

Ysgol Gynradd Rhos



Rhos Primary School

Prospectus 2019 - 2020

Croeso I Ysgol Gynradd Rhos.

Welcome to Rhos Primary School.

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Headteacher:	Mrs Ceri Cole
Deputy Headteacher:	Mrs. Claire Jones
Admin Officer:	Ms. Bethan Bevan
Chair of Governors:	Mrs Tina Phillips

The information in this prospectus is correct and up to date at the time of printing.

Dear Parents/Carers,

On behalf of the Governing Body, staff and pupils of Rhos Primary School we would like to extend a very warm welcome to you and your child/children and hope that the years spent with us will be both happy and successful.

Our school exists for our children since it is an important place in their lives, a place where the children grow, learn and develop their uniqueness, curiosity and independence. Consequently we ensure that every child feels valued and loved and knows that he/she feels safe, that we praise the children frequently so that the child experiences the pleasure of success. In order to achieve this we will provide a broad and rich curriculum. This will support our children, enabling them to grow into well adjusted, confident adults for the remainder of their lives and we will use every opportunity to nurture confidence in the children and to improve their self image.

Every person in the school whether child or adult has an extremely significant role to play. All who belong to the community of our school are aware that every child is of great importance.

We work together as a staff - we are very much a team of teaching and support staff - each and every one of us playing our part to make this school a lively community, caring, happy and pleasurable where we learn and live together. We will support each other and everybody's efforts will be recognised and appreciated.

First and foremost, we believe that every child should receive a broad based, balanced and coherent curriculum, which is motivating and challenging and will enable everyone to achieve their potential. Through such a curriculum, we would wish to enable each child to become an active participant in and responsible contributor to the wider community.

I hope that the following pages succeed in conveying some of the provisions we provide for your child.

I look forward to meeting you and taking you around the school.

Yours faithfully,

Ceri Cole
Headteacher

A message from the Chairperson of our Governing Body.

Dear Parents

I am delighted to have the opportunity to welcome you to our School and I hope that your daughter or son will enjoy their time here. I am confident that they will find a warm and friendly atmosphere, an excellent, caring and dedicated team of staff and a broad and varied curriculum provided for within a wonderful setting.

In addition, your child/children have the opportunity to participate in a wide variety out of school activities. Parents/grandparents are welcome to join in helping to contribute to the school community in many ways and are encouraged to build a meaningful partnership to help support their child's progress.

Tina Phillips

Chair of the Governing Body



A message from one of our pupils.....

Welcome to Rhos Primary School.

Rhos Primary School is a wonderful part of the community. We have fantastic facilities, outstanding staff, and charming pupils. Rhos primary works to give your child an excellent education and will provide all pupils with the right knowledge to succeed in life. Also, we have a wide range of extra-curricular activities such as: French Club, Choir, Embroidery Club, ICT Club, Sports Club, and mindfulness colouring. We encourage our pupils to use Cymraeg everyday and this is acknowledged by the Siwradwr Cymraeg Yr Wythnos award (Welsh Speaker of the Week). The well-being at our school is imperative for both pupils and staff. We have well-being Wednesday, SEAL, and (most importantly) we are an anti-bullying school. The pupils have the main voice in the school, which means we get to choose who we want in Llais Yr Ysgol, and then Llais Yr Ysgol helps improve the school. Last year, Yr Llais provided more equipment for the playground. We are also an eco-school as we have our Green Flag, and stress that all pupils should have reusable bottles. Over all, I think Rhos Primary is an amazing school and would honestly recommend anyone to join our school!

Phoebe Davies - Age 10

Our School Setting

Rhos Primary is situated in the lovely semi-rural village of Rhos on the edge of the Swansea Valley. The village lies approximately 2 miles above the town of Pontardawe. Our catchment area covers the large estate of Delffordd, and other estates of Maes-y-Cornel, Cae Rhedyn, March Hywel, and the areas of Cilybebyll and Gellinudd. The immediate environment is one of farmland, hillsides and valleys. A new housing development is in the process of being built opposite the school site (Allt y Celyn).

The majority of housing based in Rhos is privately owned but there are many private rental properties and some council owned/rented properties.

The school has a large playground and grassed areas. A secure grassed area for Foundation Phase pupils is situated behind the Foundation Phase building. The school is a partner school to Cwmtawe Community School.

Rhos Primary consists of two buildings:-

The Old School (1908) which has 3 classrooms, library and two small workrooms. There is a large shared hall area.

The Lower Building (1976) which houses the kitchen, hall, school offices, staff room, 3 main classroom areas and houses all Foundation Phase children.

(The demountable is now used mainly for storage)

School Aims

- 1 To provide, within a family atmosphere, the best quality education possible for our children bearing in mind each child's different needs, abilities and interests and the resources available to the school.
- 2 To provide a secure and caring environment in which every member of the school community feels that he/she has an important part to play.
- 3 To provide an environment where our children can learn without fear.
- 4 To provide an environment where each child, irrespective of ability may experience the dignity of achievement.
- 5 To help our children develop the skills of literacy and numeracy and scientific and technological skills.
- 6 To provide a curriculum that will enable our pupils to develop lively, enquiring minds.
- 7 To help each child become a caring, co-operative, considerate and useful member of the school and wider community.
- 8 To help our children develop an awareness and understanding of the wider world.
- 9 To value and develop the skills and abilities of all members of staff.
- 10 To continue to build Rhos Primary School's reputation as a school committed to continuous improvement.



