

Radnor Valley C.P School



School Prospectus 2020 -2021



How to Contact us

Radnor Valley C.P School
School Lane
New Radnor
Presteigne
Powys
LD8 2SS

01544 350203

office@radnor.powys.sch.uk

Head teacher – Mrs Ros Beck
Deputy Head Teacher – Mrs Jan Curtis

Welcome

Thank you for wanting to find out more about Radnor Valley County Primary School. Radnor Valley School offers a diverse range of opportunities for its pupils, both as part of the curriculum and as extra curricular activities. We aim to provide children with the necessary skills, attitude and knowledge to equip them as learners for the 21st century, able to understand and adapt to the rapidly changing world around them.

At Radnor Valley we place a strong emphasis on working with our many partners to develop exciting futures for the children in our care. We see education as a partnership between home and school and recognise that developing effective working relationships with parents and carers is essential in order to meet the schools' aims.

We welcome parental and community involvement and if you have a talent, skill or simply a desire to help then please contact us.

We look forward to hearing from you!

Ros Beck, Head Teacher



Mission Statement

“At Radnor Valley C.P. School all our children are given the opportunity to become the best they can be in a friendly, safe and nurturing environment. Our commitment to learning ensures that our dedicated and caring community is constantly striving for improvement and excellence in all aspects of school life.”



Aims of the School



At Radnor Valley Primary School we will...

1. Provide a variety of high quality learning and teaching experiences, which enable children to fulfil their potential
2. Encourage the children to identify what they know, what they need and want to know, guide them in their learning and help them reflect on their achievements.
3. Deliver an inclusive, broad, balanced, creative and stimulating curriculum within national guidelines and relevant to the demands of the 21st Century.
4. Assist pupils in developing an understanding and appreciation of the culture, heritage and language of Wales, to value its place in the wider world and reflect this in daily school life.
5. Encourage an awareness of the diversity of cultures and peoples within Wales and throughout the world.
6. Ensure that pupils learn about their responsibility for the environment and their place in the wider community.
7. Promote positive attitudes towards healthy eating and physical exercise.
8. Create a positive learning environment in which all children feel valued, happy, safe and secure, and where excellent behaviour is actively encouraged.
9. Cultivate ongoing mutual care and concern for others by working together, forming good relationships and sharing skills.
10. Develop children as independent learners and encourage a lifelong love of learning.



The School Building and Outdoor Environment



We are privileged to have a school building that is well equipped to address the needs of the 21st century curriculum.

The accommodation includes:

- Four classrooms
- STEM room
- School Library
- A multi-purpose hall
- School kitchen
- Separate school office and staff room
- Significant ICT equipment including: interactive whiteboards in every classroom; a set of 30 laptops with mobile wireless networking and 10 ipads per class.



There has been extensive development of the school grounds in recent years through partnership working with parents and community groups. The school's environment has become an extremely valuable community resource with gardening facilities being used by our own classes. Willow domes and log circles further enhance the appearance of the site, whilst play equipment helps develop the children's physical skills.

The Staffing Team

Mrs Ros Beck –	Head Teacher,
Mrs Jan Curtis –	Deputy Head Teacher, Year 3, 4, 5 and 6 Class Teacher.
Miss Lauren Burgoyne –	Reception, Year 1 and 2 Class Teacher.
Mrs Sarah-Jayne Jones –	Teaching Assistant, Breakfast Club Leader, Senior Lunchtime Supervisor.
Mrs Elaine Everett –	Teaching Assistant, Nominated First Aider, Lunchtime Supervisor.
Mrs Jill Lingard –	Teaching Assistant.
Mrs Kit Beaton –	Teaching Assistant (ALN), Lunchtime Supervisor.
Ms Kelly Spence –	Cook in charge, Breakfast Club Assistant.
Mrs Amanda Jones -	General kitchen Assistant, Caretaker/cleaner.
Mrs Kate Dinsdale –	Secretary.

The School Governors

Mrs Jane Donald – Chairperson, Parent Governor.

Mr Nic Dinsdale – Vice-Chairperson, LEA Governor.

