Our policy on the administration of medication is in line with national guidelines. Only prescribed medication will be administered. Medication should only be brought to school when absolutely necessary. When possible medication should be prescribed in dose frequencies, which enable it to be taken outside school hours – parents/carers should request this when visiting your child's doctor or dentist. When this is not possible, parents/carers are responsible for bringing the medication into school, completing a request form and collecting medication at the end of the day. **Pupils should not bring their own medication into school.** All medication will be kept in a locked cupboard in the designated First Aid area and needs to be clearly labelled with the contents, the pupils' name and date of birth and the dosage, as prescribed. Miss Richards will be responsible for this area, and will deal with requests and administration. We will make every effort to do so, but there may be times when it is forgotten due to pressure of work.

Attendance

Regular attendance at school is essential to promote the education of all pupils. The school's ethos demonstrates that children feel that their presence in school is important, that they are missed when they are absent or late.

We aim:

- To maximise attendance of all children.
- To provide an environment which encourages regular attendance and makes attendance and punctuality a priority for all those associated with the school.
- To monitor and support children whose attendance is a cause for concern and work in partnership with parents and carers to resolve any difficulty.
- To analyse attendance data regularly to inform future policy and practice.
- To work closely and make full use of the support from the wider community including the Pupil Support Service and multi-agency teams.

It is the duty of the parents/carers to inform the school of the reason for a child's absence as soon as possible. In order to safeguard our pupils, parents/carers should contact the school by telephone on the first day of absence and give the reason and the likely period of absence. This

contact is extremely important and ensures that both home and school know the whereabouts of all pupils.

The school should be notified immediately if the child has a contagious disease, or if the child has to spend some time in hospital. Parents/carers should not expect children to return to school before the exclusion time for a disease has passed, nor should they expect children with fractures etc. to return to school unless advised by the doctor. It is possible for arrangements to be made for home tuition in the case of a protracted illness or a period of recuperation and parents should be made aware of this.

Pupils who are absent for an extended period for medical reasons, will be given, where possible, homework related to the class theme.

Authorised absence covers:

- Illness, medical and dental appointments.
- Special occasion e.g. family bereavement, caring for a sick or disabled family member, family wedding, public performance, inclement weather.
- Days exclusively set aside for religious observance by the religious body to which the pupil's parent belongs.
- No suitable transport arrangements made by the local authority for children living two miles from the school (under the age of eight) or three miles (eight years and over).
- Traveller children in the process of travelling.
- Where a pupil has been temporarily excluded.
- Where a pupil has been permanently excluded, he/she should be treated as authorised absence while any review or appeal is in progress, but on conclusion of that process, if the permanent exclusion is confirmed, the pupil should be removed from the school's register.

Unauthorised absence relates to any absence either:

- Family Holidays.
- Without parental knowledge.
- Where no written or verbal communication is received from the parents/carers.
- Where the reason is inappropriate.

Medical or Dental Appointments:

- Absence from school due to a medical or dental appointment will be considered as an authorised absence. Parents/carers are encouraged to make all medical arrangements out of school hours.

Leave of absence during term time:

Holidays taken during term time disrupt pupil's education and can no longer be authorised by the Head Teacher. All such absences will be treated as unauthorised except in exceptional circumstances.

Monitoring of Attendance:

Pupil attendance at school is extremely important for their education and national, county and school monitoring systems are in place which highlight:

- Patterns of non-attendance.
- Individual attendance levels below 85%.

A letter will be sent to parents/carers highlighting attendance concerns, accompanied by a school attendance fact sheet. If the situation continues, the Head Teacher will contact the Pupil Support Officer. Parents/carers can be prosecuted for none attendance.

Reporting to Parents and Carers:

All absences, both authorised and unauthorised, will be reported to the parent/carer at the end of the academic year within the child's report.

Autumn term 2016	Average attendance	96.08%
	Unauthorised attendance	0%
Summer term 2016	Average attendance	94.0%
	Unauthorised attendance	0.6%
Spring term 2016	Average attendance	94.7%
	Unauthorised attendance	0.1%
Annual Average attendance 2015-2016		95.1%

SCHOOL UNIFORM

We are fortunate that all pupils wear school uniform and take a pride in their appearance.

SCHOOL WINTER UNIFORM (NOVEMBER – MARCH)

Boys

White Shirt
Red/Grey striped Tie
Red Jumper
Grey Socks
Black/ Grey Shoes/ Trainers
Grey Trousers

Girls

White Blouse
Red/Grey striped Tie
Red Jumper or Cardigan
Red/ White/ Grey Socks or Tights
Black/ Grey Shoes
Grey Skirt/ Pinafore Dress / Trousers

Short Sleeved Shirts and Blouses are preferable for the activities experienced by younger pupils.

