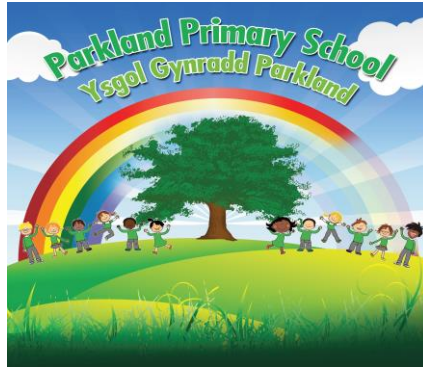


Everyone unique: caring, sharing, learning & achieving together



**Parkland Primary School,
Sketty Park Drive,
Sketty,
Swansea, SA2 8NG.**

CITY & COUNTY OF SWANSEA,

Telephone No: (01792) 205462

E Mail: parkland.school@swansea-edunet.gov.uk

Web Site: www.parkland.swansea.sch.uk

Headteacher: **Mrs Anne Lloyd (B Ed Hons, NPQH, MA)**

Deputy Headteachers: **Miss Felicity Poole - Foundation Phase (BA, PGCE)**
Mrs Rachel Leahy - Key Stage 2 (BA, PGCE)

Chair of Governors: **Mr Damian Rees**

Age range of pupils: **3 - 11 years**

Number on the roll: **603 (including nursery children)**
**Parkland is a County Maintained, Co-educational,
English medium Primary School.**

This information is correct and up to date at the time of printing - Summer Term 2019.
Some adjustment or re-arrangement of provision may be necessary for the academic year
2019-2020.

Parkland Primary School Prospectus

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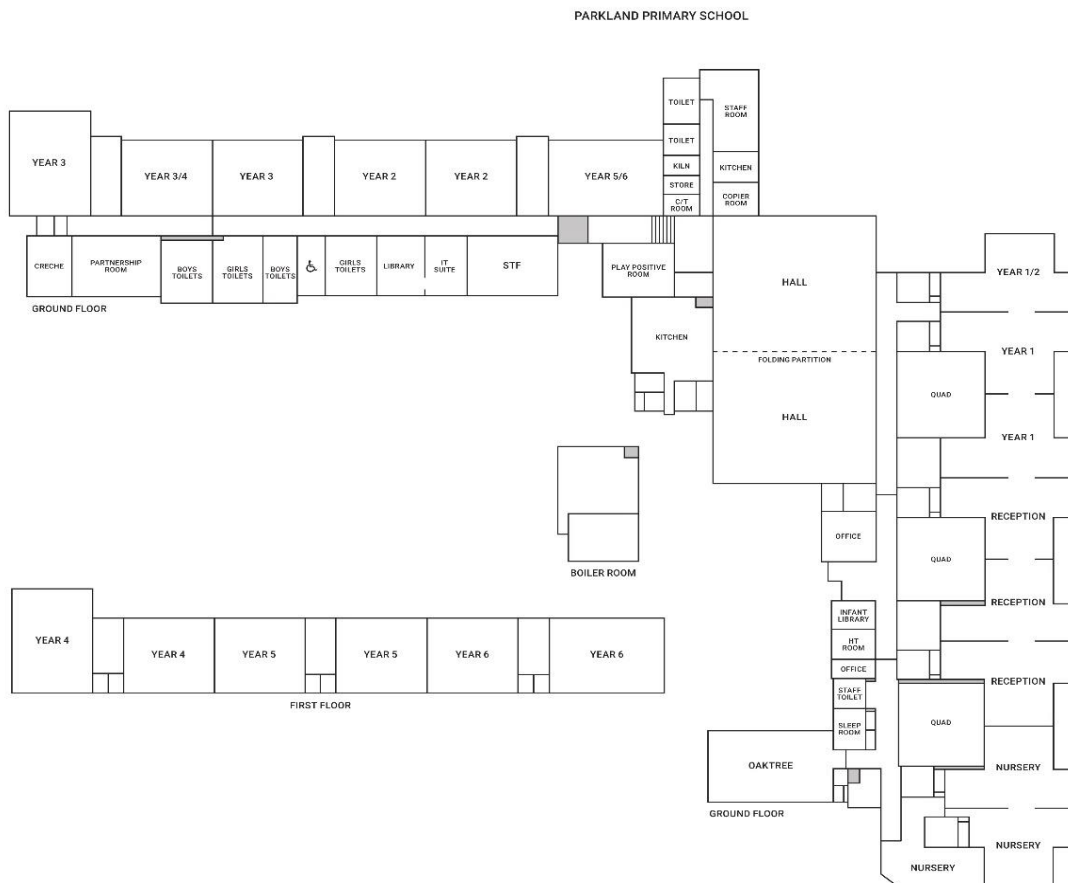
Parkland Primary School is situated in Sketty Park, in the west of Swansea.

The school is pleasantly sited and has extensive grounds with ample playing and sports areas. The remnants of the old park surrounding the original Sketty Hall have been developed into an environmental study area.

The accommodation is spacious with the Infant classes having access to small sheltered courtyards. In recent years significant improvements to the safety and security of the premises have been made. We now operate a single point of entry into the building; except at the beginning and end of the school day.

Parkland Primary School aims to provide a happy, hard-working and well-ordered environment in which each child is able to work and develop academically and socially to the very best of his/her ability. At all times we strive to provide a welcoming, caring atmosphere throughout the school.

In all that we do we endeavour to provide rich experiences for our children. We believe in fostering, not only a love of knowledge and learning, but also a regard for truth, fairness and compassion.



Parkland Primary School Prospectus

Governors of Parkland Primary School

The Governing Body of Parkland Primary School consists of seventeen members whose role is to seek individually and collectively to represent the interests of the school and the community.

Headteacher
Mrs Anne Lloyd

Chair of Governors:
Mr D Rees (Chair of Governors)

School's Educational Philosophy & Ethos **School's Educational Philosophy**

We consider ethos to be the most important aspect of our school life and consistently strive to ensure we have a very positive, welcoming ethos where children feel safe, secure, valued and happy to learn.

Children should be placed at the heart of their learning and creative, independent thinking is central to this. We strive to prepare children for a life in an ever-changing world, by fostering skills that develop and equip them for whatever the future may hold, and to be ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens and healthy, confident individuals.

At Parkland Primary School we celebrate the diversity within our school and ensure success is valued and motivates children to succeed and develop good attitudes to learning. All children are challenged to extend themselves and to achieve their potential. We are proud of the experiences and opportunities provided at our school, through promoting professional expertise among our staff. We are committed to self-evaluation, review and continuous improvements.

Parkland Primary School's Vision Statement

We are committed to every child achieving success in a happy, safe and stimulating environment. In line with Successful Futures we endeavour to provide rich experiences for our children, encourage high standards of learning and behaviour, and facilitate achievement and attainment in all aspects of school life. We believe that children should learn to care for and respect themselves and others, and the world in which we live. We try to foster not only a love of learning and knowledge, but also a regard for truth, fairness and compassion. We believe that the success of our school depends on the contribution of each and every member of our school community. We aim to prepare every child for life in the technologically advancing twenty-first century. We are always looking to improve and develop our school through a continuous cycle of self-evaluation. We promote professional expertise amongst our staff, and provide a welcoming and caring atmosphere throughout the school as a basis of achieving our vision.

Parkland Primary School Prospectus

We are committed to our aims, values and beliefs which are reflected in our school's ethos and atmosphere. We share a common purpose and a conscious desire to fulfil our aims for the benefit of our community.