Mrs Ros Beck – Head Teacher, Head Teacher Governor,

Mrs Jan Curtis – Acting deputy Head Teacher, Teacher Governor,

Mr Ken Williams – Parent Governor,

Mr Richard Harris – Parent Governor,

Mrs Angharad Young – Parent Governor,

Cllr Michael Jones – LEA Governor,

Mrs Jenny Hodge – Minor Authority (*New Radnor Community Council*) Governor,

Mrs Carlee Evans – Co-opted Governor,

Mrs Kit Beaton – Clerk to the Governors.

Admissions

Parents considering sending their child to Radnor Valley Primary are encouraged to make an appointment to view the school. Whilst this document can provide you with a good deal of information about the school and its operation, there is no substitute for firsthand experience and we would welcome the opportunity to introduce you to the staff and children.

Children are required by law to attend school full time from the beginning of the term following their fifth birthday. Pupils are currently eligible to enter our school at the beginning of the term when their fourth birthday occurs. All new pupils will be invited into school for taster sessions during which more information about the school can be gained.

The formal admissions procedure is now handled by the Powys LA. Further information regarding admission arrangements, including relevant application forms, can be found on the Powys County Council website under school admissions.



Transfer to High School

The majority of pupils transfer to John Beddoes High Campus (Newtown High School) at the end of Year 6. We enjoy close links with the High School and Year 6 children will engage in a



number of transition activities which ease the move from primary to secondary school. These include sporting tournaments, taster days and challenge days! These events also provide Year 6 children with the opportunity to meet and mix with Year 6 children from the other primary schools in the cluster who will become their peers in Year 7.

A number of pupils will go on to attend Lady Hawkins' School in Kington.

The School Day

Foundation Phase classes: 9.05 am – 12.00pm 1.15 pm – 3.20 pm

Junior classes 9.05 am – 12.15 pm 1.15 pm – 3.20 pm

Some simple guidelines for parents help us to ensure the school's smooth operation at the beginning and end of the day – and the children's safety and welfare:

- Children should not arrive at school before 8.55 am, unless they are attending Breakfast Club, which starts at 8 am.
- At the beginning and end of the day parents are asked not to enter the school building unless they need to see a member of staff, which is best done at the end of the day.
- Always let the school know by telephone or written message if someone other than the usual carer will be collecting your child.
- We need to account for all pupil absences. Please inform the school of the reason for absence on the first morning so that we know your child is safe. If we do not hear from you by 9.30am, we will make contact with you by telephone to identify the reason for absence.

Breakfast Club



We run a Breakfast Club which is open to all pupils. The first breakfast is served in the Canteen at 8.10am and the last at 8.30 am. Breakfast consists of toast, cereal and fruit juice. There is a £1 charge for Breakfast club, paid through ParentPay

Emergency School Closure

Occasionally, usually due to extremely poor weather conditions, it becomes necessary to close the school at short notice. In the event of this happening:

- A message will be placed on the homepage of the school website: www.radnor.powys.sch.uk
- A message will appear on Powys County Council's website: www.powys.gov.uk
- Local media outlets will be informed.

Holidays

We ask parents to arrange holidays in official school breaks. The School has been instructed by ERW (the regional education consortia) not to authorise holidays during term time. This means that any absence for the purpose of holidays during term time will be recorded as **unauthorised**. This will be reflected on the child's end of term report and their school records.

Transport and Access to the School

Powys County Council provide free transport for all pupils of primary age who live within the catchment area whose homes are more than two miles from school.

Bus passes are obtained by completing an application form and returning it to the Transport Unit at County Hall, Llandrindod Wells, Powys, LD1 5LG, 01597 826000.



Car parking at the school can be difficult. Please do not park in a hazardous manner which could put pupils at risk.

School Security

The security of the children is taken very seriously by the staff and Governors of the school. For this reason all visitors are expected to enter the school via the main entrance, to sign the visitors' book and wear a visitor ID tag. All staff at school are also expected to wear ID tags.

School Meals

All meals are cooked on site in our kitchen, which is operated by Powys County Council's Catering department. Seasonal menus are given to the children, these follow a three week cycle and offer hot meals with sandwiches or salad as alternatives. Special diets can be catered for by arrangement with school cook. Water is always available to drink. Children may bring in a packed lunch to eat in the dining hall if they prefer. Some children may be eligible for free school meals, details of eligibility and relevant forms are available from the School Office.



School Uniform

All badged uniform can be bought from Clubsport in Kington or Stitch Embroidery in Presteigne.