The school's mission statement, which is visible around our school badge, has been created by the whole school community - pupils, parents, staff and governors.

The Governors' Role

The Governors have a responsibility for the effective management of the school acting within the framework set by Government legislation and the policies of the Local Education Authority. They determine the aims for the curriculum and have increasing responsibility for the financial management of the school, which is the role of the Head, supported by school staff.

The Governors produce an annual report to parents, which can be found on the school website or a hard copy is available from the school office if required.

Minutes of the Governors' meetings are available to any parent once they have been signed. The agenda of any meeting is also available. The meetings themselves are confidential.

The school Governors do their work voluntarily and put in a great deal of time to ensure the school is managed efficiently and to the benefit of the children. Governors are linked to key stage departments in order for them to have a greater understanding of what and how the children learn. They have many opportunities to meet with members of staff through meetings with sub committees and through various Governor involvement focus sessions, where they come in to school/classes which helps create effective links between staff and Governors.

Each Governor also sits on one or more sub committees:

Finance and Premises	Sets strategic long-term financial plans and monitors budget income and expenditure over the course of the school financial year. Oversees the upkeep and maintenance of school's facilities.
Data & Standards	Meets every term. They can meet with subject co-ordinators on the teaching staff to review policies and their implementation, increase Governor knowledge of the curriculum and monitor the school's progress against internal, local and national targets. They have also been involved with work scrutiny which enables them to monitor standards. They review school policies.
Staff and Pupil Welfare	Ensures the health & safety and well being of all children and staff, monitoring liaison with support services. Liaises with ALNCO to ensure children with ALN are catered for

appropriately. Oversees all staffing matters, including the school's Pay Policy, Performance Management.

Forward Planning Sets long term strategic plans taking account of local/national initiatives

The Governing Body consists of:

4 parents, 3 LEA (Local Education Authority), 4 Community Governors, a Teacher Governor, a Non Teaching Staff Governor and the Headteacher.

The School Governors

The Governing Body serve for a period of four years. Parents bring the view of parents to the Governing Body, however, they are not delegates for parents, as they speak and act as individuals.

LEA/Community Council Representatives

Mrs Tina Phillips (Chair - Community) 01792 863484

Mrs Marcia Spooner (Vice Chair- Minor Authority)

Mrs Sharon Atkins (LEA)

Vacancy (LEA)

Mr. Steve Sharpe (Community)

Mrs. Sue Jenkins (Community)

Parent Governors

Mr. Rhidian Stephens

Mr. Mark Royle

Mr. Neil Dyer

Mr. Richard Phillips

Teacher Governor

Mrs K. Cooper

Staff Governor

Vacancy

Headteacher

Mrs Ceri Cole

Clerk to Governors

Mrs Julie Skinner

School Staff

Teaching Staff

Headteacher	Mrs. Ceri Cole
Deputy Headteacher	Mrs. Claire Jones
Yr 5/6	Mrs. Karen Cooper
Yr 4/5 KS2 leader	Miss Suzanne Cox
Yr 3/4	Mrs. Sharon Chick
Yr 2	Mrs. Claire Jones/Miss Emily Diamond
Reception/Year 1	Miss Rhian Ashton
Nursery	Miss Lauren James
PPA	Mrs. Julie Skinner

Support Staff

Admin Officer	Ms. Bethan Bevan
Teaching Assistants	Mrs. Kerry Herbert Mrs. Gaynor Jones Mrs. Julie Skinner Mr. Jason Rourke Mr. Kyle Cockings Ms. Catherine Stilwell
School Cook	Mrs. Dawn Phillips
Kitchen Assistants	Ms. Theresa Davies
Lunchtime Supervisors	Mr. Kyle Cockings Mrs. Julie Skinner Mrs. Kerry Herbert Mrs. Eileen Palmer Mrs. Claire Jones
School Caretaker	Mr. Geraint Williams
Peripatetic Teachers Athrawes Fro (Welsh)	Mrs. Alison Streefland

Visiting the school.

Parents/carers are welcome to visit the school. Appointments to see teachers are best made outside school hours as an impromptu visit may disrupt a class lesson.

Prospective Parents

Prospective parents are invited to contact the school to arrange a visit during school hours, not only to see the headteacher and staff, but also to visit the working environment.

Admission of children

Parents of children wishing to enter Nursery and Reception must now apply to Neath Port Talbot County Council direct for either a Nursery or Reception place. Parents of prospective nursery placements can approach the Headteacher of their preferred school for an admission/application form advice.

All school admissions are dealt with centrally by NPT Admissions Officer - Mrs Helen Lewis 01639 763580

Those wishing to enter Reception will receive application forms from NPT during the Autumn term. These must be returned to the County Borough Council as soon as possible but a placement is not guaranteed at your preferred school even if your child has attended the Nursery of that school. Early on in the Spring term those children with special needs/statements will have their placements confirmed first. Later in the Spring term parents and schools are to be informed of placements of mainstream pupils. Parents then have 14 days to lodge an appeal of the decisions.

Full Time:

Children enter full time education in the September of the academic year in which they reach their fifth birthday.