Parkland Primary School's Mission Statement

"Together we strive"

"Ffynnu gyda'n gilydd"

School Aims

We aim to make our school a place where -

- ✓ every individual is valued and respected;
everyone is important;
- ✓ all relationships are based on trust, respect and personal regard for others;
we care for each other;
- ✓ each child finds learning enjoyable and challenging and develops a real desire to learn;
learning is fun;
- ✓ we strive for every child to become literate and numerate;
we can all speak, listen, read, write, count and use numbers;
- ✓ each child understands *themselves* as a learner, understands their strengths and how to improve
we know what we are good at, what we need to get better at and how we can do it;
- ✓ each child develops a positive self-image, is self-disciplined and achieves their full potential;
we all try to do the best that we can;
- ✓ an enriched curriculum is provided which displays breadth, balance and relevance and is differentiated to reflect individual needs and talents;
we work in different ways because we are all good at different things;
- ✓ there is a commitment to inspiring and empowering staff in order to develop the leadership of all;
all the staff are ready and able to help;
- ✓ we are continually developing a self-evaluating and forward-thinking ethos, fully involving and consulting staff, pupils, parents and governors;
we listen to everyone's points of view;
- ✓ staff and governors actively seek to raise standards;
the staff and governors keep working to help us improve;
- ✓ we seek to contribute to, and enhance the life of, the wider community;
we learn about, and help, people in our community and around the world;
- ✓ learning experiences develop pupils' skills in order to prepare them for life in this diverse, technologically advancing world



we learn about other countries and people and use technology: learning ICT today for all our tomorrows

Sporting Aims and Provision for Sport

Aim

We aim to help each child develop the skills and control to participate in and understand the need for a healthy and active lifestyle; we are all able to take part in activities to help us keep healthy and we know why we need to be healthy

- To develop an ability to plan a range of movement sequences, organise equipment and apparatus, and begin to design and apply simple rules (thinking)
- To develop an ability to remember, repeat and refine actions and perform them with increasing control, co-ordination and fluency (thinking)
- To develop an increasing ability to select, link, and apply skills, tactics and compositional ideas (thinking)
- To promote positive attitudes towards health, hygiene and fitness (Personal and Social Education)
- To foster an appreciation of safe practice
- To develop psycho-motor skills through a range of relevant movement based activities
- To develop a sense of competition, fair play and sportsmanship (communication)
- To develop communication skills, encouraging the use of correct terminology and language to promote effective co-operation (communication)
- To foster an enjoyment, and positive attitude to, the subject in school
- To nurture working as a team

The school provides two opportunities each week for all to participate in sport and PE. The school plays many team sports including rugby, football, cricket, netball rounders, tennis, hockey, athletics and swimming. Many of these mentioned have a club provision after-school. The school has two playing fields and three playgrounds.

The sometimes school makes use of specialist coaches for cricket, football, dance, squash and gymnastics. The school has good links with the local squash, tennis and golf clubs. There are beneficial community links with the Ospreys and Swansea City Football Club.

Parkland Primary School Prospectus

School Organisation

The School Day

Morning Session: 8.50am - 11.50am

Afternoon Session 12.50pm - 3.20pm

Nursery Morning: 8.50am - 11.40am

Nursery Afternoon: 1.00pm - 3.15pm

School Teaching Timetable Week (STTW):

Foundation Phase 22.5 hours

Key Stage Two 23.5 hours

Tuition Time (excluding registration, breaks and assembly)

In the morning children should not be on the school premises before 8.40 am. Similarly, those who go home to lunch should not return before 12.45pm. This is especially important throughout the winter and on wet days. **In order that we start the day efficiently please ensure that your child is punctual.**

Pupils are organised into classes of mixed ability. The school is currently a two form entry school with no mixed age classes. Classes within year groups are encouraged to work together, to provide the children with a larger peer group to form friendships with. Additionally, enrichment clubs operate on Friday afternoons and provide children with opportunities to develop friendships across year groups within the key stages. Each class has its own class teacher, but receives the benefit of additional teaching, support and advice from other members of staff responsible for particular areas of the curriculum and of learning. Teaching Assistants work in each class of the school, alongside the class teacher and under the class teacher's direction.

The class teacher continuously assesses each child in the class and provides accordingly. Your child will receive whole-class, individual and group teaching as appropriate. This approach enables your child to get the maximum help from the teacher, who, through careful preparation and organisation is able to allow other groups and individuals to work unaided for a while. Teaching in such one to one and small group situations makes it easier to ensure that each child really understands the work in hand and permits the teacher to vary methods to suit individuals. This aids our commitment to provide each child with appropriate teacher time and attention.

We believe that children learn from experiences and real life situations. Activities are presented in a well - planned environment equipped to cater for the individual needs of each child. We aim to achieve quality and depth across the whole curriculum. We believe that children are instrumental in leading their own learning and structure our planning and activities to harness the children's interests.

Thinking is integral to our curriculum; we wish to develop deep thinkers and independent learners who have the capacity to reflect on their learning and understand how to improve it. This creative curriculum is set with the need to develop basic skills, at its roots.

Above all, we see the primary classroom as a facility where children develop the skills necessary for learning for life. We strive to develop children who enjoy learning, will want to continue learning and will be equipped to do so.

Parkland Primary School Prospectus

Keeping Informed

- a. A letter or telephone call will normally secure an early appointment with the Headteacher. Whilst every effort will be made to see parents arriving unexpectedly, there will be occasions when this is not possible.
- b. An appointment can usually be made to see your child's class teacher at the beginning or end of the school day.
- c. Information letters are sent regularly to parents. We also use a TEXT messaging service or class Dojo to remind parents of school events or when there is a change of circumstance such as after school clubs having to be cancelled.
- d. Minutes of Governors' meetings, school and Local Authority policies, National Curriculum documents and other circulars are available to parents. Please make an appointment with the Headteacher.
- e. If you have a complaint relating to Curriculum, Religious Education or Religious Worship or any other matter the Governing Body has adopted the Local Authorities formal Complaints Procedure, copies of which are available from the school, the Education Department or the Public Library. In the event of any complaint you should first try to resolve the matter by making an appointment to discuss it with the Headteacher. Further advice may be obtained from the Education Department, Parent and Governor Unit, Civic Centre, Swansea. (Telephone: 01792 636000).

Meeting with Governors

The school governing body will no longer be required to hold an annual parents' meeting.

Instead, parents will have the right to petition a meeting with a governing body on issues which concern them. This right may be exercised up to 3 times in a school year.

Child Protection

The Child Protection officer for the school is Anne Lloyd, the Headteacher and in her absence Rachel Leahy & Felicity Poole, the Deputy Headteachers. The Governor with responsibility for child protection is Damian Rees, the Chair of Governors. In the event of a child protection issue the school must follow procedures and report this to social services. There may also be a need to share information with other agencies.

Additional Learning & Special Educational Needs (ALN & SEN)

We seek to admit all children from within our catchment area. Children who carry statements of Special Educational Needs are admitted after discussion with the Local Education Authority's Special Education Needs department which decides whether our school is the most appropriate placement. We support a policy of inclusion whereby children with special educational needs are placed in mainstream classes (unless the statement specifies other arrangements).

Parkland Primary School Prospectus

All children have access to the full curriculum, unless disapplied. The school's policy for Special Education Needs, reflects the requirements of the 'Code of Practice'. We are fortunate to have a Specialist Teaching Facility (STF) in Parkland. Children in the STF are included in all possible mainstream activities. Additionally, children from the mainstream classes are included in some activities in the STF, if they are suitable.

Children in the mainstream classes requiring special educational needs support are identified via teacher assessments and observations, diagnostic, standardised and summative assessment tasks/tests, the Local Authorities survey and assessment procedures carried out by the school's educational psychologist.

During regular meetings provision for children's needs are discussed and future action agreed upon. Such action might include:- monitoring, hearing and sight assessments, differentiated work, using strategies to address specific needs, writing individual education plans and / or the involvement of outside agencies. Support is provided in class and in a small group or one to one withdrawn situations to work in a quiet area.

Parkland Primary School seeks advice from the Educational Psychologist, Schools' Medical Officer, Education Welfare Officer, Speech Therapist, Social Services and Advisory Teachers for SEN (including behaviour support) to ensure children's needs are assessed and addressed.

Record keeping is completed throughout the term as necessary, and children's progress is discussed with parents throughout the year.

Resources are allocated to the school as a result of the county's annual Special Education Needs survey, which is administered in October. All year 2 pupils are entered along with other pupils for who may benefit from additional support.

Special Educational Needs staff attend courses and meetings, organised by the Local Authority (LA) on a regular basis as part of continuing professional development.

During the summer term staff from Olchfa Comprehensive school's SEN department visit Parkland Primary to discuss the Year 7 provision for children who have been in receipt of support.

Should a child with Special Educational Needs be transferred from or to another school then consultations will automatically follow along with appropriate documentation.

All staff at Parkland Primary are well informed and totally committed to inclusion practices and procedures; staff are always caring and use a positive approach to all children within the school.

The school gives full consideration to the requirements of pupils with a range of disabilities. Wheelchair access is available at the school.

Copies of our Additional Learning Needs Policy can be obtained from the school office.

Parkland Primary School Prospectus

Intervention

Children may well be provided with intervention. We use our knowledge of the children and assessment data to inform this. We target specific skills which, with improvement will maximise the children's overall skills and learning potential. Children receive intervention of all abilities to assist all reaching their potential.

Parents are welcome to see the school's SEN Policy and to discuss the school's SEN provision with the SENCo or the Headteacher. Appointments can be made by telephoning, emailing or calling into the school.

Equal Opportunities

We seek to admit all children from within our catchment. Everyone in Parkland Primary School is valued. All pupils, whatever their particular needs are treated with equal care and consideration. We are an inclusive school and each child in our care is provided with equal opportunities to develop all their talents and experience all that the school has to offer.

All pupils are actively encouraged to participate in all aspects of the curriculum and school life. Curricular and extra-curricular activities are planned so that no discrimination occurs on the grounds of gender, race, creed, colour, ability or religion. The school gives full consideration to the requirements of all pupils.

