

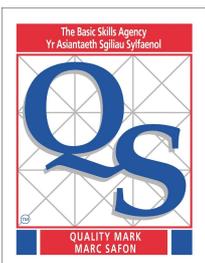
# BRONLLYS C.P. SCHOOL PROSPECTUS

## 2014-15



*'I am because we are'*

*Bronllys  
C - Caring  
P - Preparing  
S - Sharing*



# Ysgol Bronllys School

**Pennaeth**

**Headteacher:** Mrs.Y.Jones B.A.(Hons)

**Cyfeiriad yr Ysgol**

**School Address:** Bronllys Community Primary School  
Neuadd Terrace  
Bronllys  
Powys  
Wales  
LD3 OHP

**Rhif Ffôn**

**Telephone Number:** 01874 711444

**E-bost**

**E-mail:** [office@bronllys.powys.sch.uk](mailto:office@bronllys.powys.sch.uk)

**Wefan**

**Website:** [www.bronllys.powys.sch.uk](http://www.bronllys.powys.sch.uk)

**Cadeirydd  
y Corff Llywodraethol**

**Chairperson  
of the Governing Body:** Councillor. Stephen. Davies

Estyn inspected November 2013 Standards: Good Capacity to improve: Good

Bronllys Community Primary School,  
Neuadd Terrace,  
Bronllys,  
Powys,  
LD3 0HP  
Tel: 01874 711444

Dear Parents,

Choosing a school that is right for your child is extremely important. It is hoped that the information in this prospectus will help you make that important choice.

Whether you already have a child at Bronllys, or are making the difficult choice for the first time, it is hoped that this brochure will bring you up to date with the many changes happening in Education at this present time and reassure you that the Education and Welfare of your child/children is the central core of everything we do at Bronllys. However, the best way to find out about our school is to come and visit us. We have an 'open door' policy and parents are welcome.

The children are taught through the medium of English, although we are promoting bilingualism (English and Welsh) where possible. We offer a broad, balanced curriculum and a learning environment where children feel secure, safe, challenged and valued. The Inspection Report of 2007 noted that, Bronllys 'pupils experience good opportunities to learn within a small school family ethos.'

The Governing Body, the staff and I see the Education and Welfare of your child very much as a partnership between home, school and the Local Education Authority.

Visitors to the school often comment on the warm welcome they receive, so we welcome you and your child to Bronllys and hope the partnership will be a happy, positive and productive one for all concerned.

Diolch yn fawr,  
Yours faithfully,  
Mrs.Ydwena Jones

## Staff at Bronllys

### Teaching staff

Mrs. Y .Jones	Headteacher (shared head with Talgarth School) PPA (FP)
Mrs. T. Morgan	Key Stage 2 (KS2) Class teacher
Mrs. D. Foster	Foundation Phase (FP) teacher 0.6
Miss. J. Robinson	Foundation Phase teacher 0.4 PPA (KS2)

### Learning support staff

Mrs.A.Williams	Foundation Phase support Catchup Literacy/Numeracy support
Mrs.K. Gage Thomas	Foundation Phase support 15 hours (mornings)
Ms.C. Owen	KS2 LSA 1:1 & General support EAL, Catchup, Foundation Phase

### Peripatetic Staff

Mrs.B.Barlow	Welsh teacher
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### Administration

Mrs.V.Williams	Secretary
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### Kitchen staff

Mrs.J.Lewis	Cook in charge
Mrs.C.Whitick	Mid-day supervisor
Mrs.K. Gage Thomas	Mid-day supervisor

### Cleaning Staff

Mrs.H.Morgan	Cleaner in Charge
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### After School Club Volunteers

Helen Morgan	Lorna Olley	Rebecca Days
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## School Governors

### The Role of the Governing Body

The Governing Body at Bronllys consists of 11 members who represent the various groups within school and the community at local and county level. They are allocated places as follows:

- Local Authority (2)
- Minor Authority (1)
- Parent Governors (3)
- Community Governors (2)
- Staff governors (2)--Teaching (1) Non teaching (1)
- The Headteacher is a member of the Governing Body

The Governing Body is a group of people rather like a board of Directors. They make decisions about how the school is run and work very much in partnership with the Headteacher and the staff challenging and supporting.

Governors have legal duties and Responsibilities. They can only act together, not individually and once elected to their post hold their term of office for four years.

Their many diverse responsibilities include;

- Monitoring of standards within the school
- Interviewing and selecting staff
- Setting and monitoring the school budget
- Working together with the school, parents and the community

## Governors at Bronllys

<u>Head teacher</u>	Mrs.Y.Jones (Headteacher)
<u>Chair of Governors:</u>	Mr.S.Davies (Local Authority)
Local Authority	(Local Authority) Vacancy
Minor Authority	Ms.Marie Blackwell (Minor Authority)
Community Governors:	Mrs.S.Huddleston (Community)
Parent Governors:	Mrs. B. Matthews (Parent) Mr.S.Jones (Parent) Mr.G.Pritchard (Parent)
Staff Governors:	Mrs.T.Morgan (Teaching Staff) Mrs.A.Williams (Non –Teaching staff)
<i>Clerk to Governors:</i>	<i>Mrs V.Williams</i>

**Bronllys Community Primary School**  
**Caring Preparing Sharing**

**Our Vision: *'I am because we are'***

**The Aims of Our School**

It is the aim of the governing body and the staff of the school, in active partnership with the children and parents to enable the children to develop their full intellectual, spiritual, physical, emotional and social potential.