Boys and Girls:

- Green sweatshirt with school badge,
- Red short sleeved polo shirt,
- Grey or black trousers, skirt or pinafore dress.

Summer:

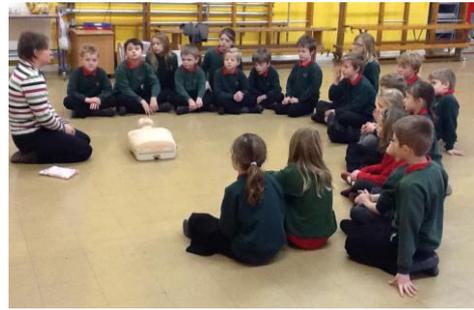
As above with the addition of green or red checked or striped dresses, Black/Grey shorts and sun hats for outside.

P.E:

Green cotton T-Shirt with school badge and black shorts which maybe kept in school. Red hoody with the school badge, if required, during the colder months.

Medication in School

The teachers and staff are not legally obliged to administer any medication to children during the school day. However, in exceptional circumstances where medication is essential and where it is difficult for parents to come into school to administer the medication to their child, the staff may agree to do so. Parents will be required to sign a form absolving the staff of responsibility in such a case.



Asthmatic children who need to carry inhalers to be used in school will also need their parents to sign a form to allow them to do so.

Any medication brought into school should be clearly marked with the child's name and handed in to the school office.

Home/School Contacts

Communication between home and school is essential to the happiness and success of the children. We encourage parents to maintain a dialogue with teachers and to make contact whenever the need arises, whether it is to raise an issue of concern, share information about events outside of school or to celebrate a child's successes. Whatever the issue, parents are always welcome to contact the school.

The best time to make contact with your child's teacher is at the end of the school day. If the matter is urgent and you need to ring during the teaching day the best times to ring are at morning break, (10.30) and lunchtime (12.15). If there is no one available to answer the phone you will be able to leave a recorded message on our answer phone. This is checked for messages on a regular basis.

Mrs Beck is always willing to meet with parents to discuss their concerns. To ensure that she is available and able to give you uninterrupted 'quality time', it is always best to ring to make an appointment.

Meetings with parents are also held to discuss matters relating to the curriculum.

Home/School Agreement

Every school is required to produce a home-school agreement which outlines the commitment that both parties make to each other in ensuring a quality education for the children, in other words...

- The school's responsibility to its pupils
- The responsibility of the pupil's parents
- What the school expects of its pupils



A copy of the home-school agreement will be provided for parents to sign when they first admit their child to the school.

Friends of Radnor Valley Primary

The Friends of Radnor Valley Primary School is a home-school association and membership is automatic for all parents, guardians and/or carers of a pupil currently attending this school. Also involved are members of the teaching, non-teaching and support staff presently employed by the school. The association provides the opportunity for you to get involved with your child's education and activities within the school.

Discipline and a Positive Learning Environment

At Radnor Valley Primary School we aim to develop a sense of responsibility and mutual respect amongst the children where hard work, perseverance and regard for others are recognised and rewarded. We believe that this leads to the creation of an environment that is conducive to the children achieving their best.

The achievement of children is rewarded through praise, encouragement and a system



of merits. A particularly good piece of work, the demonstration of concerted effort to achieve an objective or showing concern for the needs of a fellow pupil results in the child receiving a certificate which is presented during our Friday Praise Assembly.

When children enter the school they are placed in a 'house team' the teams are; Whimble (green), Mynd (Yellow) and Smatcher (Red). House Points are used to rewards individuals for effort, attainment, helpfulness or manners.

Weekly totals are celebrated in Praise Assembly.

We encourage pupils to see and celebrate the successes of their peers. Each class nominate a peer for the tree of success each week. The nomination is recorded on a leaf and added to the tree.

The children are taught to pay due regard to each other's rights in terms of three words:

Respect, Value, Strive (RVS)

They are encouraged to reflect upon how their actions affect others, particular when the effect is negative. Each class has a set of simple rules that are based upon these three rights. Children are made aware that for every act of unacceptable behaviour there is a consequence, ranging from a simple verbal message to being kept in at playtime or, as a result of a more serious incident, being sent to see the Head Teacher. We believe that we have a duty to parents to inform them if persistent unacceptable

behaviour occurs and will arrange a meeting with parents to discuss the way forward if the issue arises.