We have comprehensive policies so everybody within the school experiences equal opportunities, these include; Equal Opportunities Policy, Inclusion Policy, Disability Equality Scheme and Accessibility Plan, Race Equality Policy, Special Educational Needs Policy, Promoting Positive Behaviour Policy and the Anti Bullying Policy. All policies are available for parents to read. Should you wish to see any policies please ask in the office and a copy will be made available for you.

School Equality and Accessibility Plans

The school will ensure that no child or adult is discriminated against due to disability, gender, race, religion or any characteristic background. Parents / carers are asked to inform the school of any disability or characteristic that may inhibit the child in the learning environment or that may prevent a parent / carer accessing information and / or events. The school will endeavour to make necessary arrangements in these circumstances to ensure discrimination does not occur.

Looked After Pupils

The school will ensure that Looked After Pupils are supported and their educational achievement closely monitored. We have a Designated member of staff with responsibility for Looked After Children .

Support Services

Selective medical / hearing / vision inspections, organised by the School Health Service, are held during the year. Parents are always requested to be present at a medical examination. There are also regular visits by the School Dentist.

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Community Links

The school views the partnerships it has with the community as vital; the children in our school community are part of the wider community, outputting responsible future community members is crucial to the success of the community and therefore central to all we do. Many people from the community visit the school to talk to the children, such as the Fire Service, the Police Liaison Officer, representatives from the Environment Centre, as well as parents and other people who live in the community. All these visitors can enrich the children's learning experiences. In addition we make use of the local area and facilities within the wider area to offer the children first hand learning experiences, such as visiting the local church, doctors' surgery, museum, and other venues which relate to topics of interest to the children and their learning.

Child Care Provision

After School Club

The school has an after school club which is Care in Wales Registered (CIW), which carries a small fee of £6.50 per child per session. The club runs from 3.20pm to 5.30pm.

Breakfast Club & Tuition & Coaching Clubs

Morning Child Care runs from 7.45 am until 8.00 am and the cost is £2.00 per child per day. Breakfast Club runs from 8.00am - 8.30am, which is funded by the Welsh Assembly Government. Tuition & Coaching Clubs will run from 8.30am - 8.50am and the cost is £1 per child per day.

All children are given a healthy breakfast of non-sugared cereal, toast, fruit and a drink of milk, juice or water. All children attending Breakfast Club must eat breakfast while in the club, as it is not childcare, but run according to the raising standards agenda. Children can come for breakfast up to 8.20am, after this time we are not able to allow admittance as there is insufficient time for children to eat their food and clear and prepare the hall for the day's activities. Further details are available from the School Office.

Nursery Lunch Time Wraparound

This facility is available for our Nursery Children. Sessions are from 11.30 am - 12.45 pm at a cost of £4.50. Please contact the School Office to reserve this facility.

Oaktree Playgroup

We have a playgroup catering for children aged between 2 years and 4 years 11 months. The Playgroup Manager, organises this care. Please contact Oaktree Playgroup for further information.

The sessions are available from:

Morning: - 8.50 am - 11.45 am

Afternoon: - 12.45 pm - 3.15 pm

For further information please contact the school office or Oaktree on 01792 205462.

Lunch/Break Supervision

Adequate supervisory arrangements are made during break and lunchtimes under the guidance and control of the Headteacher.

During morning , afternoon breaks & Lunchtimes staff personnel are on playground/ lunchtime duty, some children have 1:1 support while on the yard. The Headteacher / Deputy Headteacher, or whoever is deputising in their absence, are also available to deal with emergency situations.

Lunch at School

Our menus take into account up to date nutritional advice and place emphasis on providing a balanced tasty meal. A vegetarian dish is made available each day (to order) and other dietary needs are catered for.

The school operates an online payment system called sQuid. All parents/carers must register on sQuid if they would like their child to have school meals. The school office will provide the registration details for your child. The City & County of Swansea operate a clear no debt policy relating to school meals.

Refreshments at Playtimes

Children are not allowed to bring sweets, chocolates, fizzy drinks, biscuits or crisps to school. We have a Tuck Shop in Key Stage 2 where the children can purchase fresh fruit. The cost is 20p per item, per day. In Foundation Phase there are different arrangements for 'Healthy Snacks' depending on the class. Your class teacher will inform you of these arrangements. Free milk is also available at morning play for all children in Foundation Phase.

Parents and School

Our partnership with you is vital to your child/ren's and the school's successes. You will always be welcome in the school and if you would like to know more about us you are free to visit the School at any time. There is no need to make an appointment unless you want to be sure of seeing the Headteacher or unless you wish to talk with the class teacher for any length of time. The best time to meet and talk with a class teacher is before or after school (if before the school day starts please ensure you arrive with sufficient time, as just before the bell goes may well leave insufficient time). During the day although you will be warmly welcomed, please do not expect a class teacher to stop teaching in order to talk to you. If the headteacher is off site you can either make an appointment or call in the next time the headteacher will be in school.

Formal parent/teacher consultation interviews are held during the Autumn and Spring Terms. During these times parents will be given the opportunity to discuss their child's progress. An end of year report is distributed in July and you are invited to make an appointment to discuss your child's report should you wish to.

Parkland Primary School Prospectus

A presentation is given to parents/carers by the headteacher and the nursery teacher in the term prior to entry.

We wish parents to have very high expectations of us as a school, in serving their children with the very best education possible, but parents in turn will need to offer their commitment in supporting their child's learning.

Parents are involved in classroom activities and help with out-of-school visits. We are always on the look out for more volunteers. Parents can offer their support by helping in school. We encourage and welcome parents to assist and take an active part in the daily life of the school with school and class libraries, cookery, textiles, accompanying visits and generally assisting in class situations. Please let us know of your talents and we will put them to good use! All help will be greatly appreciated. If you are unable to spare time in school during the day, perhaps you would like to assist with fund-raising or by actually serving on the Parkland Parents Association (PPA).

We are fortunate in having a very active PPA whose aim is to actively support the School. Staff from the school and parents attend meetings and staff also support fundraising events. The PPA is seen by the school as a crucial partnership in terms of the school's success. They organise a great number of events throughout the year and raise considerable funds for the school. Without their support, we would not be able to resource the school as effectively as we do. New committee members or helpers are always welcome and if you are interested, please contact the headteacher or the Chairperson of the Association. Please make every effort to come to the meetings organised by the Committee, who will appreciate your help and co-operation in all the ventures undertaken during the year.

General Information

Complaints Procedure

Under Section 409 of the 1996 Education Act should parents be unhappy regarding curricular or any related issues, they can approach the Governing Body and the Headteacher. Should they not be satisfied, procedures are available to discuss this with Officers of the Local Education Authority (see page 3 of the prospectus for addresses of Chairman and Clerk to the Governing Body). The school has a comprehensive Complaints Procedure, a copy of this can be gained from the office, upon request. However, the following is a summary:

1. Contact class teacher or a member of staff to discuss your complaint.
2. If you do not feel that your complaint has been acted upon or you wish to pursue it further contact the headteacher who will try to resolve your complaint.
3. If you do not feel your complaint has been resolved or listened to you may put your complaint in writing formally.
4. An investigation officer will investigate the complaint and you will receive an answer within 10 days.
5. If you are still unhappy you can take your complaint to the Governing Body. You will receive a final answer from the Governing Body within 10 days.

Admissions

The school caters for children from 3 to 11 years and also provide part-time Rising 3's and Rising 4's (Nursery) education for pupils who have attained their third birthday. (Admission to Rising 3's is after the child's 3rd birthday and Rising 4's (Nursery) is usually in the September after the child's 3rd birthday). Children are admitted to full-time Reception class in the September after their 4th birthday. Arrangements are made for parents to visit the school before their children are admitted .

The same criteria for admission are used for Nursery and Reception. Full details of the LA's admission arrangements can be found in the Schools Admissions Policy. Children receive three terms nursery education during the academic year that includes their fourth birthday. Rising 3's and 4's (Nursery) provision is on a half-day basis. Prior to admission parents will be invited to the school for a presentation made by the Headteacher and staff questions can be asked during this session. An information booklet and a parents' guide will be provided at this time. Pupils enter full-time education (Reception) in the September of the year in which they are five. The Local Authority will write to you inviting you to apply for a place for your child. Applications are made on-line in via the Local Authority in the Spring Term. Parents of children who are offered a place are invited to a presentation in the summer term prior to the September intake. In this meeting parents will be able to meet the Headteacher and class teacher and ask any questions. Please contact the school office for a copy of the school's Admission Policy.