We aim:

- To provide quality experiences in all aspects of school life.
- To have high expectations across all areas of a broad and balanced curriculum, accessible to pupils of all abilities relevant to their needs and interests.
- To develop a safe, caring community where the children are happy, successful and keen to learn, helping them to grow in confidence and self esteem.
- To help our pupils develop good social skills without prejudice of gender, culture or special needs.
- To foster a sense of appreciation towards the language and culture of Wales and the Global Community.
- To encourage a mutually supportive relationship between home and school.
- To create a warm welcoming atmosphere for all.
- To equip the children to embrace change and assimilate all that is beneficial in new approaches to teaching and education.

## Educational Organisation and Curriculum

Bronllys Primary School is classed as a community primary school and caters for children aged 4-11. The present school was opened in 1980. It is run by the Local Authority as a Community Primary School. It is a small community school with a big heart.

Classes are organised into an Infant Department, Foundation Phase (4-7 years) and a Junior Department, Key Stage 2 (7-11years). Children are taught using themes which link a variety of subject areas together to give cohesion and connectivity to the children's learning. As from September 2013, the Welsh Government made the Literacy and Numeracy Skills Framework (LNF) compulsory and our topic approach will ensure that these skills will be taught effectively across the curriculum, through all subjects. The children are also involved in developing their learning too. Pupils will be assessed against the LNF as from July 2014.

### **Foundation Phase**

Currently we operate with Nursery, Reception, Year 1 and Year 2 children as one group. They follow the Literacy & Numeracy Framework(LNF) and the Foundation Phase curriculum; planning, teaching and learning using the seven areas of learning outlined in the Foundation Phase document.

The seven areas of learning at Foundation Phase are:

Personal and Social Development, Wellbeing and Cultural Diversity (PSD)

Language, Literacy and Communication (LLD)

Mathematical Development (MD)

Creative Development (CD)

Knowledge and Understanding of the World (KUW)

Welsh Language Development (WD)

Physical Development (PD)

### **The Key Stage 2 Curriculum**

The school follows the National curriculum as set out in the revised KS2 curriculum and Literacy & Numeracy Framework. Bronllys School will use the LNF as a clear framework for developing pupils' skills, setting targets and assessing progress across the curriculum.

The subjects at Key stage 2 remain the same but are taught primarily in terms of their skills as well as their content. Subjects are grouped together under an overarching theme which allows for flexibility in teaching and for children to see how a skill learned in one subject can often be transferred to another subject.

The core subjects remain:

English

Maths

Science

The Foundation subjects are:

History

Music

P.E.

P.S.E

Design Technology

Geography

Art

R.E.

Welsh 2<sup>nd</sup> language

I.C.T

The grid below shows how the curriculum fits together to make a continuum of learning throughout the primary school.

### The Powys Curriculum Statement: The Big Picture

*Our curriculum is a coherent, planned learning experience underpinned by a broad set of common values and purposes.*

Curriculum Aim	Our Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives																													
Curriculum Objectives	To develop our young people as successful and independent learners					To develop our young people as confident individuals					To develop our young people as responsible citizens																			
Cross Curricular Skills	Thinking Skills					Communication Skills (including bilingualism)					Number skills					ICT Skills														
Learning across the Curriculum	Cwriciwm Cymreig (7-14) and Wales, Europe & the World (14-19)										Personal & Social Education					Careers and the world of work 11-19)														
Areas of Learning	Welsh Language Development			Language, Literacy & Communication			Mathematical development			Knowledge & Understanding of the World			Creative Development			Physical development			Personal & Social development, Well-Being and Cultural Diversity			R								
	We	En	ma	sc	W2L	ICT	DT	hi	gg	A&D	mu	MFL*	PE	RE																
	14-19 Learning Pathways: individual learning pathways comprising the national curriculum subjects, access to a wider choice of options and an entitlement to learning and personal support																													
Assessment for learning	Open relationship between learners and teachers			Clear learning intentions shared with learners			Shared/negotiated success criteria			Individual target setting			Taking risks for learning			Advice on what and how to improve			Peer and self assessment			Celebrating success			Peer and self evaluation of learning					
Learning Experiences	Enquiry based		Challenging & engaging activities		Supportive environment		Relevant & enjoyable		Media rich		Links between curriculum areas		Culturally diverse		Active & hands-on		Tailored to individual needs		Responsive to learning styles		Reflective		Positive reinforcement		Skills integration					
Learning Contexts	Environments					Events					Outside the classroom					Lessons					Routines					Out-of-hours				
Attitudes and Dispositions	Personal responsibility						Concern for others and our world						Commitment & resourcefulness						Openness to new ideas											
	self-confidence		curiosity		Community spirited		adaptability		dedication		honesty		determination		respectfulness		tolerance		receptiveness											

\* MFL is a non statutory option at KS2 and a statutory requirement at KS3

## Homework

Homework is seen as an important extension of school work into the home. It requires parental support and encouragement to see that homework is completed and returned to school. Reading together daily is a very important part of their homework.