Meetings are arranged for parents of prospective reception aged children during the Summer term prior to them starting Reception to discuss their child and how their

needs can be best met at Rhos, as well as to inform the parents of the day to day routine of the school.

Teaching Policies and Planning

THE SCHOOL CURRICULUM

What will my child learn at school?

Pupils in all age groups pursue a wide curriculum covering many areas of development. Each child's needs and abilities are considered and care is taken to ensure at all times that the needs of the children are met. Pupils are taught in English with Welsh being taught as a second language.

Foundation Phase

3 to 7 year olds.



At this stage the emphasis will be on developing essential key skills of communication, literacy and numeracy. By providing a broad, balanced and skills based curriculum using an integrated approach, our aim is to develop the children's interests whilst also recognising their level of maturity. We regard the time in Foundation Phase as important years where children learn to respond, listen, observe, reflect and develop not only as independent learners but also as caring members of our community.

We are able to offer children from the age of three a place in the Nursery on a part-time basis. Children aged four to seven years old attend full time school in the Foundation Phase.

The principles of Foundation Phase education is to produce happy, confident, caring, enquiring children, interested in life and enthusiastic about the challenges they encounter.

The curriculum for children in the Foundation Phase will build upon and extend their early experiences in order to nurture learning as young children are at their most receptive and vulnerable during this stage of education, it is of great importance to understand that a curriculum for the Foundation Phase refers to all the experiences a school provides in order to promote the development of the whole child. It is especially appropriate to think of the curriculum as being that of experiential learning.

Areas of Learning for the Foundation Phase child are:

- Knowledge and Understanding of the World
- Language, Literacy and Communication
- Welsh Language development
- Physical Development



- Personal and Social, Well-being and Cultural Diversity
- Creative Development
- Mathematical Development

Foundation Phase children experience the curriculum through a range of free and structured play activities. The importance of play in the education of the under fives should be stressed. Play can be described as "an experimental activity based approach; through which the young child makes sense of the world, play provides the basis of all other activities". The whole range of curriculum activities can be subsumed and embedded in play. Play is the natural way for young children to learn and is the crucial area that provides access to the curriculum.

Key stage 2

7 to 11 year olds

At this point in their educational journey we aim to build on the skills and concepts initiated in the Foundation Phase. Although there is a greater emphasis on more formal tasks we still aim to challenge children through practical activities. Whilst in this key stage there is a focus on promoting peer and self-assessment in order for the children to identify their strengths and areas in need of development. We aim to equip children with skills which enable them to access life-long learning and encourage them to think about their role as members of Rhos community.

After Year 6 the majority of our children move on to Cwmtawe Community School and enter into Key Stage 3 at Year 7.

National Curriculum

We are legally bound to deliver the National Curriculum which covers the following subjects:

English	Mathematics	Science
I.C.T	Welsh	History
Geography	Art	Music
P.E.	R.E.	Design and Technology

As committed professionals the teaching and support staff at Rhos aim to provide balanced, relevant and accessible programmes of learning experiences appropriate to the needs, aptitudes and potential of all learners. This should enable all children to demonstrate the following interacting characteristics and qualities.

- An ability to communicate in an appropriate method through language, mathematics, science I.C.T. and the arts.
- A competence in manipulative and practical activities.
- An understanding of heritage, religious and cultures of the world in which they live and the interdependence of individuals, groups and nations.

- A competence in the use of aesthetic, expressive, critical, imaginative and creative, objective analytical and investigative modes of thinking applied to the activities of problem solving.
- An awareness of self, including social, emotional, physical and spiritual well-being.
- A concern for health lifestyle and active participation in physical activity.
- A personal set of values which has regard to and an understanding of the needs of the community and the environment.
- A capacity to work both collaboratively and independently in a variety of situation and for a variety of purposes.
- A lively, creative, critical enquiring mind capable from deciding right from wrong.

The children are also taught the statutory literacy and numeracy skills that can be applied across different subjects. Opportunities for Literacy and Numeracy skills to be practised are identified in our medium term planning.

The work planned for children through both Foundation Phase and Key Stage 2 is organised according to the schools agreed policies. During the school years the children will experience a wide range of teaching and learning styles, with as many first hand experiences as possible. Pupils have input into their learning and take an active role in shaping what and how they learn. Wherever possible the curriculum is taught through a topic based approach enabling children to have various opportunities to make links between what they are learning and have numerous opportunities to practise their skills. Where this is not possible subjects are taught discreetly. Visiting teachers also provide extra expertise through the Peripatetic Music and Welsh Service.

Changes To The School Curriculum

As you may already be aware there are significant changes happening in Wales regarding the school curriculum. A draft version of the new Curriculum for Wales has been launched by the Welsh Government today. The New curriculum is underpinned by Four Core Purposes, which are;

- **Ambitious, capable learners** who are ready to learn throughout their lives
- **Enterprising, creative contributors** who are ready to play a full part in life and work.
- **Ethical, informed citizens** who are ready to be citizens of Wales and the world.
- **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

As a school, we have already begun to adapt our practices and implement changes in preparation for the new curriculum.

More information regarding national curriculum changes can be found on the Welsh Government website. Follow the link below to access a video explaining the changes.
<https://gov.wales/new-school-curriculum-overview>

School Organisation

Pupils are organised into classes according to their age. Within every class a range of teaching methods are used as appropriate, some whole class teaching, some focussed group work and paired work. All children are encouraged to achieve their own personal best. We truly believe 'praise and encouragement' are key words if learning is to be enjoyable meaningful and successful.

