



# HENDREFOILAN PRIMARY SCHOOL PROSPECTUS 2018 - 2019

Dunvant Road  
Killay  
Swansea  
SA2 7LF



## **Contents**

- Introduction
- School Hours
- A Letter from the Headteacher
- The Governing Body
- School Vision and Motto
- Aims of the School
- Hendrefoilan School
- Hendrefoilan Teachers
- Academic Organisation
- Areas of Responsibility
- Securing the Safety and Wellbeing of Pupils
- Fire Safety
- Health and Safety Risks
- DBS Checks
- Traffic Management
- Site Security
- Child Protection and Safeguarding Policy and Procedures
- Arrangements for General Welfare and Well Being of Pupils
- Admission Procedures
- Nursery
- Reception
- Transfer to Secondary School
- Attendance
- Transport to School
- Security
- School Development
- Main Priorities 2018-2019
- Early Years and Infant education
- The National Curriculum
- The New Curriculum in Wales
- Assessment of Progress
- Target Setting
- Sporting Activities
- Religious Education & Collective Worship
- Arrangements for the teaching of Welsh
- English as an Additional Language
- ICT/DCF
- Personal and Social Education, Pastoral Care/Well Being
- Arrangements for Children with Additional Learning Needs
- Equal Opportunities
- Disability Equality
- Race Equality
- Sex Education
- Homework
- Extra-curricular Activities
- Breakfast Club
- Wrap Around and Holiday Club
- After School Club
- Lunchtime Arrangements
- Water Bottles
- Toilet Facilities

- Playground Buddies
- School Council
- Parents and the Governing Body
- Complaint Policy and Procedures
- Parents and Volunteers
- Meetings with Staff
- Friends of Hendrefoilan Primary
- Car Parking
- Medical
- School Nurse
- Head Lice
- Careers Education and Work Experience
- School Uniform
- Lost Property
- School Rules and Discipline
- Dealing with Bullying or Racist Incidents
- School Visits/Visitors
- Inspection of Documents and Data Protection
- School Terms & Holiday Dates
- Appendix 1 Teacher Assessment Results



### **Introduction**

Hendrefoilan Primary School is situated in Killay, Swansea and has a total of 212 pupils, aged three to eleven years, in eight classes. This includes a nursery that can hold up to 50 pupils. The percentage of pupils claiming free school meals is well below the average for Wales at 1.5%. The school has 13% of pupils with additional learning needs. 22% of pupils are from minority ethnic backgrounds and speak English as an additional language

### **School Hours:**

Reception - Year 2

Total lesson time: 4 hours 20 minutes a day

Total lesson time per week: 21 hours 40 minutes a week

Years 3 - 6

Total lesson time 4 hours 45 minutes

Total lesson time per week: 23 hours and 45 minutes

Nursery - 8.50 a.m. - 11.40 a.m.

We expect your child to arrive promptly by 8.50 am. We believe that it is very disruptive for the individual pupil and the class to arrive late without an acceptable reason.



### **A Letter from the Headteacher**

Dear Parents,

On behalf of the pupils, staff and governors, I would like to welcome you to Hendrefoilan Primary School. The school takes pride in its excellent provision and pupils' attainment. This is the result of our commitment to high standards of teaching and learning. Last year, our pupils' performance data reached its best position in the last five years, with 100% of pupils' attaining the foundation phase indicator and 96% attaining the core subject indicator. Whole school attendance has been above 95% for the last five years.

In addition to excellent outcomes in literacy, numeracy, and personal and social skills, pupils' achieve high standards in sports and music. The school arranges musical tuition on request and has a popular choir and orchestra, who regularly perform in and outside of school. We are very proud of our netball, football, cross country and athletics teams, who enjoy playing in local competitions. The school also prints and sells a termly newspaper, written and edited by pupils.

Visitors to the school often comment on the warm welcome they receive and the politeness and courtesy of all pupils. We ensure that all pupils feel that they are an integral part of the school, have self-confidence, and develop to achieve their potential. The school is fully inclusive and we value all children equally, regardless of age, ability, background, gender, religion or race.

The school's expectations for behaviour are set out in the school charter and standards are high. There are opportunities for pupils to develop their leadership skills, for example in the roles of head boy, head girl and as head/deputy head of house. The school council, eco council and criw cymraeg meet weekly and their decisions directly influence whole school improvements.