## Assessment, Recording and Reporting.

There are two types of assessment that we use to ensure your child is making progress:

- Assessment for learning
- Assessment of learning

Assessment **for learning** happens on a daily basis. Children are observed during learning tasks and notes are made as to how they learn and what the next steps are in furthering their competencies.

Assessment for learning is about knowing where the child is –knowing where we want the child to be and how we are to get there.

Assessment **of learning** , tests what the child knows.

We have assessments when children enter school using the Child Development Assessment Profile (CDAP) and have statutory assessments at the end of Foundation Phase and Key Stage 2.

The table below shows the expected levels at these stages:

	Range of levels which the great majority of pupils are expected to work within	Expected attainment for the majority of pupils at the end of the key stage
Foundation Phase(Infants)	Outcome 1-6	Outcome 5 (at age 7)
Key stage 2 (Juniors)	Levels 2-5	Level 4 (at age 11)

The results of these statutory assessments are reported to individual parents at the end of each phase/key stage. They are not included in the Governors Annual Report to Parents or the Prospectus because the low numbers in each school year at present would identify individual pupils. Parents evenings are held formally twice a year, in the Autumn term and the Summer term and all parents are invited to make an appointment to discuss their child's progress. A formal written report is sent to parents towards the end of the summer term.

Children have the opportunity to work individually, with partners and within groups. Classes cater for a wide range of ability and work is differentiated to cater for both the less able and the more able. In some instances children are grouped to support them according to their needs. Children are identified as having these specific needs through our policy of assessment for learning and through the formal assessment procedures in place.

### The School Day

A breakfast club operates on the school premises between 8.00 and 9.00am providing children with a free breakfast under the conditions of the Welsh Assembly initiative. The school day starts at 9.00am and finishes at 3.30pm. A morning break is offered to all children in the morning. Lunch break operates between 12noon (Infants), 12.15pm (Juniors) and 1.15pm when mid-day supervisors look after the children. The total teaching hours for the Foundation Phase (5-7) year olds is 21 hrs and 50 minutes and 23hrs and 50 minutes for pupils at key stage 2 (7-11yr olds) These hours do not take account of time taken for registration, breaks or collective worship and fulfils the times recommended by the Welsh office.

### Term dates 2014-2015

<b>Autumn:</b>	September 3 <sup>rd</sup> –October 24 <sup>th</sup>	<i>Half term:</i>	October 27 <sup>th</sup> -Nov 2 <sup>nd</sup> inclusive
	November 3 <sup>rd</sup> -19 <sup>th</sup> December	<i>Christmas:</i>	December 20 <sup>th</sup> - January 5 <sup>th</sup> inclusive
<b>Spring:</b>	January 6 <sup>th</sup> - February 13 <sup>th</sup>	<i>Half term:</i>	February 16 <sup>th</sup> - February 22 <sup>nd</sup> inclusive
	February 23 <sup>rd</sup> –March 26 <sup>th</sup>	<i>Easter:</i>	March 27 <sup>th</sup> – April 12 <sup>th</sup> inclusive
<b>Summer:</b>	April 13 <sup>th</sup> - May 22 <sup>nd</sup>	<i>Half term:</i>	May 25 <sup>th</sup> - May 29 <sup>th</sup>
	June 1 <sup>st</sup> July 17 <sup>th</sup>	<i>Summer holiday begins</i>	July 19 <sup>th</sup>

## Admissions and Attendance

Parents wishing to send their child to Bronllys Primary School must register their child with the authority by filling in the relevant forms inside the document, "Primary and Secondary Admissions Arrangements". Once this has been done the authority will send to school a list of prospective entrants for the term. Children are admitted into school the term in which they have their fourth birthday and come into school at the beginning of the Autumn, Spring or Summer terms.

A "Welcome Pack" is distributed to all newcomers. Children and parents are encouraged to visit the school before starting to meet the staff. Children are invited to some taster sessions too to smooth the transition into school for the whole family.

## Admission to Primary Schools

Unless other acceptable arrangements are made a child is required to attend school full-time from the beginning of the term following the fifth birthday. In Powys a child may be admitted to school, at the parents' request, on either a full or part-time basis at the beginning of the term before the child's fourth birthday provided that the school has sufficient resources of staff, accommodation and equipment.