Admission for Pupils with Disabilities

The same admission criteria applies to pupils with disabilities, unless it is deemed that the school cannot make the necessary adaptations to cater fully for the child's needs, and specialist provision is required. The school takes the approach to remove all barriers to full inclusion for all pupils. The school has disabled access from the junior yard and a portable ramp is sited into the main entrance of the school, this can moved to enable access to other areas of the school also. Specific details of how the school continually aims to be fully inclusive can be found in the School's Equality Plan.

Attendance

School hours:-

Morning Session	8.50 am to 11.50 am
Afternoon Session	12.50 pm to 3.20 pm
Nursery a.m.	8.50 am to 11.40 am
Nursery p.m.	1.00 pm to 3.15 pm

We expect children to be punctual, but if, on occasion it cannot be avoided, it is better to be late than not to arrive. Children, however, should not arrive before 8.40 am (there is no supervision for pupils who arrive early). At 8.50 am following the buzzer, pupils will be admitted to the building, unless it is raining, when children will be able to enter the building from 8.40 am.

Attendance and Absences

We take attendance very seriously and request that parents / carers make every opportunity to ensure their children attend school whenever possible. This includes avoiding absences through taking holidays during term time and ensuring children are always in school when well enough to attend. Every absence means that children miss learning and this can result in gaps in their learning which can make subsequent learning difficult. Under the 1991 Pupil Attendance Regulations, every school absence must be accounted for by a satisfactory explanation. Please contact the school on the first day of your child's absence. This can be done by means of a note from the parent or a telephone message or personal contact. If your child is absent for longer than 3 days you will need to contact the school again. If you choose to contact us by telephone, we have a dedicated voicemail for this, please call 01792 205462. Failure to provide a satisfactory explanation for absence will lead to that absence being classed as "unauthorised". Regular unexplained absences and ongoing absences which adversely affect attendance and learning will subsequently lead to the involvement of the Education Welfare Officer.

At Parkland Primary school, parents are asked to complete a **Home School Contract** Form if they wish to take their child out of school for a visit/holiday during term time. These forms can be obtained from the main office.

We request that every effort is made to not to make appointments during the school day. If this is not possible, when parents wish to withdraw their children during the school day in order to keep an appointment with a Doctor, Dentist etc, a written request in advance would be appreciated and a copy of the appointment letter/card. Children will not be allowed to leave school unaccompanied during the school day.

Lateness

Registers are marked at the start of the morning and afternoon sessions. Children arriving late will be marked as present but late. However, if children arrive following closure of the register they will be marked as absent for that session. Parents of children arriving late, or leaving school early will be required to complete the attendance book in the reception area. This is monitored and parents of children whose names appear regularly will be contacted by letter to request an improvement, if this is not effective a meeting will be arranged with the school to discuss the causes and what can be done to improve the situation.

Parkland Primary School Prospectus

Attendance Summary Report **Academic Year 2018 - 2019** **(includes Reception to YR6)**

	Authorised Absences	Unauthorised Absence	Possible	% Attendance
Autumn Term 2018	1890	931	69974	96%
Spring Term 2019	1630	861	62121	96%
Summer Term 2019				

Links with Schools

Close liaison is maintained with the neighbourhood primary schools, and also with Olchfa and Bishop Gore comprehensive schools to which our children transfer at the end of Key Stage Two.

Secondary Transfer

The transfer from primary to secondary school is a critical point in a pupil's education. In our links with our partner secondary schools we endeavour to ease the transition socially and academically through regular contact and visits for our children.

Our main partnership school is Olchfa Comprehensive School. Olchfa, Parkland and feeder schools have developed a very detailed Transition Plan ensuring seamless continuity for our pupils. Our Transition arrangements have been recognised with a national award.

On leaving Parkland Primary generally pupils enter:-

Olchfa School
Gower Road
Sketty
Swansea
SA2 7AB
Telephone Number: (01792) 534300
Fax Number: 01792 534307

A very small minority choose to attend Bishop Gore Comprehensive School. Meetings and opportunities for parents and children to visit the school begin during the Academic year preceding your child's admission. Opportunities also arise during your child's final year at Parkland Primary to be involved in curricular activities organised by Olchfa School e.g. sporting events and subject taster lessons.

Pastoral Care Arrangements

Pastoral care of the pupils is the concern of all class teachers with the Headteacher having overall responsibility. In all that we do at Parkland, we aim to further an atmosphere of mutual trust and understanding, in which meaningful and worthwhile learning can take place. A caring, compassionate attitude is always taken towards the general well being of each child.

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Children are helped to understand the sense of community we wish to encourage in our school. The most important place for this to happen is in the classroom environment.

Children need a calm and purposeful classroom atmosphere where there is a positive relationship between teacher and pupil, based on mutual respect. Teaching, we believe, is not just about the transmission of knowledge; it is about establishing good relationships with pupils with the emphasis upon encouragement.

Our discipline policy is based on good manners, common sense and a few rules. We seek to develop self-discipline and moral qualities such as honesty and fairness. We expect children to show respect for staff and each other, for property and the environment. We make clear to children that bullying and similar behaviour is unacceptable and will not be tolerated.

We have a well established School Council which consists of representatives from each class. There is regular feedback to all children during "Circle Time" - an allocated time in the school week used for sharing ideas with the rest of the class. The School Council has gathered information on possible ways of improving our school playgrounds and has suggested ideas on how best to deal with bullying. It has also been instrumental in making significant changes in our organisation of lunch-times and outdoor playtimes.

In line with the LA policies, Parkland Primary School is committed to the promotion of equality of opportunity, multi-cultural education and anti-racism. These principles are an integral part of the values and ethos of the school, and are embodied in its curricular practices, including its policy of maximum integration of pupils with special needs and its "English as an Additional Language" provision. Whole-school policy statements e.g. Promoting Positive Behaviour, Anti-Bullying and Equal Opportunities are available for parents' perusal at the school and for discussion with the Headteacher or individual staff members.

These closely related policies aim to ensure that:

- all children, regardless of ability, gender, colour, race, nationality, or ethnic origin, have full access to all the benefits, facilities and services offered by the school.
- no child is discriminated against, directly or indirectly, because of innate differences, gender, or cultural/racial characteristics. Any manifestation of racial antipathy or harassment, whether by a pupil or a teacher, will be treated seriously and may lead to appropriate disciplinary action
- the school senior management and teaching staff will take positive action to prepare pupils to live and work harmoniously in an equal opportunity-multicultural society.

Health & Safety Provision

The Headteacher, Deputy Headteacher and caretaker regularly inspect the premises for hazards. All teaching staff, support staff and pupils are actively involved in the safety provision within the school. A comprehensive Health and Safety Policy is in place, this includes relevant risk assessments and procedures.

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The school has a comprehensive Fire Risk Assessment. Fire drills are carried out each term. All PE and play equipment, electrical appliances, fire extinguishers and emergency lighting are tested regularly by the relevant monitoring agencies. On hearing a fire alarm everyone on site must exit through the nearest fire exit.

Illness or Accidents

- a. There are limited facilities for caring for sick children. In the event of a child being taken ill at school, or sustaining a minor injury, the parent / carer or nominated contact person will be informed and appropriate arrangements made.
- b. First Aid treatment is available in the event of injury. Minor accidents are dealt with by school staff, most of whom have emergency first aid training. During the lunchtime break, illness or accidents are dealt with by lunchtime supervisors, who refer to the Headteacher, Deputy Head or our qualified First Aiders when necessary.
- c. Should it be considered necessary for a child to go home, or in the case of emergency, to hospital, parents / carers will be contacted by telephone immediately.
- d. Emergency services are summoned in the event of major accidents or reactions that require treatment at a hospital's accident and emergency department. Again, every effort is made to contact the parent / guardian (if contact is not possible the Headteacher and a staff member will accompany the injured / sick child to the accident and emergency department).

School Security - School Gates

- Infant gate opened at 7.30am (Caretaker) - locked at 8.55am (Oaktree)
- Gabalfa gate opened at 08.40am and locked at 08.55am
- Key Stage Two yard will be opened at 8.40am and locked at 08.55am (Crossing Patrol)
- Key Stage Two yard in the afternoon opened at 3.15pm closed at 3.45pm
- All interior school gates are opened by the Caretaker prior to the start of the school day
- All other school gates will be reopened at 3.10pm and locked at 3.45pm (ASC lock outside gates if using the outdoor areas).

Safe Acceptance and Dismissal of Children

Children should not be on the school site before 08:40. KS2 staff are on duty in the KS2 yard each morning from 08:40. There are strict procedures in place for the safe dismissal of children at the end of the school day. Children are not allowed to walk home alone or with an older sibling unless their parents/carers have completed a permission form. Parents/carers are required to complete a safe dismissal form listing the people the school can release their children to at the end of the school day. In the event that one of these people are not able to collect a child from school, parents are asked to provide a password which they have previously provided to the school, they keep this secret and only

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give to people who they wish to collect the child from school. Parents are asked to ring the school office and inform the school of the name of the person collecting their child/ren from school. If we have not received notification from the parents/carers and the person knows the password, the parents must be contacted to clarify that the person has permission to collect the child.