SCHOOL SUMMER UNIFORM (APRIL – OCTOBER)

The major change in the Summer is that pupils can wear school polo shirts/red gingham dresses in place of shirt and ties. Footwear can also be changed as outlined below.

Yellow School Polo-Shirt
Grey Shorts
Grey/ Black Trainers/ Sandals

Red Gingham Dress
Yellow School polo shirt
Grey Skirt/ Pinafore Dress
Red/ White closed- in Sandals

SCHOOL P.E. KIT

All pupils require school P.E. kit for lessons and after school clubs. P.E. kit is as follows:
Red school crested T-shirts, navy/black shorts all pupils.

Daps/plimsoles are recommended particularly at Foundation Phase but trainers are acceptable.

SCHOOL UNIFORM SHOP

School Jumpers, cardigans, yellow polo shirts, P.E. t-shirts, P.E. shorts, ties, fleece jackets, caps, hats, reading bags and P.E. bags are available from the school shop. Our prices compare very favourably to those charged by other schools. All other items can be purchased at local stores.

School Curriculum

Class Twitter Feeds

Each class has a Twitter Feed which can also be viewed on the school website. These provide an overview of activities and events taking place in each class. They are updated on a regular basis.

School Organisation:

Primary education is now comprised of two phases – the Foundation Phase which covers pupils from 4 – 7 years of age and Key Stage 2 which covers pupils from 7 – 11 years of age. The Foundation Phase has been introduced gradually and will cover Year 2 pupils (6 -7 year olds) from September 2011.

Foundation Phase:

The Foundation Phase encompasses the developmental needs of children. The development of the whole child and their skills across the curriculum, building on their previous learning experiences, knowledge and skills forms the heart of the statutory curriculum framework. The Foundation Phase curriculum promotes equality of opportunity and values, and celebrates diversity. Positive partnerships with the home are fostered and an appreciation of parents/carers as the children's first educators is acknowledged.

Children learn through first-hand experiential activities with the serious business of 'play' providing the vehicle. Through their play, children practise and consolidate their learning, play with ideas, experiment, take risks, solve problems, and make decisions individually, in small and in large groups. First-hand experiences allow children to develop an understanding of themselves and the world in which they live. The development of children's self-image and feelings of self-worth and self-esteem are at the core of this phase.

The Foundation Phase curriculum is planned as a progressive framework that spans four years (3 to 7 years) to meet the diverse needs of all children, including those who are at an earlier stage of development and those who are more able. Throughout their formative years, children's learning develops more rapidly than at any other time. However, progress is not even and children go through periods of rapid development and times when they seem to regress.

Indoor and outdoor environments that are fun, exciting, stimulating and safe promote children's development and natural curiosity to explore and learn through first-hand experiences. The Foundation Phase environment should promote discovery and independence and a greater emphasis on using the outdoor environment as a resource for children's learning.

Key Stage 2 Curriculum:

The curriculum aims to:

- focus on the learner

- ensure that appropriate skills development is woven throughout the curriculum
- focus on continuity and progression 3–19
- offer reduced subject content with an increased focus on skills
- be flexible
- be relevant to the twenty-first century
- support Government policy including bilingualism, Curriculum Cymreig/Wales, Europe and the World (WEW), equal opportunities, food and fitness, education for sustainable development and global citizenship, and the world of work and entrepreneurship.

Religious Education

A subject in its own right, it also enriches and informs all other areas of the curriculum, as well as permeating the daily life of our Catholic school. The school uses the “Come and See” scheme, as its main focus, a scheme approved by the diocese of Menevia. We adopt a variety of teaching methods appropriate to the age and ability of the children and ensure that all pupils in our school experience what it is to be part of a Catholic community. Pupils are also given the opportunity to study other faiths such as Judaism and Islam. Pupils are encouraged to put Christianity into practice by participating in various charity fundraisers during the year.

Sex Education Policy 2015: The Policy of the Governing Body of the school is that Sex Education should not be taught other than those areas required by the National Curriculum.

Welsh

Pupils are made aware of their Welsh heritage at every available opportunity. Welsh is taught as a second language and we encourage the use of incidental language during the course of a normal school day. Pupils are encouraged to become members of the Urdd and to participate in sporting competitions.

Additional Learning Needs (ALN)

The school’s A.L.N. policy reflects the requirements of the Code of Practice for Wales’. Early identification of a child with special needs is essential. This may be initiated by parents, representatives from the District Health Authority, Social Services as well as the school. A child with special educational needs may have a delay in development, an emotional or behavioural difficulty, a difficulty with seeing, hearing and speaking, a physical disability, a medical or health condition and a difficulty with reading, writing or mathematics.

After full consultation with parents, class teacher, A.L.N. Co-ordinator / Headteacher the problem the child is experiencing and the action to be taken is recorded on the school’s monitoring system. Our school adopts a graduated response that encompasses an array of strategies the process involves

- **Identification** – Initial concerns. Identification and assessment of A.L.N.
- **School Action** – Individual Education Programme (I.E.P) drawn up. Progress monitored. Regular I.E.P reviews
- **School Action Plus** – Continued concerns and lack of progress. Help and advice sought from external support services. I.E.P revised.