***This means that: If your child is 4 between***

***1st January – 31st March***

***1st April – 31st August***

***1st September – 31st December***

***They can start school in***

***The Spring Term***

***The Summer Term***

***The Autumn Term***

## Attendance

Regular and punctual attendance is essential if satisfactory educational progress is to be made. Changes in the law make it essential for school to know the reason for every absence. Parents must let school know by phone or by email/letter the reason for an absence. We will phone home after 9.30am if no message has been received. All absences are recorded as either authorised or unauthorised and the governors must publish each year the percentages of both, together with targets for improving attendance. As a school we would wish for an overall yearly attendance to be 95% or above. No authorisation will be given to term time holidays.

Our school registers are a legal document and will be closed at 9.15 am. Any child arriving after this time will be recorded as late. Similarly for the afternoon session-registers will close at 1.25pm.

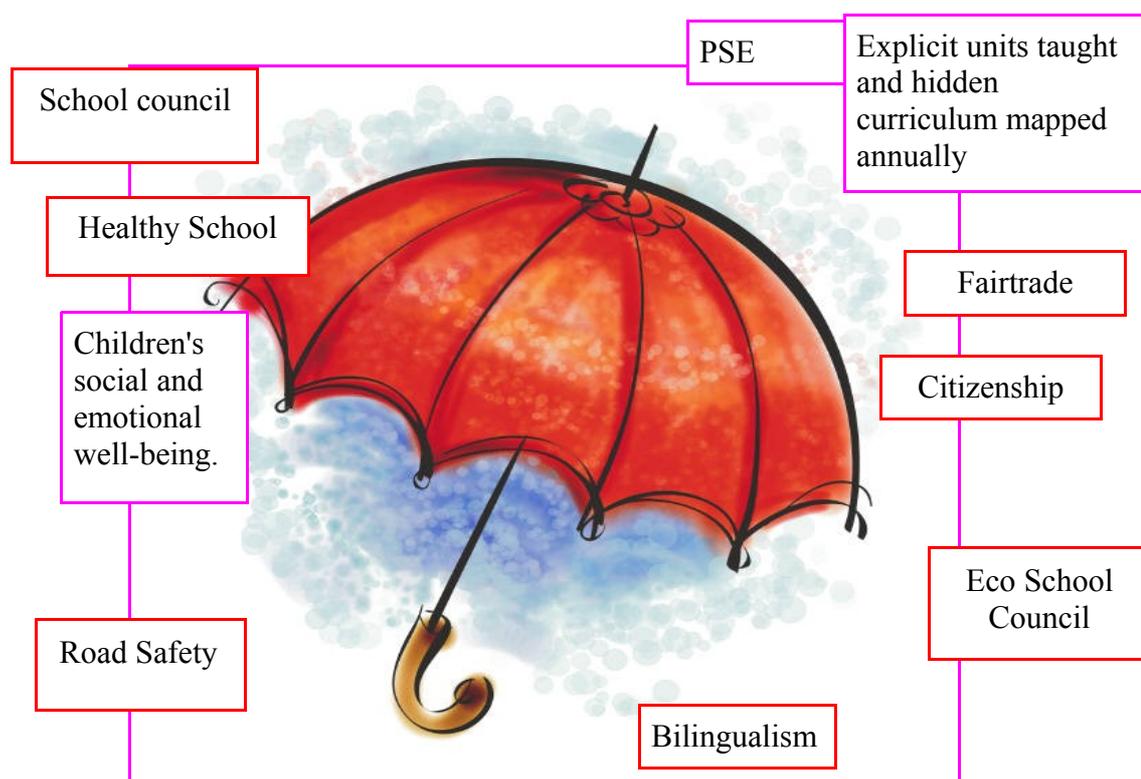
Attendance figures for the year 2013-2014 are as follows:

Attendance: 94.82% Authorised Absence: 4.21% Unauthorised Absence: 0.97%

## The School Ethos and Values of the School

As a School we foster fairness and consistency in our dealings with each other, the children and the families we serve. We provide a stimulating learning environment which promotes academic, emotional, social and physical development where children can learn, grow and make mistakes in a non-critical supportive ethos and in doing so embrace the Powys Curriculum Statement.

PSE remains a central core within school and we consider it essential to maintaining the positive ethos in school.



The school has achieved a “Healthy Schools” Flag, an Eco flag, Brecknock Wildlife Trust Award and has gained Fair Trade status.

We continue to operate these committees and practice is now firmly embedded within the ethos of the school.

The children maintain and plant the garden together with Mr. Hopkins, our community volunteer.

## Discipline

As a school we pride ourselves in the way we have dealt with discipline issues in the past. Over the years we have worked hard to gain a feeling of mutual respect and our discipline policy reflects this. We operate a system of rewards and sanctions, rewarding achievement at all levels. We deal with children in a firm, fair consistent way. We do not tolerate bad language or negative racial comments

and work hard to deal with issues of bullying when they arise. We have a separate anti-bullying policy. We expect pupils to behave in a way which brings credit to themselves, their families and to the school and its surrounding community. There are times however when we may need to operate sanctions and ask for your support in this regard.