At present class areas are utilized in the following way.

Nursery	Reception/Year 1	Year 2
Year 3/4	Year 4/5	Year 5/6

The composition of classes is wholly dependent on size of the cohort. The split of a particular cohort for mixed classes is based on age not ability.

End of Key Stage & National Test Results

The general expectation is that the majority of seven year old children will attain Teacher Assessment results are now given at the end of Year 3. At Key Stage 2 the majority of children should attain Level 4 and teacher assessment results are given at the end of Year 6.

Results from the national Reading, Numeracy and Reasoning tests will be shared with parents of those children who sat the tests (Y2 - Y6). Online test results can be viewed online by parents and the school will inform parents when this is available to them. Individual reports of the child's achievement in each hard copy test will be produced and sent home.

We believe the most informative information concerning your child's attainment can be obtained from your child and his/her teacher. Should you wish to discuss any other information please do not hesitate to contact the Headteacher.

Last academic year's end of key stage assessment data is available at the end of the prospectus.

Assessment

At Rhos we recognise that assessment is an extremely important element in the day to day cycle of learning and teaching and is an integral part of our process of curriculum planning. Our whole school planning takes account of the needs of our children and of the requirements of the Foundation Phase and the National Curriculum. Our schemes of work identify a variety of assessment opportunities in most curriculum areas.

We firmly believe that assessment is to aid a pupils learning and we aim to

- Discover what pupils know, understand and can do to evaluate pupils' attitudes to their work.
- Diagnose strengths, areas of improvement and targets in order that learning experiences can be matched to individual needs.
- Provide children with motivation for further success.
- Encourage children to take part in self and peer assessment.
- To inform parents, school staff and governors about pupils' achievements.

Assessment is a part of the normal daily teaching and learning in our classrooms. Teachers are constantly assessing with their assessments being broad based, instructive and ongoing. The staff record their assessment of the children's learning on SIMS.

Curriculum Arrangements for Additional Learning Needs

Consideration of children's additional learning needs forms an important part of school life. Additional learning needs can be identified as children who are not achieving the expected levels for their age and those who are exceeding the expected levels. Sometimes you may hear others refer to these children as those with special educational needs or more able and talented. However, they are children who have additional learning needs and we aim to provide appropriate support for all these pupils. All children are special and all deserve and need the help and support that we can give them. The co-operation of parents is actively sought and encouraged where pupils are experiencing difficulties. We will make extra time available for you to come and discuss ways in which you can give your child extra help.

Staff will make use of in-house/national data in conjunction with their own on-going assessments to identify pupils with ALN.

Using their professional experience the class teacher along with the Additional Learning Needs Coordinator (ALNCo) will produce and adopt Individual Play Plans (IPP) or Education Plans (IEP) or Individual Behaviour Plans (IBP) to monitor the progress of children who are placed on our Special Needs Register as outlined in the Special Needs Code of Practice. For all children with special needs including those pupils with statements for SEN, the school closely follows the principles, practices and procedures outlined in the Code of Practice which is a guide for identification and assessment of individual pupil special need requirements.

We have excellent links with outside agencies that provide specific expertise, skills and support by recommending helpful strategies for intervention for those children on the SEN register. All pupils with Special Needs including those with a statement have access to the curriculum at a level that is appropriate. Work is carefully planned and differentiated according to each pupil. The ALNCO offers advice and works in close partnership with class teachers. The writing of IPP/IEP/IBPs is the responsibility of the class teacher with advice/support provided by ALNCo. They are working documents and the day to day upkeep of the plans is the responsibility of the class teacher supported by other staff who may work/support the child/children.

Inspection of Documents

Documents required to be made available by regulations, may be inspected and where appropriate, copied at the school during school hours, by arrangement with the Headteacher. Copies of certain policies are available to view on the school's website.

Sex And Relationship Education

Sex education is integrated into a programme of cross curricular activities cumulating with older Key Stage 2 children receiving information regarding the implications of changes at puberty and information about reproduction. The aims of the policy are:-

- a) To provide children with information in a balanced, sympathetic and sensitive manner.
 - b) To help children develop and improve their self-esteem.
 - c) To encourage children to form their own opinions and to make informed, reasoned and responsible choices, both whilst at school and in adulthood.
- All issues are taught in the context of the caring family.

The school Sex Education Policy, approved by the Governing Body, is available on request from the Headteacher. Parents may view our policy statement and they have the right to withdraw their children from Sex Education should they wish.

Collective Worship & Religious Education

Moral and Religious education is broadly Christian and is compulsory element of the National Curriculum. Religious Education is taught within the current guidelines adopted by the LEA. The curriculum content is designed to help children understand the nature of religion within the culture and tradition of our society and others, in ways that are deemed appropriate to their age and stage of development. Biblical and moral readings, prayer, poetry, hymns and songs are typical aspects of our school worship.

Parents may exercise their right to withdraw their children from religious worship or religious education if they so wish and alternative learning would take place.

Healthy Eating

The school supports the LEA policy for Appetite for Life and actively promotes healthy eating within the school. We ensure the children are taught about healthy diets and lifestyle choices through various subjects/topics with the curriculum. We provide a Siop Ffrwythiau for junior pupils to purchase a healthy snack at morning break and Foundation Phase pupils are provided with fruit. We provide drinking water for the children and Foundation Phase pupils have free milk.