The school is very proud to be a platinum eco school and attends the Welsh annual eco forum. The foundation phase regularly uses the wooded area within the school grounds as an outside classroom and staff plan and teach pupils using the forest school approach. The

school makes excellent use of grant funding and is currently planning the building of a new classroom, toilets and storage areas.

Over the last few years, there have been many positive whole school changes. For example, the successful bid and implementation of the 'reducing infants class size grant' and in the excellent appointments of Mr John Webb, the school's deputy head teacher, Mrs Dorothy Bennett, chair of governors and Mrs Kathryn Novis, vice chair of governors. In addition, the school parent teacher organisation has developed into a very strong team, led by Mrs Jenny Brisley, who tirelessly raise money and arrange regular community event for all pupils.

Finally, Hendrefoilan Primary School is a vibrant, exciting, self-improving school. We look forward to a long and successful partnership with you and your child/children in the future. We hope that this prospectus will provide answers to any questions you might have. If you require any further information please contact the school and we will be pleased to answer any queries.

Yours faithfully,

Aimee Field,  
Pennaeth, Ysgol Gynradd Hendrefoelan  
Headteacher, Hendrefoilan Primary School



### ***The Governing Body***

The chair and vice chair of the governors are elected annually. The role of the governors is to set within the parameters of current legislation, the broad framework of policies under which the school will operate and to support the headteacher and staff of the school in the discharge of their professional responsibilities.

### ***Governors September 2018 to September 2019 - Term of Office End Date***

Mrs P. Walsh, Community	17.5.21
Mrs S. Poole, Community	19.4.20
Cllr M. Jones, LA	16.10.19
Mrs K. Novis, LA (Vice Chair)	26.9.21

Mrs D. Bennett, Community (Chair)	2.9.20
Mr R. Lowe, Parent	26.9.21
Mr J. Neal, Parent	1.5.21
Mrs P. Cole, Parent	7.3.23
Mrs V. Shah, Parent	1.9.20
Mrs C. Bews, Teacher Governor	1.5.20
Mrs C Lingard, Non-Teaching Staff Rep.	1.5.20
Mrs A. Field, Headteacher	
Mr J. Webb, Deputy Headteacher	
Clerk to Governors, Mrs S. Williams	

Governors can be contacted via the school office: Hendrefoilan Primary School, Duvant Road, Killay, Swansea, SA2 7LF, 01792 290223, [hendrefoilan.school@swansea-edunet.gov.uk](mailto:hendrefoilan.school@swansea-edunet.gov.uk)

The governing body usually meets half-termly and will be happy to hear any suggestions you may have about the way the school is run. Governors also look forward to getting to know you better during your child's time at Hendrefoilan Primary School.



### **A Shared Vision and Motto for Hendrefoilan Primary School**

Hendrefoilan Primary School is a safe, nurturing school, where staff and pupils are warm and welcoming. We nurture a love of challenge and inspire aspiration and self-belief. The school community inspires enthusiasm and a curiosity for learning. We encourage independence and have high standards in behaviour and attainment. The desire to improve is fully embedded and all meet their full potential. We believe that education should be an enjoyable, continuous process with strong home/school links providing that vital continuity.

*'Learn, Enjoy, Inspire, Achieve'*



**Hendrefoilan Primary School is a place:**

- Where pupils, staff, parents and community can feel safe and comfortable and enjoy themselves.
- Where pupils and staff feel valued and respected.
- Where all achievements are celebrated.
- That stimulates and inspires.
- That promotes and models healthy living and care for the environment both locally and globally.

**The Aims of the School:**

- To develop the whole pupil – intellectually, emotionally, socially, physically, morally and spiritually.
- To cultivate a climate of success for all children, celebrating all of their achievements.
- To involve our pupils in the learning process and empower them to participate in all aspects of school life.
- To help pupils to become confident, self-reliant, self-respecting and responsible global citizens who will make a positive contribution to society.
- To develop in all pupils the capacity to work both collaboratively and independently and the ability to determine the appropriate method for the task.
- To develop in all pupils a personal moral code, sensitive to the needs of others.
- To actively seek to raise pupil standards and to be part of an on-going self-evaluation process.
- To promote equality of opportunity and respect for all irrespective of race, gender, ability or religion.
- To preserve and develop our own cultural identity within Wales, while at the same time promoting an understanding of, and a respect for other cultures locally and globally.
- To provide regular physical education lessons within school time and to offer, when possible, after school sporting activities which would include team and co-operative games.
- To promote a healthy lifestyle.
- To raise students' awareness of sustainable development issues through classroom study and community action.
- To empower our pupils by becoming literate, numerate and technologically able.