Administering of medication in school

Medicines are not normally administered at school, but Medication may be administered in school at the discretion of the Headteacher. In these special cases of need (e.g. asthma) arrangements can be made but Parents must request in writing the administering of any medication during school hours, a request form needs to be completed and is available from the school office. The medicine must be in the original container clearly labelled by the Dispensing Chemist. We also request that all medication is dropped off by an adult at the start of the school day and collected from the office by an adult at the end of the school day. No medicines are kept in classrooms other than asthma inhalers.

The school maintains Accident / Illness records. The school also maintains computer records of a parent's / carers home / work / emergency telephone numbers. We request that parents appreciate the importance of ensuring that the school is kept informed of any changes in such information.

School Health Nurse Service

The School Health Nurse Service provides education, support, advice and assistance in all issues related to health and public health for school aged children and the wider school community. They will work closely with school to provide evidence based sessions in the classroom in line with the Personal and Social Education (PSE) & Sex and Relationship Education (SRE) curriculum. School Nurses are also available to discuss and advise on a 1:1 basis if appropriate.

The school nurse, doctor, audiometrician and dentist visit the school regularly to carry out routine checks, inspections and tests. You will be given notice of any dental or medical examinations and will be invited to be present. Should you wish your child to be tested or examined in any way, please contact the Headteacher / Classteacher / ALNCo.

Specialist help is available for children with emotional, behavioural or learning difficulties. Arrangements are made for the Education Psychologist to visit the school. Following observation, and perhaps assessment, and discussion will follow to decide if further action is required.

If you wish to contact the School Nurse, speak to the school office or School Nurse Service tel 01792 200344

The school has adopted a 'single-point of entry' security system. All entrances lock following pupil entry. Once the children are inside the building at the start of the school day access is only possible through the main front door. All visitors are asked to use the main entrance nearest to the office and report to office staff and complete the necessary paperwork. Please inform personnel when you leave the building and sign out. These procedures are of extreme importance to be in compliance with safeguarding and fire

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safety regulations. The advice of the Fire Safety Officer has been sought to ensure that the building can be evacuated effectively in the event of a fire.

All visitors are asked to report and sign out at the School Office where a security pass is issued for anyone who needs to visit areas where the children are working.

Dogs in school

No dogs are allowed on the school premises or grounds at any time (with the exception of guide dogs for the visually impaired).

Parkland Primary School Code of Conduct

A high expectation of good manners and courtesy prevails throughout the school and verbal correction is made. When necessary consequences for actions are applied, which usually take the form of a reprimand or the withdrawal of privilege, administered by staff or the Headteacher. If there is continuing concern regarding a child's behaviour the parents are invited into school to discuss the behaviour. A decision may then be made as to whether or not to involve outside agencies.

Behaviour

Our main aim is to encourage self-discipline, consideration, and respect for other people and for property. We believe that everybody has rights, but in ensuring all our rights are met we must make sure that our behaviour does not impinge upon other people's rights being fulfilled. Our class and school charters outline the expectations the school places on everyone's behaviour. We have few rules and these relate mainly to health and safety: i.e.

- Valuables are brought to school at the child's own risk.
- The wearing of jewellery is discouraged, and not to be worn during PE lessons.
- Glass bottles are strictly forbidden on the school premises.
- The chewing of sweets / gum is forbidden at all times. (Fruit/vegetables may be eaten during the morning break).
- Running is not allowed in the school building.

Generally the children realise that these guidelines are designed to ensure the smooth running of the school and the well being of everyone.

Parkland should be a safe and happy place where children can learn and play without being afraid or worried. If everybody follows these rules ("The Golden Rules") no one will be upset and teachers and parents won't have to nag! The children and teachers at Parkland think these are good rules.

Tackling Bullying

Bullying in any form is considered to be totally unacceptable at Parkland Primary School and will not be tolerated. Bullying occurs when unpleasant incidents have been on-going and sustained for some time; it is not when children squabble, or say something unpleasant on one or two occasions, although this may be upsetting and needs raising with staff to be dealt with and to ensure the situation is resolved. All

staff, both teaching and support make every effort to make children aware of the effect and consequences that bullying behaviour may have. Through assemblies, class discussions, a consistency of approach (which may involve consequences), pastoral counselling and the use of strategies such as restorative justice following incidents it is hoped that a positive conclusion will be reached.

Restorative Practice

This strategy is being adopted by our school. The following is a brief explanation of Restorative Practice.

'Restorative Practice' is a strategy that can be used to resolve minor incidents that occur in our school.

In broad terms, restorative practices constitute an innovative approach to offending and inappropriate behaviour, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment (Wright 1999). Simply, it is about getting the offender together with the victim to understand the harm that the offender's behaviour has caused to the victim(s). Set questions are asked by the teacher to the offender and then to the victim, to resolve a situation:

- *What happened?*
- *Who has been affected and how?*
- *How can we make things right?*
- *What have we learnt so as to make the right choices next time?*
- *What should happen next?*

The teacher acts as facilitator. It is the children themselves, who come up with the solutions. Each child 'checks-in' to class regularly through the week by placing his/her name on a 'mood board'. This allows staff to assess if any child needs to be monitored during the day. Children are able to move their name from one emotion to another at key times of the day. If there are any issues arising from 'check-in', this can be dealt with in Circle Time on a Monday. Children then 'check out' at the end of the day, so staff can assess if issues highlighted at 'check in' have been resolved, or if any still need addressing before the child goes home.

The emotions used are unique to each class and chosen by the children.

United Nation's Convention on the Rights of the Child (UNCRC)

Parkland Primary School believes that everyone has rights. We completely uphold all the articles of the UNCRC which outlines children's rights. Underpinning this approach is the belief that these rights and each other must be respected. Each class develops a class charter, deciding what the children need to learn effectively and what we must all do to ensure this is effective. This year we hope to achieve level 1 of the UNCRC's Rights Respecting Schools Award.

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School Inspection September 2013

Inspectors found:

Almost all pupils make good progress from their starting points by the end of Key Stage 2.

Standards in Oracy are particularly high.

Pupils are very well motivated and enjoy school.

They are courteous to each other and to adults, and behave well.

Pupils with additional learning needs received effective support.

The school is a very inclusive learning environment.

STANDARDS & CURRICULUM	<ul style="list-style-type: none"> • pupils make good progress with their reading skills, in developing their writing skills & in mathematics • pupils make good progress from their differing starting points as they move through the school • pupils in the specialist teaching facility also make good progress from their starting points • standards in oracy are particularly high. Pupils make particularly good progress with their oracy skills. As pupils move into key stage 2, they become eloquent ambassadors for their school • pupils make good use of their numeracy skills in other subjects • pupils make very good use of their information and communication technology (ICT) skills to communicate information • the school provides rich and stimulating learning experiences that ensure good coverage of the curriculum • pupils make good progress in developing their Welsh language skills • pupils with additional learning needs receive effective support
TEACHING & SUPPORT	<ul style="list-style-type: none"> • teaching assistants are effective in helping pupils to learn • teachers mark pupils' work very well. They use consistent, effective systems to indicate to pupils what they should do in order to improve their work • parents receive very detailed information about their children's achievements and progress through annual reports. • teaching assistants are effective in helping pupils to learn • teachers mark pupils' work very well. They use consistent, effective systems to indicate to pupils what they should do in order to improve their work • parents receive very detailed information about their children's achievements and progress through annual reports.
ETHOS	<ul style="list-style-type: none"> • pupils are very well motivated, and enjoy school; they are courteous to each other and to adults, and behave well. Their behaviour in and around the school is of a high standard • pupils are considerate and relate well to each other and to adults • all pupils say that they feel safe in the school • pupils have a good understanding of healthy living and eating • there are very good working relationships between staff and pupils
SKILLS	<ul style="list-style-type: none"> • systematic planning ensures that pupils build on their previous knowledge and learning. This has a positive impact on pupils' standards of achievement • there is effective planning for the development of pupils' skills, including thinking skills, literacy and numeracy in a range of different contexts. The school makes very effective use of the links between subjects to engage and

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	<p>motivate pupils in their learning</p> <ul style="list-style-type: none">• teachers match tasks carefully to pupils' learning needs
AFTER SCHOOL	<ul style="list-style-type: none">• there is a wide variety of after-school activities

Curriculum

In response to the publication of 'Successful Futures' in 2015 the school became a pioneer school for the development of the new curriculum in Wales. We have begun the process of adapting our provision in accordance with the recommendations within. The main points of this report stated that:

The purposes of the curriculum in Wales should be that children and young people develop as:

- > ambitious, capable learners, ready to learn throughout their lives
- > enterprising, creative contributors, ready to play a full part in life and work
- > ethical, informed citizens of Wales and the World
- > healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The new curriculum in Wales will have six Areas of Learning and Experience: Expressive arts; Health and well-being; Humanities; Languages, Literacy and communication; Mathematics and numeracy; and Science and technology. Having common Areas of Learning and Experience from 3 to 16 aims to promote and underpin continuity and progression. Weaving across the six Areas of Learning and Experience will be the three Cross Curriculum Responsibilities; literacy, numeracy and digital competence. In Parkland we organise our curriculum into themes and topics, through which children study all the Areas of Learning and Experience and will apply their literacy, numeracy and digital competence skills. This approach is used across the whole school and aims to develop the 'whole person' so pupils embody the Four Purposes (listed above).