Welsh Language Development

We are proud to have achieved the Bronze Siarter Iaith Award for the achievements in teaching Welsh as a second language. It is the school's aim to use Welsh in such a way as to ensure that children see, hear and use it as part of everyday school life.

It is given a prominent role in many school activities and daily routines as well as having visual impact around the school. Children also have the opportunity to learn about the culture, history and heritage as well as the language of Wales. The school hosts a Welsh culture week around the time of Saint David's Day, which celebrates Cwricwlwm Cymraeg Welsh literature, music and the arts. 'Helpwr Heddiws' are a prominent feature of every class.

Our teaching of Welsh is supported by a peripatetic Welsh teacher, 'Athrawes Fro' who works alongside teachers and pupils in promoting the Welsh language and culture.

Sporting Aims

All children have the opportunity to develop agility, coordination and the ability to express movement through dance, gymnastics, athletics, games, movement and swimming during their years in school. The school recognises the importance of fresh air and exercise for healthy children and when weather permits, advantage is taken of the facilities available at lunchtime as well as during timetabled physical education and games lessons. Playground equipment also encourages the children to be active during the school day. All full-time pupils participate in the Daily Mile.

Ethos and Values

Rhos Primary is a caring community in which all individuals matter. Each pupil is equally important and equally valued. The school's ethos looks to help create children

who develop fully as well-adjusted, responsible, respectful and confident members of their community.

Every attempt is made to equalise opportunities for all pupils. Individuality is recognised and accepted and discrimination on grounds of race, religion or gender is simply not tolerated. The school has a Strategic Equality Plan and an Equal Opportunities policy that have been agreed by the Governing Body.

Our Home/School Agreement is intended to help the child, family and school support each other in achieving the school aims. Home/School Agreement is included in our Welcome pack and we respectfully request parents to discuss the agreement with the child where appropriate. A copy can be viewed on the school website.

School Discipline

We firmly believe that any rules of discipline should be for the general well-being, happiness and safety of the children. The Headteacher, assisted by all the staff is responsible for the discipline of the school as a whole, while the teachers accept particular responsibility for the discipline within their own classroom. This is maintained by staff and pupils entering into a co-operative, responsible relationship with each other. Positive behaviour is celebrated as part of our 'certificates assembly' on a weekly basis. Golden Rules, created by the children, are a focus around the school and help to remind the children of acceptable behaviour.

The children have created a rewards/consequences system which clearly sets out expectations.

However, when rules are broken through misbehaviour, the staff attempt to listen to both sides carefully with a clear view to restoring relationships. Children may have to face consequences where necessary; privileges can be and are withheld. Serious or persistent misbehaviour is always brought to the attention of parents who will be involved in the establishment of achievable targets in order to improve specific areas of misbehaviour. Seriously unacceptable behaviour e.g. where a child is a danger to others may result in exclusion, but this is the very last resort.

Pastoral Arrangements

The school strives to create an atmosphere that will allow pupils a feeling of care, friendship, warmth and security. Every member of staff accepts this aim, with the over-riding responsibility being that of the Headteacher. Records of the children's medical history are kept comprehensively in the School Office. Whenever necessary, the school liaises with other caring agencies, e.g. School Health Visitor, Education Welfare Service, School Psychological Service, Social Services, Dentist,

Nurse, and Speech Therapist. The school also liaises with Cwmtawe Community School throughout the year.

Minor accidents are dealt with in the school by qualified First Aiders. Parents are notified of any incidents/treatments via an accident sheet. Accidents of a more serious nature and needing more serious medical attention are recorded on the LEAs incident and accident website. Occasionally an accident occurs when it becomes necessary to take a child to hospital. If parents cannot be contacted, a member of staff will accompany the child to hospital.

Please make sure the school is kept informed of any changes to emergency contacts especially changes of telephone numbers.

Illness & Medication

When a pupil is taken ill during the day, every effort is made to contact the parent. Where this fails, the responsible adult whose name is recorded at school on the contact information sheet is contacted.

If a child has to take prescribed medicines, we require you to complete a Request for Administration of medicines form. These forms can be obtained from the school office. No medicine will be administered to a child in this school without a completed form. If medicines need to be sent to school and returned home at the end of the day, then it is the responsibility of the parent/guardian/carer to ensure it is collected. Medicines will be kept in the School clerk's office unless it needs to be refrigerated. Please ensure all medication is clearly marked with your child's name.

If your child has a more serious medical condition we ask that a Health Care Plan be completed and the school kept informed of any developments so your child's needs can be catered for appropriately.

Health and Safety

Premises & Security

Health and safety is everyone's responsibility. Any hazards reported to a member of staff and are dealt with as soon as possible. Any changes that need to be made to the school as a result of any investigation done through local education authority procedures, advice and guidance.

The school has a security pad at the entrance to each of the school buildings. All visitors report to the main entrance. There are security locks on all the main entrance doors and pupils are told not to open any doors to adults. Entry for visitors is via the main entrance and they report to the school office to sign the visitor's book and wear an identity badge whilst on the school grounds. A copy of 'Visitors on

the school premises' risk assessment is on view in the main reception area for their perusal.