- Request for Statutory Assessment – child referred to Pembrokeshire County Council, Education Department for Statutory Assessment. Reports and evidence required from all involved agencies.
- Statement – Pembrokeshire County Council Education Department prepares and issues a Statement of Additional Educational Needs which outlines the Child's particular Special Needs requirements.

This provides the structure for achieving the school's aims for these children:

- To provide access to a broad, balanced and differentiated curriculum including, except in the case of disapplication, the National Curriculum.
- To provide continuity and progression in their education ensuring the provision matches the need for each child.
- To support and encourage social integration.
- To ensure that children are taught, whenever possible within mainstream classes.
- To ensure quality of access and opportunity.
- To put appropriate means in place for the assessment, recording and reporting of progress.
- Parents encouraged to become active participants in the education of their children.
- Develop strong working partnerships with local schools, Pembrokeshire County Council support services and external agencies.

All the staff in the school recognize that children with special needs are their collective responsibility. Expertise of staff and resources are available to the whole school.

Liaison with Parents

Our teacher-parent progress and target meetings are now well established every term. These are arranged to suit your availability wherever possible. We also hope that you will contact school regarding your child whenever you feel that it is necessary. We would ask you to make an appointment as staff may have other commitments and require two weeks notice to produce records at times other than progress meetings. Parents/carers are invited to an individual progress meeting with their child's teacher towards the end of the summer term. Before this meeting a written report is sent to parents/carers so that discussion of the child's overall progress can take place.

If you wish to speak to a member of staff at any other time please use the Class Dojo messaging feature or contact the office and we will arrange an appointment at a mutually convenient time.

Parents are requested not to post concerns about school on social media – please speak to us directly so we can work together to resolve any issues.

If parents do post on Social Media we will contact them and ask them to remove any content that references staff/issues in school.

Copies of all school policies and schemes of work may be obtained from the school. Please give sufficient notice for these to be prepared.

National School Categorisation System

The system ensures that, in partnership with local authorities and consortia, we direct our support and resources to improve our school system and as a result, raise standards and performance in Wales.

The system is about providing support and encouraging collaborative improvement by putting schools into a position that enables them to identify the factors that contribute to their progress and achievement, or what areas to focus on to achieve further development. It is not about labelling or creating league tables.

The system is a three step model that is not purely data-driven but also takes into account the quality of leadership and teaching and learning in our schools.


- Step one is a data-driven judgement using an agreed set of performance measures provided by the Welsh Government.
- Step two begins with the school's own self-evaluation of their capacity to improve in relation to leadership, teaching and learning.
- Step three is the combination of the two judgements that will lead to a colour-coded support category for the school which will trigger a tailored programme of support, challenge and intervention. This is agreed between the local authority and regional consortium.

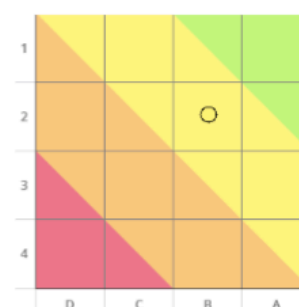
The coloured support category for each primary, middle and secondary school is now available along with the benchmark boundaries used in the calculation of the standards groups.

The system is a co-constructed system between regional education consortia and Welsh Government.

Holy Name School is categorised as yellow.

Categorisation Overview

Step 1	Step 2	Step 3	Exceptions Applied
2	B	 Yellow	-



FOUNDATION PHASE

Teacher Assessment / Aesiad Athrawon

	percentage at Outcome 5 or above				
	Language, Literacy and Communication Skills in English	Language, Literacy and Communication Skills in Welsh	Mathematical Development	Personal and Social Development, Well-Being and Cultural Diversity	Foundation Phase Indicator
					All Pupils Pob Disgybl
School Results 2015/16	92.00	0	92.00	92.00	92.00
Pembrokeshire Results 2015/16	88.00	88.00	90.00	94.00	86.00
Wales Results 2015/16	88.00	91.00	90.00	94.00	87.00

KEY STAGE 2 / CYFNOD ALLWEDDOL 2

Teacher Assessment / Aesiad Athrawon

	percentage at level 4 or above / canran ar lefel 4 neu'n uwch				
	English Saesneg	Welsh Cymraeg	Mathematics Mathemateg	Science Gwyddoniaeth	Core Subject Indicator Dangosydd Pynciau Craidd
					All Pupils Pob Disgybl
School Results 2015/16	100.00	0	93.00	100.00	93.00
Pembrokeshire Results 2015/16	90.00	85.00	90.00	91.00	87.00
Wales Results 2015/16	90.00	91.00	91.00	92.00	89.00