Use of the Welsh Language

Welsh is taught as a second language in Parkland. In addition to this, incidental Welsh is used around the school. Welsh games are played on the yard and the Cwriw Cymraeg work hard to promote these. Children will learn to answer the attendance and dinner registers in Welsh and how to hold simple conversations which include greeting each other and enquiring about well-being, whilst moving around the school.

Sex and Relationships Education

SRE forms part of the curriculum aimed at developing pupils' personal and social skills. Through Circle Time, Philosophy for Children, reading stories, watching short films and so on, pupils are provided with opportunities to explore their personal and social development. Activities are carefully selected which are designed to educate pupils about making the right decisions and taking the right actions. In Year 6 pupils are taught about maturation. Parents/carers have the right to withdraw their children from the Year 6 maturation lessons.

Religious education

Religious Education is taught in every class, in year group. Pupils learn about the different beliefs and customs of groups of people who live in Wales and other countries. These aspects are learnt about as part of a theme or topic and will usually be interwoven with other curriculum areas, such as geography and/or history, or as an aspect of a text being studied. Visitors may be invited into school to share their experiences as a result of their beliefs and/or customs or the pupils may be taken on visits, for example to places of worship. Parents/carers have the right to wholly or partly withdraw their children from Religious Education provision. Pupils who are withdrawn will spend the time in a different class.

Collective Worship

Pupils undertake acts of collective worship in classes, year groups, phases and as a whole school. During these times religious stories are told and ethical aspects are discussed. Once each week members of local churches visit the school and enact and tell stories from The Old Testament. During special festivals, such as Harvest, the vicar from local churches may visit the school to lead an assembly. Parents/carers have the right to wholly or partly withdraw their children from collective worship. Pupils who are withdrawn will spend the time in a different class, or sat in a communal area of the school.

Assessment

At Parkland Primary children's development is continually assessed. We use a range of approaches to make assessments of the children's learning. These assessments assist us to consider a child's strengths and needs to plan future work. In-house "Baseline" assessments of nursery pupils are carried out soon after admission and are continued throughout the Foundation phase (Nursery and Reception).

A formal 'Baseline' assessment is undertaken and Child Development Profiles are completed during children's first term at school, the outcomes are reported to parents before the end of the term.

Year 2 pupils take part in a Special Educational Needs survey (LA) during the Autumn Term, along with pupils from other year groups whose teachers feel would benefit from additional support.

All children in Years 1,2,3,4,5 & 6 are assessed annually (Summer Term) using standardised assessments in English, Mathematics, Verbal and Non-verbal Reasoning Tests.

At the end of each Key Stage, Y2 and Y6 children are assessed against a set of nationally agreed criteria in the core subjects of English, Maths and Science, Y6 children are also assessed for Welsh as a second language. Following ongoing Teacher Assessments and moderation procedures, the decisions of which level to award each child are made according to the criteria outlined in the National Curriculum Level Descriptors.

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At the end of Key Stage One an average child is expected to attain National Curriculum Level 2. A child who does not reach the national norm may be working towards Level 1 or at Level 1. A child who attains above the average would be at Level 3 or above.

At the end of Key Stage Two an average child is expected to attain Level 4; Level 5 reflects above average attainment.

The most recent aggregated results for our school and a summary of the National Results (2016-2017) can be found at the end of the booklet. The results include children with statements of Special Educational Needs and children with English as an Additional Language. Parents are reminded that any test results reflect a snapshot of children's attainments.

On-going informal assessments are continuous throughout your child's time in school and are carried out in a variety of ways - by listening, talking, observing, discussing and marking work produced.

Children also participate in self and peer assessment. This enables the children to clearly understand their strengths and areas for development. Children are assisted in understanding how they can improve. This approach is called Assessment for Learning, its impact helps to develop independent learners who are autonomous in their learning.

Challenge Setting

Challenge setting in our school involves all children and staff in the identification and creation of achievable, challenging and measurable targets, based on previous achievements, aiming to raise self-esteem and fulfil learning potential.

At Parkland Primary, the aim in setting pupil's challenges is to:

- increase motivation and independence
- enable children to be involved in their learning
- accelerate progress
- enable children to celebrate achievements and success
- improve children's self-esteem

Our principle is to work from each child's actual achievement and to identify areas requiring consolidation and/or improvement.

Realistic and ambitious targets have been set for end of Key Stage 2 (Year 6) National Curriculum Assessments for the next 4 years. These targets recognise that there can be a considerable difference in ability between one year group and the next. The targets are based on evidence of individual pupils' achievements gained from ongoing teacher assessments and standardised tests.

The targets have been agreed with Governors and the Local Authority.

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Records

Records are necessary:-

1. When your child is admitted to this school you will be asked to complete 2 forms giving details of your child's name, position in family, date of birth etc. Also recorded are the parents' places of work, if appropriate, along with contact personnel, contact telephone numbers and the family doctor in case of an emergency. One of these forms is placed in the child's personal file, and the information from the second form is placed on the school's computer system. Parents will need to inform the school with regard to changes in circumstances in order to update our information. Parents of Nursery pupils will also be asked to complete the document 'All About Me' that allows you to give us important information about your child.
2. Class teachers keep on-going records that show children's work and how they have performed in the task. These records can be used as a guide for future work and the setting of individual targets.
3. We also keep a whole school pupil profile system which is a record of all children's progress and achievements from Nursery to Year 6. Each child has a Record of Personal Achievement that is set up on admission into nursery. All assessment results and annual reports are contained within this portfolio.

Home Learning

Home Learning, is set by individual class teachers to support work being carried out in the classroom situation. Activities may include reading, mathematics, handwriting, learning/revising, reinforcement/extension tasks, writing and research.

Parents of all pupils are encouraged to share reading with their child on a daily basis and to supply the teacher with appropriate comments regarding their child's progress.

Parents are also encouraged to practise Times Tables at home.

Finally, we recognise the importance of one-to-one at home support and where we feel a child would benefit from additional parental help in the home situation the parent is notified by the class teacher with regard to additional supportive work.

Please ensure that any help you do give your child at home is positive and enjoyable and free from pressure, which may undermine her/his confidence. We are happy to answer any questions - simply contact the class teacher.

Out of School / Extra-Curricular Activities and Educational Visits

A wide range of musical, cultural and sporting activities are offered to pupils as extra-curricular opportunities. Teachers, with the help of parents and governors, organise out of school hours clubs.

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There is a large, very successful school orchestra. We enter inter-school competitions in a range of sporting activities.

Children are encouraged to participate in competitions and events organised by the Welsh youth movement known as "The Urdd" and the Infant and Junior choir regularly entertain in the local community.

We arrange for private organisations to lead French, Spanish, Gymnastics and Art Classes. There is a charge for these activities.

Out of School Activities: these activities vary throughout the year but may include:-

<i>Football</i>	<i>Rugby</i>	<i>Art</i>
<i>Netball</i>	<i>Rounders</i>	<i>Eco</i>
<i>Cross Country</i>	<i>Athletics</i>	<i>Book (reading)</i>
<i>Gymnastics</i>	<i>Choir</i>	<i>Orchestra</i>
<i>Welsh</i>		

Educational Visits

During the year all children will be taken to places of interest and enjoyment connected with their learning. We actively encourage as many first-hand experiences as possible, as we believe that this is the route to meaningful learning and motivating children.

From Year3 upwards all pupils are able to benefit from having an opportunity to attend a residential courses we have visited St Madoc, Gower, Llangrannog, Margam Park and Carreg Adventure.

Charging and Remissions Policy

The school's charging and remission policy is based on the one provided by the LA which was accepted by the School's Governing Body.

Under Section 110 of the 1988 Education Reform Act, it is unlawful to charge for any activity (other than instrumental music provision) which takes part wholly or largely during school hours. The legislation permits voluntary contributions but makes it unlawful for Governors to discriminate between pupils on the basis of the voluntary contribution, or lack of it. The Governing Body having adopted the LA policy for charging and remissions, has determined that parents be invited to make voluntary contributions to support a particular activity. The voluntary contribution would help cover the cost of transport, entrance fees and insurance. This ensures those valuable experiences such as educational visits and residential activities continue.