Playground Safety

The playground gates have signs reminding visitors that gates are to be kept closed and at times some gates are locked for the safety of the children. Parents meeting children from the playground at break times or lunchtimes must go to the office or approach the member of staff on duty. Risk assessments for playground supervision and use of playground equipment are in place.

End of day handing over safety

At the end of each day, all children from Nursery to Year 5 are handed over to their families/responsible person. Parents/carers must inform the class teacher of who will be collecting their children from school. Children will be kept in school until a member of their family or an authorised adult comes to take them home. Parents/carers of Year 6 children who wish their child to leave the school premises on their own must provide the school with written consent.

**Dogs are not allowed onto school premises, except guide dogs.
No smoking or vaping is permitted on the school premises.**

Health

Mrs. Ceri Cole, and Mrs Julie Skinner hold a full First Aid Certificate. First Aid kits are situated in all school buildings. A defibrillator is available for school and community use and is stored centrally in the school office

The Health Authority makes annual dental inspections, hearing checks and eye tests for Reception pupils every year or when necessary. The Education Welfare Service, the School Psychological Service and Social Services are consulted as and when required. The school is also committed to the Healthy School initiative. Children with serious health issues are in receipt of a Healthcare plan.

Fire procedures

Fire drills are held once every term. Fire alarm systems, equipment and exits are checked regularly. PE Equipment is checked by outside agencies on a regular basis. All electrical equipment is tested annually. Risk assessments and evacuation procedures are reviewed annually.

Safeguarding & Child protection

The Headteacher is the designated teacher for Child Protection and also has the responsibility for children who are looked after by the local authority. The Acting Deputy Headteacher is the deputy Child Protection officer who deals with such issues if the headteacher is off site. If any person has a concern for any child within

the school, their concerns are reported to the Headteacher, the Deputy Headteacher or KS2 leader.

All persons that work with the children in our school can only do so with an enhanced criminal records bureau check. The school follows the local authority safer recruitment checks when appointing staff for the school. All staff receive appropriate training on an annual basis.

In order to safeguard pupils effectively there may be occasions when it is necessary to share information about pupils with other appropriate agencies in order to fully support the child.

Pupils with disabilities

As part of our inclusion policy children with disabilities are given opportunities and included into school life as fully as possible. As part of the PSE curriculum all children are made fully aware of what disability means. Pupils with disabilities apply to the school via the local authority admission arrangements. If necessary to improve our provision, reasonable adjustments will be made to the school buildings and facilities, classroom organisation, the deployment of support staff, timetabling and staff training with regard to disability.

Support is given when necessary to enable all children to access all parts of the curriculum. Parents of pupils with a disability are encouraged to arrange a meeting with the Headteacher and the additional learning needs co-ordinator to ensure their child's needs are catered for appropriately.

The Disability Discrimination Act (DDA) 1995 defines a disabled person as one who has 'a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities'. This would include, for example sensory impairments affecting sight and hearing, learning disabilities, severe disfigurements and progressive conditions where impairments are likely to become substantial.

Lunchtime Arrangements

School lunches are cooked on the premises and the variety of meals provided tries to reflect a balanced, healthy diet. Water, milk or juice is provided as a drink with the school lunch. Children who wish to bring their own packed lunch are seated alongside children who have school lunches. We ask that you don't include glass bottle or cans in their packed lunch for safety reasons.

Lunchtime Supervisors supervise the children. The Headteacher can provide additional supervision when on site.

Payment for lunches is collected on Mondays and payments should be in a sealed envelope marked clearly with your child's name and amount included. Payment can be cash or cheques, please make these payable to NPTCBC not the school.

Currently a school meal costs £2.35 per day and must be paid in advance.

The dinner menu can be viewed via the school website. Your child can select which days they wish to have meals and do not need to have dinners for a whole week. Families that are entitled to free school meals need to complete an application form and receive confirmation from the NPT council before meals can be provided free of charge. These forms are available from the school office.

Times of the School Day

	Full time Pupils	Part Time Pupils (Nursery)
Morning		
Start	8.50 a.m.	8.50 a.m.*
Morning Break	10.30 a.m. - 10.45 a.m.	
End	11.55 a.m.	11.30 a.m.*
Afternoon		
Start	12.55 p.m.	1.15 p.m.
End	3.20 p.m.	3.15 p.m.

*am Nursery when applicable

Teaching time

Teaching time during a normal school week meets the recommended hours stated in Welsh Office guidance.

Age	Hours per week
5-7	21
8-11	23.5

Schools will be closed to pupils for INSET/Staff Preparation for 5 days between Monday 2nd September 2019 and Monday 20th July 2020.

INSET days already arranged for 2019-2020 include:

Monday 2nd September 2019

Friday 25th October 2019

Wednesday 15th January 2020

Monday 1st June 2020

Tuesday 2nd June 2020

Monday 22nd July 2020

Attendance

All schools are required to distinguish in their attendance registers between authorised and unauthorised absences of pupils of compulsory school age. If your child is unable to come to school then we ask you to contact the school on the first day of their absence to explain why. Their absence will be recorded on the school register.

We operate a 'First day response' system at Rhos which means if your child is absent and we have not heard from you we will contact you to enquire about your child's whereabouts. This is done for safeguarding reasons so we know where our children are if they have not turned up at school.