Collective Worship

We have regular acts of collective worship to develop child's moral spiritual and cultural learning. Collective worship also allows children time to think, reflect and on occasions to celebrate local national and cultural events. Collective worship is led by staff, children and by the local vicar. Parents who do not wish their children to take part should discuss the matter with the Head Teacher.

The Foundation Phase

"First watch your child at play, and see how he learns"

The Foundation Phase is the curriculum for 3 to 7 year olds. It prepares children for more formalised learning in Key Stage 2. The Foundation Phase places great emphasis on children learning by doing. We believe young children should be given more opportunities to gain first hand experiences through play and active involvement rather than by completing exercises in books. We want them to understand how things work and to find different ways to solve problems. The Foundation Phase curriculum is broad, balanced, relevant and differentiated to meet the developmental needs of all children.



Aims

- To develop children's skills and understanding
- To develop children's personal, social, emotional, physical and intellectual well-being in order to develop the whole child.
- To develop positive attitudes to learning so that they enjoy learning and will want to continue with their education longer.
- To develop children's self-esteem and self-confidence to experiment, investigate learn new things and form new relationships.
- To develop children's creative and expressive skills and observation to encourage their development as individuals with different ways of responding to experiences.
- To develop children's activities in the outdoors where they can have first-hand experiences of solving real problems in mathematics and science and learn about conservation and sustainability.

The School Curriculum at Key Stage 2



We have a statutory duty to teach the eleven subjects of the National Curriculum in Wales: Maths, English, Welsh (as a second language), Science, History, Geography, Information Technology, Design Technology, Physical Education, Music and Art. Full details of the requirements of the National Curriculum can be produced on request at school or by visiting the DCELLS (Department for Children, Education, Life Long Learning and Skills) website at <http://wales.gov.uk/topics/educationandskills>. In addition, Religious Education is provided in accordance with the requirements of the LA SACRE document.

Children with Additional Learning Needs

At some time during their school life children may need extra help with their learning. We have a positive whole school approach to the education and development of all children and aim to give each child access as fully as possible to the whole curriculum by focusing on what they can do rather than what they cannot. We seek to enhance self-esteem and increase self-confidence and help children achieve their full potential.



Therefore we believe early identification and suitable provision is very important for any child who has special educational needs. Children from Reception upwards who are identified as needing some additional support have access to a Learning Support Assistant within their own class.

Children requiring added help receive support from our Special Needs Co-ordinator, Mrs Ros Beck, either via provision made through their class teacher or our Learning Support Assistants.

The school follows the thresholds, School Concern, School Action and School Action Plus, as set out in the Code of Practice for Special Educational Needs. Close links are maintained between Speech and Language Therapy Services, our Area Educational Psychologist and other outside agencies as necessary. These agencies may be involved in the development and maintenance of a child's individual educational plan.



Close communication is also kept between parents and staff, and parental involvement is seen as a vital part of the development of each child.

Looked After Children

The school works with local authority support officers and social workers to provide support for pupils who are long or short term foster care. Our aim is to integrate, support and value Looked After Children (LAC) in the same way we would any other child. Mrs Beck is the LAC coordinator and the first point of contact for foster parents wishing to enrol children at the school.

More Able and Talented Pupils

We are proud of the support that we provide for all pupils; this includes those who have been identified as excelling in particular areas or subjects. Our Support and Intervention Panel meets termly to consider the needs of all pupils and how we can best support them. For more able children this will include providing specific challenges within the classroom, differentiating tasks to a higher level or participation in one of the 'Enrichment Workshops' that we run for pupils in our school and other schools in the cluster on a termly basis. Pupils identified as particularly gifted will have an Individual Action Plan which is designed to ensure that their specific needs are met.

Curriculum Cymreig

As a school in Wales, we work hard to develop pupils' understanding of Wales – Welsh culture, geography, history and literature – in order to increase their sense of place and heritage, and to develop their appreciation of the country in which they live. This Welsh dimension, the Curriculum Cymreig, is integrated, where appropriate, into all aspects of the school curriculum.