Our Charging and Remissions contains further details on what is and is not allowed under the regulations. This document is available at the school.

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The Governing Body has decided that parents be invited to make voluntary contributions towards the benefit of the pupils or to support particular activities, for example educational visits, in order to offset transport costs and entrance fees.

School Uniform

School uniform is not compulsory, but has been adopted in response to the wishes of parents. We think of Parkland Primary School as a "united family" and therefore, we request and strongly encourage pupils to wear uniform at all times. This gives a sense of belonging and identity and helps to alleviate pressure put on parents by children who wish to be dressed in the latest fashion. The recommended uniform is as follows:

The uniform is:

Bottle green sweatshirt with Parkland logo

White blouse/shirt OR white polo shirt with Parkland logo.

Grey trousers / grey skirt. Green and white cotton dress in Summer.

All articles of clothing should be marked or labelled and sensible footwear is expected. The wearing of elaborate jewellery is actively discouraged and the school cannot be held responsible for losses.

For School performances all children are usually expected to wear uniform unless otherwise stated. Sweatshirts, polo shirts, jogging suits and PE kits are available for purchase at:-

J & S Sport - The School Uniform Shop at 74 Tycoch Road, Sketty, Swansea O1792 206658. J & S operate a reward scheme with us and have recently provided P.E. equipment for our school. You can buy on line via their website www.js-products.co.uk

Nash Sport - at Sketty Cross, Sketty, Swansea Tel: 201952

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Summary of National Curriculum Assessment results of pupils in the school (2019) and nationally (2018) at the end of Key Stage 2 as a percentage of those eligible for assessment.

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	1	6	45	43	4	93
	National	0.2	0.3	-	0.5	1.2	6.5	45.1	44.2	1.7	91.1
Oracy	School	0	0	0	0	1	9	43	46	0	90
	National	0.2	0.3	-	0.4	1.1	6.3	45.0	44.6	1.8	91.5
Reading	School	0	0	0	0	1	4	45	45	4	94
	National	0.2	0.3	-	0.5	1.2	7.0	43.0	45.6	2.0	90.6
Writing	School	0	0	0	0	1	12	45	37	4	87
	National	0.2	0.3	-	0.5	1.6	10.5	49.5	35.6	1.5	86.7

Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.7	7.9	49.3	39.0	1.3	89.7
Oracy	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.5	7.0	48.3	41.1	1.5	90.8
Reading	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.5	1.8	8.6	46.3	40.9	1.6	88.9
Writing	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.6	1.9	12.4	53.3	30.4	1.2	84.9

Mathematics	School	0	0	0	0	1	3	34	46	15	96
	National	0.2	0.3	-	0.4	1.1	5.9	44.0	45.6	2.2	91.8

Science	School	0	0	0	0	1	4	37	57	0	94
	National	0.2	0.3	-	0.4	1.0	5.7	45.6	46.1	0.4	92.1

Core Subject Indicator	School	93
	National	89.5

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% boys at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	0	3	59	34	3	97
	National	0.3	0.4	-	0.7	1.7	8.3	48.9	38.2	1.3	88.3
Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.2	-	0.8	2.2	10.2	53.2	32.3	0.8	86.4
Mathematics	School	0	0	0	0	0	3	38	52	7	97
	National	0.3	0.4	-	0.6	1.5	6.6	42.4	45.3	2.7	90.3
Science	School	0	0	0	0	0	3	52	45	0	97
	National	0.3	0.4	-	0.6	1.3	6.9	46.3	43.4	0.4	90.1

Core Subject Indicator	School	97
	National	87.0

% girls at each level

		N	D	NCO 1, 2, & 3	1	2	3	4	5	6+	4+
English	School	0	0	0	0	3	8	34	50	5	89
	National	0.1	0.2	-	0.2	0.8	4.6	41.2	50.6	2.2	94.0
Cymraeg	School	0	0	0	0	0	0	0	0	0	0
	National	0.1	0.1	-	0.3	1.1	5.6	45.4	45.6	1.8	92.9
Mathematics	School	0	0	0	0	3	3	32	42	21	95
	National	0.1	0.2	-	0.3	0.8	5.2	45.6	46.0	1.8	93.4
Science	School	0	0	0	0	3	5	26	66	0	92
	National	0.1	0.2	-	0.2	0.7	4.4	44.9	48.9	0.4	94.1

Core Subject Indicator	School	89
	National	92.1

Foundation Phase Outcomes 2019

SCHOOL & NATIONAL

The following table shows the percentage of pupils attaining each outcome.

		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	0	0	0	0	0	0	0	0	3	11	44	42	86
	National	-	-	-	0.1	0.3	0.7	0.4	0.9	3.1	10.5	50.5	33.5	84.0
Language, Literacy, and Communication Skills in Welsh (LCW)	School	0	0	0	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	0.1	0.1	0.3	0.7	2.2	10.6	52.9	33.2	86.1
Mathematical Development (MDT)	School	0	0	0	0	0	0	0	0	3	8	39	49	89
	National	-	-	-	0.1	0.3	0.5	0.3	0.6	2.2	9.5	52.6	33.9	86.6
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	0	3	0	13	85	97
	National	-	-	-	0.1	0.3	0.5	0.3	0.5	1.2	3.8	34.0	59.4	93.4

There were 71 pupils in the group.

Foundation Phase Outcome Indicator	School	86
	National	82.6

Foundation Phase Outcomes 2019

SCHOOL & NATIONAL

The following table shows the percentage of boys attaining each outcome.

Boys		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	0	0	0	0	0	0	0	0	3	11	39	47	86
	National	-	-	-	0.1	0.4	0.9	0.6	1.2	4.1	12.6	51.7	28.3	80.0
Language, Literacy, and Communication Skills in Welsh (LCW)	School	0	0	0	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	0.2	0.1	0.5	1.0	3.1	13.5	55.3	26.2	81.5
Mathematical Development (MDT)	School	0	0	0	0	0	0	0	0	3	8	28	61	89
	National	-	-	-	0.1	0.4	0.7	0.4	0.9	2.7	10.7	50.1	34.1	84.2
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	0	3	0	19	78	97
	National	-	-	-	0.1	0.3	0.7	0.4	0.8	1.8	5.2	40.3	50.4	90.6

There were 36 boys in the group.

Foundation Phase Outcome Indicator	School	86
	National	78.4

Foundation Phase Outcomes 2019

SCHOOL & NATIONAL

The following table shows the percentage of girls attaining each outcome.

Girls		Z	S	G	N	D	W	1	2	3	4	5	6+	5+
Language, Literacy, and Communication Skills in English (LCE)	School	0	0	0	0	0	0	0	0	3	11	49	37	86
	National	-	-	-	0.1	0.2	0.4	0.2	0.6	1.9	8.3	49.2	39.1	88.3
Language, Literacy, and Communication Skills in Welsh (LCW)	School	0	0	0	0	0	0	0	0	0	0	0	0	0
	National	-	-	-	-	0.1	-	0.1	0.3	1.3	7.7	50.6	39.9	90.4
Mathematical Development (MDT)	School	0	0	0	0	0	0	0	0	3	9	51	37	89
	National	-	-	-	-	0.2	0.3	0.2	0.3	1.6	8.3	55.2	33.8	89.0
Personal and Social Development, Well-being and Cultural Diversity (PSD)	School	0	0	0	0	0	0	0	0	3	0	6	91	97
	National	-	-	-	-	0.2	0.2	0.2	0.2	0.6	2.3	27.5	68.8	96.3

There were 35 girls in the group.

Foundation Phase Outcome Indicator	School	86
	National	86.9

School Term & Holiday Dates 2019 – 2020

Term	Term	Mid Term Holiday		Term Ends	Days
		Begins	Ends		
Autumn 2019	Monday 2nd September	Monday 28 th October	Friday 1 st November	Friday 20 th December	75
Spring 2020	Monday 6th January	Monday 17 th February	Friday 21 st February	Thursday 3 rd April	60
Summer 2020	Monday 20 th April	Monday 25 th May	Friday 29 th May	Tuesday 20 th July	60
				Total	195

InSet Day: Monday 2nd September 2019

ACCESSIBILITY POLICY

We endeavour to make our premises, curriculum and information accessible to all.

Our Accessibility Plan and Equal Opportunity Policy supports our work in this aspect of school improvement.

Please let us know if there is anything we can do to improve our provision and try to inform us in advance of your visit if you have any special requirements.