The policy is available on request and includes the following statement with regard to the physical restraint of pupils. The statement is duplicated here;

Section 550A of the 1996 Education Act. The section allows teachers and other persons authorised by the Headteacher to have control or charge of pupils to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do any of the following;

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property(including pupils own property)
- Engaging in any behaviour prejudicial to maintaining good order and

discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.”

The School operates a Home-School Agreement which the school, the parents and the children sign. This is so that everybody understands their role within the school and that our partnership will ensure the best for each child.

### Arrival and Departure

In order for school to operate effectively and to set the correct working tone for the day it is important that your child arrives on time. Sleep is an important factor in children’s health. Children who are constantly tired, having had many late nights or watch television in their bedrooms until late do not learn well. Please try to ensure your child gets adequate sleep.

Your child can attend the Breakfast club which operates from 8.00am –9.00am each weekday morning. School begins at 9.00am.

At the end of the school day, 3.30pm, staff will only hand over children to the named person unless specific arrangements have been made via the Headteacher or the class teacher either in person, telephone or by letter in advance.

If you are going to be late collecting your child from school for any reason please ring school and let us know. We can arrange to keep your child at school and at the same time we can allay any fears

they might have. Little ones in particular get very anxious when mums and dads are not there waiting for them.

Children are not allowed off the school premises during the school day without permission.

### School Meals

The school kitchen provides meals for us at Bronllys. They are managed and staffed by Powys Catering Service but we see the kitchen and its staff as an integral part of our school as they are strong in their support of our ethos.

Children are given a good choice and are encouraged to try new things. A planned healthy menu for the term is provided by Powys catering and this is given to the parents.

Dinner money is dealt with by the kitchen staff and collected every Monday morning. Money should be brought in an envelope clearly marked with the child's name and the amount enclosed.

Children may bring a packed lunch if preferred. They will sit together with the other children in the dining hall to eat their lunch. We encourage healthy lunch boxes.

If you are entitled to free meals then application forms can be obtained from the school office or from Powys County Council at Llandrindod Wells.

During morning break children can eat a healthy snack of fruit, yoghurt etc. Chocolate, crisps or sweets are not permitted as we promote the healthy school ethos. We also operate a tuck shop where children can buy fruit daily at a cost of £1 per week.

All children at Foundation Phase are offered a drink of milk daily under the Welsh Assembly scheme. Lunchtime is supervised by excellent mid-day supervisors who know the children well and are well equipped to deal with any problems that may arise. They act under the direction of the Headteacher (or the class teachers in the absence of the Head), who is available should any emergency arise).

If your child requires a particular diet for medical reasons please let school know and we will do our best to accommodate your child's needs.

We encourage all children to use a knife and fork correctly when eating and hope that home supports this essential life skill. If we notice your child has a problem with eating we will of course contact you to discuss things.

### The Welfare of your Child in School.

The school is secure and children are not allowed to admit anyone into the building without permission from an adult.

The staff at school care for your child during the school day as a parent would. If your child becomes ill, has a severe injury, or a blow to the head you will be contacted immediately.

**It is therefore very important that we have an emergency contact number for you and that you keep us informed of any mobile phone number changes.**

Accidents of a minor nature will be reported to you at the end of the day, usually by the class teacher and/or your child will have a Mr. Bump letter in their bag, which outlines what happened and how we dealt with the situation.

All accidents are recorded in an accident book in school and we have a welfare assistant who deals with injured children.

During playtimes the playgrounds are monitored by a member of staff and at lunchtimes by a mid-day supervisor.

### Medicines in School.

We do not encourage the taking of medicines in school. However if your child is an asthma sufferer, we have a form to fill in and then their medication is allowed in school so that it is accessible when needed, as long as the inhaler is marked with the child's name.

All prescribed medicines should be handed to the Headteacher. The medicine must be clearly labelled with the child's name and written instructions.

Staff are not allowed to administer eye/ear drops or sun tan cream.

Antibiotics can generally be given at home with Doctors supporting this view. In extreme circumstances, medicines can be administered after parents have given written consent. A copy of the relevant form is available from the class teacher. There are qualified first aiders on the staff who deal with minor injuries.

### Child Protection

Parents should be aware that the school is required to take any reasonable action to ensure the health and safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse the Headteacher is obliged by law to follow the Child Protection procedures laid down in the Powys Schools Administration Handbook (a copy of which is in school) and inform Social Services of our concerns. Advice for parents can be found on the school website.

***Child Protection Officer: Ydwena Jones    Deputy: Tara Morgan***

***Governor for Child Protection: Stephen Davies (Chair of governors)***

### Health visits

From time to time we have visits from Health professionals. The school nurse supports school in health related issues. She can test children's vision and hearing on request and can at times liaise between home and school. The dental health team also visits school to monitor children's dental health. You will be informed of any such visits and of any outcomes related to the visit regarding your child.