The English Curriculum

A command of English in all its forms is essential to the all-round development of all children and their success at school and in later life. In school, the pupils' knowledge, understanding and skills are developed within an integrated programme of speaking and listening, reading and writing. We place a strong emphasis on the development of pupils' literacy skills in all subjects and, whichever subject is being taught, there will be learning objective related to the development of pupils' literacy skills linked to the Welsh Governments' *Literacy and Numeracy Framework*.

At Radnor Primary we use letters and sounds, which is a lively and vigorous teaching of synthetic phonics, to develop the children's basic skills in literacy.

Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). Crucially, they read lively storybooks and non-fiction books with words they can decode, so they achieve success in reading. The more sounds they know the greater the range of texts they can read. As children are taught to decode and encode, they are also taught to comprehend and to compose out loud. The quicker their encoding the more they write what

they have composed out loud. As children have early success in reading, teachers can put all their energy into encouraging children to read widely and often that will propel their vocabulary growth.

The Maths Curriculum

Our aims in teaching mathematics are that all children will enjoy the subject and study it with confidence and a sense of achievement, achieve a high standard in numeracy and a range of other mathematical skills and apply these skills with confidence and understanding when solving problems.

Mathematics is important because it is widely used in society, both in everyday situations and in the world of work. It can be used to represent or communicate ideas, to predict, to explain and to verify ideas.



Numeracy sessions have a particular structure. They begin with an oral or mental starter, which is designed to develop mental maths skills such as counting, learning mental strategies and practising recall of number.

The main part of the lesson may consolidate, practice or extend previous work or introduce a new topic. The lesson finishes with a short plenary session, which often summarises key ideas.

The maths curriculum addresses the skills of solving mathematical problems, communicating mathematically and reasoning mathematically. It also covers the range of: number; measures and money; shape, position and movement; and handling data. As with literacy, numeracy skills are developed in subjects across the curriculum and each lesson will have a literacy or numeracy objective, or both.

The Science Curriculum

Science in the primary school provides opportunities for children to explore, discover and investigate the immediate environment of the classroom, grounds and home. They progressively develop a knowledge and understanding of scientific concepts and facts through practical activities to make sense of the world around them.

As well as developing scientific knowledge, it is important to introduce children to the skills and processes of science by observing, sorting and grouping, raising questions, predicting and testing, pattern seeking, interpreting and evaluating, communicating and recording. They gradually develop these skills, which enable them to tackle new problems and situations with increased confidence and make informed decisions based on previous experience.



Children are taught to use appropriate scientific language, to relate knowledge to everyday life, to use appropriate apparatus and techniques and to be aware of hazards involved with materials and living things.

The school is fortunate to have a spacious conservation area affording the children hands on experience about caring for wildlife and their environment.

ICT (Information and Communication Technology)

The term 'ICT' includes the use of any equipment which allows users to communicate or manipulate information electronically. The ability to use ICT effectively is a vital life skill in the modern world and therefore it is an important curriculum requirement. Pupils use ICT to explore and solve problems across a range of subjects. They learn how to communicate and handle a variety of information including text, graphs, pictures and sound and use ICT for control, monitoring and modelling purposes.

The school has substantial ICT resources with laptops and interactive whiteboards in each class, a class set of laptops and iPads available in each classroom.

Welsh

The children receive weekly Welsh lessons delivered by their own class teacher and teaching assistants. This learning is reinforced during the rest of the week and enhanced by the use of incidental Welsh for every day instructions, activities and questions. For example, the children may be asked to come in to class with the instruction 'dewch i mewn ', or asked how they are, 'sut wyt ti? In all subjects, children are given opportunities to develop and apply their knowledge and understanding of the cultural, environmental, historical and linguistic characteristics of Wales.

Design and Technology

Design and Technology is a practical problem-solving subject using a range of appropriate materials, equipment and tools. It involves investigating, designing, making and evaluating in order to develop knowledge and understanding. It encompasses the areas of food, textiles, structures, mechanisms, electricity and control and has close links with science, mathematics and art. The teaching of the subject is undertaken in a safe and supervised environment and activities are appropriate to age and ability.



History



Classroom teaching and learning methods include handling artefacts, documents and pictures to distinguish between old and new using reference materials to extract relevant information. Early on children study from their own

experiences and their immediate family. A basic understanding of life in the past is developed through folk legends and stories about famous people.