We are able to provide:

- A member of staff to meet you on arrival and accompany you on your visit to our school
- A communicator/signer booked in advance of the visit for anyone who needs this service
- A seat next to the aisle at school concerts and special events for anyone who needs “extra space” who is a wheelchair user
- Special dietary requirements can be catered for with advance notice
- Documents in a variety of languages provided by the translation service of City and County of Swansea

We will try to make your visit as comfortable and enjoyable as possible.

Parkland Primary School Privacy Notice

Identity and contact details :

Our postal address is: Sketty Park Drive, Sketty, Swansea SA2 8NG

Our website address is: www.parkland.swansea.sch.uk

Issues of how data is handled are dealt with by the Headteacher or the School's Data Protection Officer.

As a public authority, we must comply with all relevant legislation relating to data handling. The Information Commissioner's Office (ICO) is the supervisory authority in the United Kingdom established to ensure that your data rights are upheld.

Categories of personal data we hold

Obtaining, recording, holding and dealing with personal information is known as 'processing'.

As a school the vast majority of information we collect is about our pupils but we do also hold key information needed about parents / guardians and staff members.

Generally a school file may include:-

- Attendance data
- Academic achievements and progress
- Ethnicity
- Wellbeing and pertinent health information (medication, allergies and illnesses)
- Free School Meal eligibility
- Contact details of parents and guardians
- Minutes of meetings relating to the child
- Any statement of Special Educational Need and reviews of the same
- Reports and referrals to and from other agencies if applicable – Youth Offending Service and Social Services for example

The school as an employer will also hold a personnel file for all staff and this file will generally consist of:-

- Contact details
- Bank details, National Insurance Number for payroll purposes
- Details of any references or DBS checks where applicable
- Details of driving licence and vehicle MOT / Insurance
- Details of any disciplinary action
- Information regarding sickness and annual leave

How the School collects and uses personal data

The School has a responsibility to provide its pupils with a good education in a safe environment. It is necessary to collect personal data to enable the school to provide pupils with an education, to track and monitor academic progress and to ensure those with parental responsibility are kept informed of key milestones and achievements.

Some of the information will be provided to us by parents / guardians and some will be generated by us whilst the pupil is in our School.

Here are some examples of how we collect and use your data:

Providing an education:

We generate and then hold the reports of a pupil's progress and any examination results. We generate and keep attendance data which can be analysed to ensure that children are attending school regularly and attending on time. The school will on occasion utilise educational apps and websites with the children, all of which will be undertaken under the supervision of a staff member.

Maintaining school discipline and awarding positive behaviour:

As part of the school file we will create a behaviour record that would include all significant incidents of breaches of the school discipline policy. This would include any fixed term or permanent exclusions.

Keeping learners safe and improving wellbeing:

There may be occasion when the school will collect documentation regarding the wellbeing of pupils. It is a legal requirement for all schools to develop and have in place systems of safeguarding and promoting the wellbeing of children in their care. This may involve documenting concerns and receiving information from other agencies such as social services when they have a worry about a pupil. Monitoring wellbeing allows the school to ensure the best possible services and support are available to the pupil and their families.

This school also operates CCTV cameras within its grounds. The purpose of these cameras are to maintain school discipline and to keep learners safe.

Keeping parents updated and involved in the school:

We do collect details of parents and guardians to ensure that we are able to keep you informed of school events and activities.

To enable efficient administration and reduce the need for children to be carrying money:

We use the squid system to reduce the need for children to carry money.

Recruitment:

When individuals apply to work for the School, we will only use the information they supply to process their application and to monitor equal opportunities statistics. Personal information about unsuccessful candidates will be held for six months after the recruitment process has been completed, it will then be destroyed securely.

Once a person has taken up employment with the School we compile a personnel file relating to their employment. The information contained in this is kept secure and will only be used for purposes directly relevant to that employment.

The Source of Personal Data

The vast majority of personal data we hold will have been generated in the course of a pupil attending the school or will have been provided to us directly from you. There are occasions where personal data is collected about you in other ways.

This includes:

- When partner agencies share information with us to provide a joined-up service to you.
- When you move into our local authority area, data may be shared from the previous school or local authority area.

People We Share Data With

Service Provision:

We may share data with others to enable a requested or statutory service to be provided. This could be where we use another agency to deliver the service for us or where we collaborate with other agencies. An example would be that information would be shared with the Local Authority to enable an assessment of a child's special educational needs. Another example would be the supply of information at your request to contribute to a Child and Adolescent Mental Health assessment.

Transfer of information to another school / local authority:

Personal information about you may also be provided to other local authorities or schools. An example would be where you have moved from one area to another or start at a new school. The school file will be securely transferred to the new Local Authority / School.

Health Information

In some circumstances we may share information with NHS professionals providing services to our school children. This would be for services such as vaccinations, dental provision and school nursing activities.

We may collect health information on staff members when such information is supplied as part of the sickness policy and / or following referrals to occupational health.

Transfer of information required by law:

We also share personal information where we are required to do so by law. Examples include where we are required by law to report matters to Welsh Government who then in turn publish a lot of the data they receive:

<https://statswales.gov.wales/catalogue/education-and-skills>

Another example would be our duties to share information with social services when they are carrying out their protective functions or the police when carrying out investigations.

How long we keep your data

Data is held for no longer than is necessary and the School follows legal guidelines on how long information should be kept before it is securely destroyed.

The timeframe for holding data is different depending on the type of data involved.

To see our full retention schedule please visit our website where the retention schedule is included in our Data Protection Policy.

Transfers outside the European Economic Area

We do not share personal information beyond the European Economic Area (EEA) save for should a pupil move to a school outside of the EEA. This is quite rare but does occur particularly with children of British Forces personnel. In this circumstance the school file will be securely transmitted to the new school / authority as appropriate.

Your Data Rights

In so far as is compatible with legal requirements you have a number of rights in respect of your data:

1. **Right to be informed.** We must be completely transparent with you by providing information 'in a concise, transparent, intelligible and easily accessible form, using clear and plain language'. Our privacy notice is one of the ways we try and let you know how data is handled.
2. **Right of access.** You have the right to access your personal information. Parents also have the right to access the educational record of the pupil.
3. **Right to rectification:** You have the right without undue delay to request the rectification or updating of inaccurate personal data.
4. **Right to restrict processing:** You can ask for there to be a restriction of processing such as where the accuracy of the personal data is contested. This means that we may only store the personal data and not further process it except in limited circumstances
5. **Right to object:** You can object to certain types of processing such as direct marketing. The right to object also applies to other types of processing such as processing for scientific, historical research or statistical purposes (although processing may still be carried out for reasons of public interest).

6. **Rights on automated decision making and profiling:** The law provides safeguards for you against the risk that a potentially damaging decision is taken without human intervention. The right does not apply in certain circumstances such as where you give your explicit consent.
7. **Right to data portability:** where personal data is processed on the basis of consent and by automated means, you have the right to have your personal data transmitted directly from one data controller to another where this is technically possible.
8. **Right to erasure or 'right to be forgotten':** you can request the erasure of personal data including when: (i) the personal data is no longer necessary in relation to the purposes for which they were collected (ii) you no longer provide your consent, or (iii) you object to the processing.

The Information Commissioner regulates data handling by organisations in the U.K. and work to uphold the data rights of citizens, their website provides more information on the rights available to you:

<https://ico.org.uk/for-the-public/>

Withdrawing Consent

If you consented to providing your personal information to us and you have changed your mind and you no longer want the School to hold and process your information, please let us know.

If you encounter any difficulties in withdrawing consent, please contact the School Data Protection Officer or the Headteacher.

Automated Decision Making and Profiling

The School does not carry out automated decision-making, and as such any decision taken by us which affects you will always include human intervention. We do on occasion carry out profiling and track the progress of pupils to enable us as a School to target services to those who are in need of help and support.

The Right to Complain About Data Handling

The School sets very high standards for the collection and appropriate use of personal data. We therefore take any complaints about data handling very seriously. We encourage you to bring to our attention where the use of data is unfair, misleading or inappropriate and we also welcome suggestions for improvement.

Informal Resolution:

In the first instance we would ask that you try and resolve data handling issues directly with the Headteacher or any member of the senior leadership team. We are committed to handling data appropriately and are confident that we can resolve most issues informally.

Formal Resolution:

You can ask for your issue to be investigated by writing to:

Chair of Governors
Parkland Primary School
Sketty Park Drive
Sketty
Swansea
SA2 8NG

If you remain dissatisfied following the response to your contact with the school, if it relates to issues of data handling you can raise the issue with the Information Commissioner. It is free of charge to contact the Information Commissioner and request their assistance.

Information Commissioner's Office – Wales
2nd Floor, Churchill House
Churchill Way
Cardiff
CF10 2HH

Telephone: 029 2067 8400
Fax: 029 2067 8399
Email: wales@ico.org.uk