## Headlice

Headlice are still a problem in schools generally. Please don't be afraid to let us know if your child has "nits". It is no reflection on your cleanliness and if we know at an early stage we can prevent a major epidemic. You should check your child's hair regularly and treat if necessary.

## School Uniform and Curriculum clothing

### School Uniform

We do have a school uniform and we do ask parents to dress children in sensible, comfortable clothing and appropriate footwear (clogs, flip flops are not safe in school).

We do have a school sweatshirt with our school logo on which can be ordered through school.

We encourage the children to be independent and look after their own things and to keep a tidy school. You can help by checking that your child comes home with the correct things. In particular it would be very helpful if you label all your child's things clearly so they are easily identified.

### P. E. Clothing.

For reasons of hygiene, comfort and safety it is necessary for your child to change for P.E. - Shorts, T-shirt and plimsolls are fine.

### Protective Clothing.

We do provide aprons for activities such as cookery and painting but we have found over the years that one of the best covers for painting is an old shirt from home. We have all weather outfits for Foundation Phase pupils to support learning in the outdoors but they need to bring their own Wellingtons, which they can leave in school. We keep a small amount of clothes to change in case of accidents. Please wash and return these to school.

### Sport and Extra Curricular Activities

Extracurricular activities are seen as vital to the development of the "whole child". At Bronllys we offer a range of activities which raise self esteem, broaden experience, build confidence and provide experiences where success is shared. Our children are able to take part in music tuition and can participate in a variety of sports activities throughout the year such as football, tag rugby, athletics, cricket, cycling and bowls. We also have a ball skills club run by a volunteer.

We greatly value the experiences of visitors into school and educational visits both of which support and enhance the children's learning both academic and social. We believe that participation in extracurricular activities both in school and within the community provides dividends within the classroom and the school as a whole.

## Additional Learning Needs (ALN) and Special educational Needs (SEN)

“ALN” is the term used for children who, at some point in their learning may require additional learning support and applies to those who are both less able and more able.

Throughout the processes outline in the following paragraphs parents are fully informed and involved in any decisions related to the learning and /or welfare of their child. Involvement and support by parents in supporting their child’s learning is encouraged and expected at all levels of intervention.

Many children at some point in their learning will have an additional learning need and it is important to recognise the strengths and weaknesses of each individual child and provide support accordingly.

Children are monitored from the time they enter school and those children who are experiencing difficulties with learning are identified through our assessment for learning procedures and through our more formal assessment procedures.

The school has as special needs policy which follows the County Special needs Code of Practice. Children identified as having need of specific support are entered onto the Special needs Register under the following headings ;

- School Concern
  
- School Action
  
- School Action Plus

Where a child is at school concern progress will be monitored at school level over a period of time to gauge whether more specific action needs to be taken. Provision mapping is used to identify and provide what intervention and/or support is required. Children with specific needs have IEPs which set specific targets for improvements. Class teachers and LSAs support those children in achieving those targets under the guidance of the SENCO (Special Needs Coordinator), and we may withdraw children for “short burst sessions”

Persistent or quite specific needs may require the support of agencies outside school. In a few cases a pupil may require a statement of Special Educational Needs. This would involve a detailed assessment of a pupil’s needs by an outside agency and would have the full consent and involvement of the parents concerned. The statement would then be reviewed annually.

It is important to note that all children have equal status within this policy and no child, or group of children is either advantaged or disadvantaged at the expense of another.

### More Able and Talented Pupils

The school is committed to meeting the needs of all pupils by providing differentiated learning opportunities and activities which support a range of learning styles. Should a child be identified as having a special gift or talent the school will endeavour to provide appropriate activities to develop those talents or gifts. The Powys Writing Squad is one such provision within the County for young talented writers.

A copy of the school's Additional Learning Needs(ALN) policy is available on request as are the County guidelines. An ALN governor is appointed to liaise with the ALN coordinator to oversee provision and implementation of this policy.

### Looked After Children

If any child is 'looked after' by the authority, then we have a detailed policy which details how we ensure children are supported and that we promote their educational achievement. This is the responsibility of Ydwena Jones, school designated person and Jane McDonnell, the LAC officer for Powys.

### Health , Sex and Relationship Education

As a Healthy School and part of the Healthy Schools Network we are committed to promoting health and well being as central to our school ethos. We develop health and relationships through many curriculum areas and operate a strong PSE programme which is dovetailed into many of our themes. RE, PE, PSE, Science, and English all support emotional, sexual , social and mental health. The Schools Council and the Eco Committee also provides opportunities for children to become involved in the education of others throughout the school, and to discuss issues related to health and safety.

Many issues, such as right and wrong, anti-social behaviour, personal safety and drug and alcohol misuse are dealt with through cross curricular topics and supported by the Community police Liaison officer who attends school once a term to deliver talks on these issues.