Children's attendance is monitored daily by the school and home visits are made by the Education Welfare Officer in the event of long term unexplained absences. Children whose attendance falls below 90% causes us great concern and parents are notified. In the event of persistent unacceptable absences the local authority are able to fine parents who do not comply with the local authority attendance policy. More information is available from the local authority and the school office.

In line with LEA guidance absences due to family holidays will not be authorised. If your child is absent from school due to a holiday then they will receive an unauthorised mark for the duration of their absence.

Good attendance celebrated and praised as a weekly focus in assembly and children who achieve 100% per term receive a prize. The Governing Body reward children whose annual attendance is 100%.

All pupils are expected to arrive punctually at school and leave promptly at the end of the school day. A 'Late Book' is kept in the main office to record poor punctuality.

Attendance information for the recent academic year is commented upon in the Annual Governors Report to Parents.

Percentage Attendance for 2018 - 2019:

The following information covers full time pupils from September 2018 to the end of June 2019.

NCY	Year	2018/19 (to 5/6/19)
Rhos Primary	NCY1	95.72%
Rhos Primary	NCY2	95.54%
Rhos Primary	NCY3	95.56%
Rhos Primary	NCY4	96.10%
Rhos Primary	NCY5	93.91%
Rhos Primary	NCY6	93.51%

Whole School
95.09%

Extra Curricular activities

In addition to the statutory curriculum for Foundation Phase and KS2 the school offers many after school clubs, some of which are sports.

Extra-curricular clubs vary according to the time of year and pupil interest. Clubs that have been available include; Eco/Gardening, IT/Coding, Choir, Sports, Top Trumps, Art and Craft, French and Embroidery.

We also host a Breakfast Club which runs from 8.10 a.m. each morning where the children can have breakfast before school starts and is served until 8.30 a.m. The club is optional, free and all children can attend. The children have a choice of cereals, toast and a drink. Children are supervised in the hall during this time.

Parents will need to complete a consent form for their child to attend Breakfast Club and an adult **must** sign their child into Breakfast Club daily. Parents must ensure that their contact details are up to date for Breakfast Club staff in case of emergencies.

School Uniform

We believe that the wearing of school uniform contributes to a sense of belonging to the school community and helps to develop a



sense of pride in the school. The agreed uniform is any combination of the following:

Boys

Blue/White polo shirt
Grey trousers or joggers

Blue round necked sweatshirt
Sensible shoes

Girls

Blue/White polo shirt
Grey skirts, pinafore dresses,
trousers or joggers.

Blue sweatshirt or cardigan
Sensible shoes

In summer children can wear shorts. Blue and white gingham dresses can be worn.

We ask that each piece of clothing be clearly marked with your child's name.

Also available are PE kit bags and Book bags. Some uniform items are available online with Tesco. All the above can be supplied by:

Sportec
Unit 5 Abbey Road Industrial Estate
Neath
SA10 7DN
Tel - 01639 632250
Sportec.co.uk

Clothes for Physical Education

All children are encouraged to bring change of clothing for PE and Games lessons. This kit will consist of shorts and preferably a plain blue T-shirt for indoor PE (no shoes), for outdoor games, trainers are required, with a sweatshirt or joggers during the winter months. We ask that each piece of clothing be clearly marked with your child/children's name. Sensible shoes are required.

No jewellery is permitted. Children can wear a wristwatch and those who have pierced ears may wear small stud earrings though they will need to remove them for physical activities. Otherwise, earrings will be covered with a plaster.

Liaison with other schools

The school has effective links with the various schools in the locality. Joint ventures have been undertaken on agreed projects and staff from partner primaries within the cluster meet at least termly to scrutinise and standardise work.

We have very good links with our local comprehensive school. Transition projects provide an excellent opportunity for pupils to build successful relationships with staff and pupils of Cwmtawe Community School. Past pupils have the opportunity to come to Rhos to support specific projects and we have been able to offer work experience to those who are interested in following a career in education/catering. Staff attend transition meetings and work with secondary colleagues on moderation standardisation of children's work. We embrace initiatives that involve members of Cwmtawe staff working directly with our Y6 children and have witnessed their enjoyment and enthusiasm in such ventures as working on joint projects with the staff from the Maths and English departments. The Headteachers from the partner primary schools with the Cwmtawe Cluster meet with Mr. Lee Hitchings (HT of Cwmtawe Community School) on a termly basis to ensure effective communication.

Charging and Remissions

Wherever possible, we try to arrange visits for our pupils, relevant to the learning taking place in school. In principle, all educational visits should be freely available to all children. Parents are asked to make voluntary contributions to cover the cost of transport and/or entrance fee for educational visits. However if there is not a significant contribution then trips will be cancelled, the school cannot afford to subsidise all trips. Many curricular experiences are subsidised by the school. Goodwill is necessary if activities are to continue. The school will at all times try to keep financial requests to a minimum, without restricting the range of educational experiences offered. For more details please ask to see a copy of our charging and remissions policy. If you have any concerns/worries regarding payment please come and see us.

Home Learning

We believe that the work of the school is greatly enhanced when parents share their children's learning. In our Foundation Phase department we encourage children to take home story books and story sacks as well. As the children progress through the Foundation Phase they are encouraged to take home reading books, some written homework can be sent home to reinforce what has been taught.