At Foundation Phase, pupils will develop an awareness of the ways in which the past is different from the present. They will also study a variety of people and events from the local area,



Wales, Britain and other countries. Key Stage 2 pupils will build upon the knowledge, understanding and skill acquired during the Foundation Phase. They will study a variety of different topics including: the Celts, Tudors, Victorians, Life in Modern Wales and Britain and a Local Topic

Geography

Geography is taught to help children understand their environment and how it relates to the wider world. Geography is about place – the interaction of people and the environment.

By studying Geography children can begin to respond to questions such as:

- What is a place like?
- What has made this place like it is?
- How does this place differ to other places?
- How is this place changing?

- They will be given the opportunity to:
- Develop and use appropriate geographical skills and vocabulary
- Describe and compare places, features and offer explanations for what they observe
- Become aware of places beyond their own local area
- To acquire and apply a widening range of geographical skills
- To investigate and identify changing and contrasting geographical patterns and how they relate to physical and human processes
- To observe, describe and explain how features, patterns and processes are linked to geographical issues.

Art

Children in both key stages explore the visual language of art in a wide variety of materials and methods, using their own experience, memory and imagination. They are encouraged to talk about their work and that of others and explore the history of art and artists. Art is for enjoyment, self-expression and esteem and to foster a sense of purpose and achievement.



Religious Education

Assemblies are held daily for collective worship. Children are encouraged to be involved in the planning and presentation of class assemblies to the whole school to which parents are invited. Special assemblies are organised for festivals such as Harvest, Christmas, St. David's Day etc. Every other week we welcome our local Vicar Reverend Mark to lead an assembly.

All collective worship is non-denominational but places emphasis on Christian teaching and principles.

The teaching of Religious Education at Radnor Primary School follows the Powys Agreed Syllabus. Through this subject children are encouraged to develop an awareness of their own experience of life and the way in which it differs from that of other people. Pupil's knowledge, understanding and awareness of Christianity and other principle religions is developed over the two Key Stages. Religious Education aims to encourage a sense of respect, tolerance and empathy for the beliefs and practices of others. Whilst we hope that every child will take part in these aspects of school life, parents have the right to withdraw their child from RE and acts of worship. In this case, parents should consult the Headteacher and alternative arrangements will be made.

Physical Education

Children at Radnor Valley Primary School have the opportunity to take part in a wide range of sporting activities. These include gymnastics, dance, athletics, netball,



football, outdoor and adventurous activities. Children from Nursery upwards participate in swimming lessons at East Radnor Leisure Centre during the year.

Our large hall is used for indoor work including large and small apparatus and a range of mats is available. The large playing field and grounds are used for athletics, football, rugby, cricket and hockey skills and the playground is used for netball and basketball skills.

Year 5/6 children are invited to attend a residential experience. This is a thoroughly enjoyable experience for the children and staff!

Several after-school sports clubs are provided at school for the children. These are well attended and enjoyed. Children frequently take part in inter-school competitions at local and county level.

We aim to promote healthy lifestyles through physical activity and to introduce children to the enjoyment and achievement of participation, as an individual, team or class member. We teach safe practice.

The children are expected to change into appropriate clothing for PE and games. Jewellery must be removed.

Personal and Social Education

These are key aspects in the preparation of children for their lives now and as adults and, possibly, parents in the future.

It is hoped that the ethos of the school, which emphasises a caring and considerate atmosphere, develops respect for the individual, values achievements of everyone and encourages attitudes which enable children to make a positive contribution to, and live harmoniously with others in the community.

At the appropriate times, opportunities are provided for responding to the needs of others by supporting charities and appeals both local and international.

In Health Education, the aim is to provide opportunities for children to increase their understanding about their bodies and how they work, hygiene, diet, how to keep fit, use/misuse of drugs. Of what it means to keep healthy, their personal responsibility for achieving this and factors which promote it. Specific areas of the curriculum e.g. topic work on Food, Ourselves, Good Health, and the range of physical activities offered support this.



Sex Education

In this school sex education may be dealt with directly, and out of topics naturally arising from the curriculum, or on an informal basis arising out of children's questions on the subject. We are aware that this area should be dealt with sensitively and carefully, bearing in mind the atmosphere of family life, good, loving relationships and respect for others and the moral framework of society. Sex education is but a part of the Personal and Social Education programme in this school, based on a progressive scale as the child goes through school.