No formal sex education is given to infants but if a child asks a question of a sexual nature it is answered naturally with sensitivity and honesty.

A programme of specific sex education is given to year six pupils that deals with changes in the body at puberty and the importance of relationships. The School Nurse supports the school in the delivery of this programme. All materials used are age appropriate.

Parents are informed of the content of the programme and are told when the programme is issued and are made aware that they can, if they so wish, remove their child from all or part of the programme provided. The sex education policy is available on request at the school.

## Equal Opportunities

“Equal opportunities” is concerned with helping children and adults to realise their full potential regardless of their gender, ethnicity or ability.

The governing body have adopted the Equal opportunities and Strategic Equality policies that are available on request. The school has a designated member of staff for Equal opportunities and Strategic Equality.

As a school we are committed to providing equality of opportunity and embrace the policies wholeheartedly. Their guiding principles are;

- Every pupil should have opportunities to achieve the highest possible standards and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills they need to participate in a multi-ethnic, multi-cultural society.
- All staff, parents and others who visit the school should be treated with dignity and respect and valued equally.

## Pupils with Disabilities

In accordance with the Disability Discrimination Act disabled pupils are entitled to be admitted to school and every effort will be made to accommodate their general and/ or specific needs. Bronllys wholly embraces inclusion and all children will have full access to a broad and balanced curriculum, but at the same time have their specific needs met from within school where possible and from involvement with outside agencies where necessary.

The school is accessible to children/adults with disability and we have changing facilities on site.

## RE and Collective Worship at the School

Bronllys is a non-denominational school. The RE taught throughout the school is broadly Christian and in line with the Powys Agreed Syllabus. Whilst the content of the Curriculum is broadly Christian it also reflects the diversity within our society and children learn about other religions and cultures embracing the concepts of respect and tolerance of others.

RE supports and enhances our PSE policy and our Strategic Equality policy.

We have a daily act of worship which may take the form of whole school assemblies, class assemblies or Key Stage assemblies. The school has very close links with the local church.

As parents you have the right to withdraw your child wholly or partly from Religious Education and/or Collective worship and alternative arrangements will be made for your child during this period. Please discuss the matter with the Headteacher should you wish to exercise this option.

### Use of the Welsh Language

There is a strong ethos to promote our language and culture in Bronllys School.

Welsh is taught as a second Language throughout the school. A peripatetic teacher of Welsh is allocated 3.25 hours each week to school and supports Welsh- teaching basic language patterns and supporting the use of Bilingualism across the school. Teaching staff work with the peripatetic teacher in delivering Welsh and support the Welsh teaching by their commitment to the language when delivering lessons, in everyday conversation, through class assemblies and by using everyday Welsh phrases on a regular basis.

We celebrate St. David's day annually with our own school Eisteddfod to which you as parents are invited. We produce a termly Cluster magazine to showcase their writing.

Year 6 children visit Llangrannog on a bi-annual basis where they practise their conversational Welsh.

### Work Related Experience

At Bronllys we feel it is important for children to begin to understand the world of work and how it relates to their learning. At the Foundation Phase children explore people who help us and will visit local amenities, and invite local workers into school to talk to the children. At key stage two the pupils often run their own bring and buy, make and sell things for the summer and Christmas fairs and develop an awareness of the political processes of electing members for the school council, the ECO council and the road safety teams in school. Visitors from a variety of organisations come to talk to the children about the work they do and we have links with the careers' service who provide activities in Engineering and Science led by 'real' engineers and scientists that the children can take part in.

### Health ,Safety and Security.

The school adheres to the guidelines set out by the LA and is committed to ensuring a high level of security, health and safety for all who use the site. All visitors enter the main entrance and sign the visitor's book and are given a badge to wear. External doors gaining access to the classrooms may only be opened from the inside. The building itself is alarmed and access only gained from the outside by key. There are limited named key holders. The school follows the comprehensive LA Health and Safety Guidelines.

An annual Health and Safety audit is carried out by the Headteacher and the named Governor for Health and Safety. Risk assessments are carried out in line with these guidelines. The following are done on an annual basis:

- Annual inspection and testing of electrical equipment.
- Regular monitoring for legionnaires disease (and records kept).
- Internal and external PE equipment.
- The School site operates a non-smoking policy.
- Asbestos within the site is managed in line with the guidelines.
- We operate a positive discipline policy where all staff and children are treated with respect and valued for their contribution to school.

### Fire Drills

We have a fire drill once every term. Children and staff are made aware of evacuation procedures and are expected to carry them out in an orderly manner. The Fire Marshall tests the alarms weekly. All fire exits are clearly marked and procedures outlined in the Fire Safety log which is kept as required in the entrance hall.

### Data Protection

Under the Data protection Act all school are now legally required to issue a "Fair Processing" Notice to parents/carers. This notice informs parents/cares of the data schools are expected to keep on their pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care and to assess how well the school is doing. At times some of this data, by necessity is passed to other agencies.