Regular written homework in both Maths and Language increases through KS2 and reading books are sent home. Again parents are asked to become involved in their child's learning by supervising and supporting all work done at home. A partnership between teaching staff and parents is valuable in promoting literacy and numeracy - essential skills for later learning.

If you have any queries regarding your child's homework, please do not hesitate to speak to the class teacher.

Parental Liaison/Reporting to Parents

Parents are encouraged to take an active part in the life of the school in addition to offering assistance on a voluntary basis. We encourage parents to contact the school to offer any expertise they may have to offer e.g. sewing or knitting, listening to children read, craft work, modelling, cookery etc. we do ask that if a parent /volunteer is a regular visitor to the school they must have a DBS. Equally the same welcome is extended to parents to discuss their children's progress or any other concerns.

We hold an initial 'Meet & Greet ' the class teacher which is held at the beginning of a new school year so parents can meet their child's new teacher and receive information regarding any new procedures or routines.

Informal parental open evenings are arranged, as a rule during the Autumn term to allow parents to come in and see what their child has been working on in class. In the Spring term individual parents consultations are held to discuss individual development and progress. During the Summer term annual reports are sent out with parents being given the opportunity to meet the class teacher to discuss any element of their child's report. The importance of parental interest cannot be over stressed as it does pay dividends.

The development of a close relationship between school and home demands commitment and time. It also needs the right balance of space and trust. An appreciation of, and confidence in each other's role, makes a purposeful and happy place where children feel at ease, can work to reach their full potential and can gain maximum benefit from their schooling.

We also have Friends of Rhos Primary, a group of parents, staff, Governors and members of the community who support us through organising events such as Christmas Fetes, Easter Fayres etc. Parents are also represented on the Governing Body.

We also run a Toddler playgroup called Rhos Wrigglers. They meet in the school hall every Wednesday afternoon between 2pm -3pm. We hope by running this playgroup families will not only benefit socially from meeting others but also gain valuable learning experiences through play. We aim for the good practice that exists within playgroup be further developed at home and give perspective new pupils an extra boost. The playgroup is run by a qualified member of staff.

Complaints

We aim to keep you as fully informed as possible regarding your child/children and school. You are invited to get in touch with the Headteacher at any time should you require further information or have any concerns or worries. We are always happy to make ourselves available at anytime but it is sensible to make an appointment.

We all share ambitions for your child. In the unlikely event that your worries are not resolved by the school, you may write to the Chairperson of the Governing Body. The Complaints Policy can be viewed on the school website.

Routine Procedures

Labelling

We would appreciate it if every article of outer clothing is clearly labelled. Mislaid articles of clothing present a real problem if unnamed.

Snacks

We encourage the children to bring a piece of fruit to eat at break time if they wish. Sweets, chocolate or crisps **are not** permitted in school as a snack. We provided fresh drinking water for the children during the school day. Foundation Phase children are entitled to free milk.

Jewellery

Wearing jewellery is not appropriate to the activities the children take part in during the school day. If earrings are to be worn, only the stud or small sleeper types are acceptable. Jewellery must be removed before physical activities can take place and these will be held by the teacher.

Headlice

Another potential difficulty. Please make every possible effort to check your child's hair frequently, as classrooms appear to provide ideal breeding grounds. Please inform us as to whether your child has caught them. Literature on the treatment of headlice is available from the School Health Nurse who will also pay a home visit to offer further advice.

And to conclude.....

Please remember -

Every child is different, they develop at different times and at their own rate, they are individuals and so we ask for their sake, please try not to compare them with other children, they are - who they are, and will strive to be - whatever they will be.

Please speak highly to others about the good things that happen at Rhos Primary School where we hope your child enjoys many happy years of schooling

End of Key Stage Data

Foundation Phase Outcomes 2019

SCHOOL & NATIONAL

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

Foundation Phase	Subject	School 2018/19	National 2018/19
Rhos Primary	FPI	70.59%	79.99%
Rhos Primary	LCE 5+	76.47%	82.04%
Rhos Primary	LCE 6+	35.29%	32.48%
Rhos Primary	LCW 5+	N/A	82.22%
Rhos Primary	LCW 6+	N/A	30.10%
Rhos Primary	MDT 5+	82.35%	84.72%
Rhos Primary	MDT 6+	47.06%	32.27%
Rhos Primary	PSD 5+	94.12%	92.23%
Rhos Primary	PSD 6+	41.18%	57.36%

The general expectation is that the majority of 7 year olds will attain outcome 5.

The Foundation Phase Indicator represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW and MDT in combination.

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

Key Stage 2 Levels 2019

SCHOOL & NATIONAL

Key stage 2	Subject	School 2018/19	National 2018/19
Rhos Primary	CSI	94.44%	87.85%
Rhos Primary	English 4+	94.44%	89.70%
Rhos Primary	English 5+	77.78%	44.50%
Rhos Primary	Welsh 4+	N/A	88.45%
Rhos Primary	Welsh 5+	N/A	38.29%
Rhos Primary	Maths 4+	94.44%	90.68%
Rhos Primary	Maths 5+	83.33%	45.78%
Rhos Primary	Science 4+	94.44%	90.83%
Rhos Primary	Science 5+	66.67%	44.03%

The general expectation is that the majority of 11 year olds will attain level 4.

The Core Subject Indicator represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.