Lessons are arranged for Year 5/6 pupils in a manner appropriate to the children's age, as part of a wider teaching programme which emphasises the importance of family life and personal development ensuring that the children have a sound basis of fact in preparation for adult life in society.

Parents will be given prior notice of any topic which involves sex education and will be given the opportunity to view the teaching materials. Some lessons may be taught by the school nurse.

Assessment and Reporting to Parents

All our pupils are assessed on a continuous basis by their class teachers. There are a number of summative assessments that take place during the year, including those in reading, spelling and maths, which help us to track class and individual progress. Statutory assessments of reading and numeracy also take place each May to judge pupils' progress against the requirements of the Literacy and Numeracy Framework. Cognitive Ability Test (CAT) are set in the Autumn Term for pupils in Year 4. These help to give us a clear picture of a pupil's potential and are shared with parents during the Spring Term parents' evening meetings.



A 'Support and Intervention' panel consisting of the Head, Deputy, SENCO and appropriate staff meet termly to review pupil progress and identify children in need of extra support.

Children entering the Nursery for the first time will undertake a Foundation Phase baseline assessment which informs teacher planning for the coming year.

A Mid Year review is sent out during February to inform parents of their child's progress. A detailed report on a pupil's work and progress will be sent home in July along with the children's own evaluation of their progress. Parents are then given the opportunity to meet with teachers to discuss the report's outcomes if they so wish.

Consultative Parents Evenings provide opportunity for parents to see their child's work and discuss progress with teachers. These are held in the Autumn, Spring and Summer terms.

Extra Curricular Activities

Our programme of extra-curricular activities take place during lunchtime or after school and varies from year to year, according to the time of year and strengths offered by staff and volunteers. Recent activities have included: netball, football, rugby, cross-country, choir, dodgeball, gardening and knitting.



Charging Policy

A variety of educational visits and visitors take place at various times in order to back up the work undertaken in the classroom. Where costs are incurred, a voluntary contribution is requested of the parents. These payments are made through ParentPay, so no cash has to be brought to school.

Cost per child = Total cost of the activity + 1.25% ParentPay charge ÷ number of children taking part.

Should not enough parents make voluntary contributions, then it may not be possible for the activity to go ahead. If parents have problems over contributions they should speak to the Head teacher.

Equal Opportunities

At Radnor Valley Primary School...

- We do not discriminate against anyone, be they staff or pupil, on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins.
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of Wales and the UK and show respect for all minority groups.
- We are aware that prejudice and stereotyping is caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.



Disabled Access

Outside access via ramps is available to the main entrance, junior's classes and foundation phase classes for children, parents and visitors with physical disabilities. Extensive facilities for assisting children with disabilities are now available.

Complaints Procedure

We hope that you will be happy with the education that your child receives in Radnor Valley School. However, if you are dissatisfied in any way, you should first discuss the matter with the class teacher or the head teacher. If you are still not satisfied, the head teacher or chair of governors will give you details of the School complaints procedures. The person responsible for dealing directly with formal complaints is the Complaints Officer. It is inappropriate to discuss complaints with individual governors as they are



the final arbiters on complaints.

Child Protection

As a caring school with direct responsibility for children, our first concern is the welfare of the child. The school has a legal obligation to contact other agencies where there are Child Protection concerns.

A school policy states our approach to the duty of the Governing Body to ensure that appropriate procedures are in place for the protection of children from abuse. Mrs Ros Beck, Head teacher, is the designated person for undertaking this responsibility; Mrs Jan Curtis is the Deputy Child Protection Officer. The Chair of Governors, Mrs Jane Donald, is the designated Governor.

Homework

Please encourage your child to develop a positive approach to homework by setting aside a time in the day when they can complete their tasks. All pupils are encouraged to read in their own time, every day. From any early age they bring home their reading books and we hope you will share the excitement of reading books together. Encourage your child to read things around them, e.g. labels, street names etc. as well as writing letters, stories, notes. Homework assignments in English and Mathematics are given on a regular basis to all junior pupils. Tasks may also be set related to topic and project work. Individual class teachers will correspond with parents outlining details.

School Classification

We are a county primary school with English as a first language and Welsh taught as a second language.