### Jewellery

Ear-rings and jewellery are not practical in school. If your child has pierced ears then a single stud is acceptable. However, even studs can be painful in a PE lesson. We ask that your child does not wear long earrings or any other jewellery to school.

### Toys and Money

Toys, football cards, tiny collectible figures cause many problems in school. Please ensure that your child does not bring anything of this nature into school.

On end of term toy days children can bring toys to share, but please do not send valuable or fragile items.

Your child doesn't need money in school during the week unless you receive notice of special events such as book fairs, jumble sales. Money for fruit should be handed in to a member of staff but if possible this should be paid for on Mondays for the week.

### Theft and Loss of Property

The Local Authority is not responsible for any clothing or possessions brought to school and if the above guidelines are adhered to there will be very few opportunities for loss or theft in school. There is no obligation either on the school or the Local Authority to replace lost items.

**Please make sure that clothing is clearly labelled with the child's name.**

### Charging and Remissions

We support the philosophy that well planned educational visits and journeys are of great value to the children. The 1988 Education Act lays down very specific guidelines regarding charging for visits, wilful damage and photocopying. We are well supported by the Friends of the school and they often subsidise trips. We offer parents the opportunity to pay in instalments for trips to ease the burden, especially for Staylitttle and Llangrannog.

### Day Visits within or mainly within School hours

School cannot demand payment for such activities. The school will notify parents of the activity and the costs involved and will invite voluntary contributions. No child will be excluded from such visits because of an inability to pay. However, the visits which cannot be financed sufficiently from voluntary contributions may not take place.

For activities outside school time the school may charge for the board and lodging of a residential visit.

### Ingredients/ Materials for Practical Activities.

To help school finances parents may be asked to pay for the cost of materials where the finished product is to be kept by the pupil. No child will be disadvantaged because of inability to pay, and therefore all children will take part in these activities.

### Lost Property, Equipment , Books.

Parents will be expected to replace or pay the cost to school to replace lost items of school property.

### Breakages and Damage to School Buildings, furniture or Property

Parents will be aware that wilful damage to school buildings or property will be charged to parents by the school.

## Complaints Procedures

The school operates the Powys County council complaints procedures regarding the curriculum and collective worship under the terms of section 23 of the Education Reform Act 1988

Most complaints are the result of misunderstanding or poor communication. We believe that the best interests of the pupils are paramount and we encourage open and honest dialogue at all times and value parental concerns.

We believe a complaint is dealt with most effectively if the complaint is

- made politely
- received sympathetically
- dealt with speedily to the satisfaction of all concerned.

Our system for dealing with complaints is as follows;

- Minor problems should be taken directly to the class teacher. If you are not satisfied with the outcome please speak to the Headteacher
- More serious complaints should be put to the Headteacher.
- A parent who is not satisfied with this outcome should contact the Chair of Governors
- If still not satisfied a complaint may be made to the Head of the Schools Inclusion Service at Powys County Hall in Llandrindod.

## Other Information

We like to let you know what is going on in school and of special events that we organise. To do this we send out regular newsletters. This will be done either via e-mail or paper copy for those not linked to the internet.

We encourage parents to become involved in school and their child's learning; you can help your child greatly by;

- Talking to them (not just about school but about other issues)
- By listening to them read regularly
- By being positive with your child (e.g. be enthusiastic about your child's learning. What may seem like nothing to you as an adult is often of great importance to your child-listen to what they have to say)
- Ensure your child gets a good night's sleep

### Opportunities for you to become involved include:

#### a) Joining the friends of Bronllys School

We have a committed body of parents who operate the Friends of School. They organise several fund raising events throughout the year to which you will be invited-but why not get involved in the meetings they hold.

The parents have been successful in supporting the following;

- Buying new equipment
- Supporting transport costs for school visits
- Funding the cost of one water cooler in school providing fresh cool water for the children
- Providing play equipment

#### b) Attending Curriculum evenings/Days

#### c) Family Literacy & Numeracy Workshops

#### d) Parent toddler group

### Access to Information

Parents may at any time ask to see the following documents which are kept in school;

- School policies
- Local Authority policies
- Welsh Office Circulars, Policies or Statements

National Curriculum Results (unless they can identify individual pupils from that information).

The following Information is circulated on an annual basis and make up the last pages of the brochure as they need to be replaced as the information changes fro year to year,

- National curriculum results  
(unless they can identify individual pupils from that information).
- School Meals menu

We hope you find the Information in this brochure useful and that it has explained what the school has to offer.

We are always pleased to meet prospective and current parents. If you would like to visit the school or if we can be of any further assistance, please telephone the school office to make an appointment. (01874 711444) We also have a website, (which has very recently been changed and so is still under construction), where you may find more information about the school.

[www.bronllys.powys.sch.uk](http://www.bronllys.powys.sch.uk)

Ydwena Jones  
Headteacher