**The Hendrefoilan Teacher will:**

- Be clear about what the pupils should hope to attain from an activity.
- Have a clear understanding of the abilities and needs of individual pupils.
- Be sympathetic to pupil needs and differentiate accordingly.
- Set realistic and useful targets, which will benefit pupils.
- Plan with assessment in mind.
- Keep a clear, uncluttered classroom for learning activities.
- Stimulate and inspire children and colleagues.
- Create an environment and atmosphere conducive for learning.
- Promote all aspects of health and well-being.
- Allow pupils to feel comfortable in learning and enable them to enjoy learning.
- Know when to teach and when to encourage pupils to learn independently.
- Encourage, praise and celebrate achievements.
- Know what, how and when to teach.
- Be clear and precise in pupil objectives.
- Set clear, specific and achievable targets for pupils.
- Plan with assessment in mind and know how and when to let children learn.



### **Academic Organisation, September 2018**

Nursery – Mrs A Mills, Miss C Chapple and Mrs K Fairweather

Reception – Mrs Griffiths (Monday Thursday and Friday), Mrs D Tidy (Tuesday and Wednesday), Mr J Rees and Mrs Jones/Miss Morris

Y1/Y2 – Miss A Evans

Y1 – Miss D Burn (Tuesday to Friday)/Mrs D Tidy (Monday), Mrs Dolbear and Mrs McReadie

Y2 – Mrs Davies, Mrs Bowen, Miss Black

Y3 – Mrs Howard, Miss Webber

Y4 – Mrs Bews (Monday, Tuesday and Wednesday), Mrs Tidy (Thursday and Friday).

Y5 – Mr G Rees

Y6 – Mr Webb, Mr McNaughton

PPA – Mrs Kneath

Numeracy Catch Up – Mrs Schocker

SEN support – Mrs Coffey

Attendance Officer – Mrs McCredie



### **Areas of Responsibility, September 2018**

Mrs A Field                      Headteacher, Child Protection and Safeguarding, Premises Manager, CPD and Performance Management (Teachers), Health and Safety, Self-Evaluation and School Development Planning, Level 2 First Aider.

Mr J Webb                      Deputy Headteacher, Assessment, Maths.

Mr G Rees                      School Council.

Mrs C Bews                      DCF/ICT, Leader of Learning, Science in KS2.

Mrs S Howard                      Physical Education

Mrs C Davies                      Additional Learning Needs, Expressive Arts.

Mrs K Griffiths                      Foundation Phase Leader, Language Literacy and Communication, Level 3 First Aider.

Miss D Burn                      Foundation Phase Leader, Foundation Phase Science.

Mrs D Tidy                      Welsh.

Mr C McNaughton                      After School Club Manager, Level 2 First Aider.

Mrs A Davies                      School Secretary.

Mrs C Lingard                      Administrative and Organisational Assistant, Level 3 First Aider.

Miss A Webber                      Breakfast Club Supervisor, Level 3 First Aider and Dinnertime First Aid.

Mrs K Fairweather                      Dinner Supervisor and Breakfast Club Supervisor

Miss M Morris                      Dinner Supervisor and After School Club Supervisor

Mrs B Boorman                      Breakfast Club Supervisor

Mr S Jones                      School Caretaker

Mrs J Stabler                      School Cook

Mrs W Deakin Kitchen Assistant  
Mrs R Rounak Lunchtime Supervisor  
Mrs K Fairweather Lunchtime Supervisor  
Mrs S Roberts Lunchtime Supervisor  
Mrs A Griffiths Lunchtime Supervisor  
Mrs V Rees Cleaner Supervisor  
Mrs H Worgan Cleaner  
Mrs H Cartwright Harwood School Crossing Patrol



## Securing the Safety and Wellbeing of Pupils

### Fire Safety:

- The sound of a continuous bell is a fire alarm.
- Fire exits – all ground floor classrooms/main entrance/Foundation Phase door/KS2 door/nursery/reception/hall.
- Fire evacuation procedure is displayed around the school.
- Assembly point – Top yard.
- Class teachers to be present and to account for all children and inform the headteacher.



## Health and Safety Risks:

### Hazards:

- Outside steps – handrails are available.
- Steep path to Nursery/Reception (an alternate route is available).

- Please report any other concerns to the Headteacher.

#### **DBS checks:**

- For all staff members and volunteers working directly with children – DBS check numbers are kept securely in the school office.
- For all visitors unsupervised, working directly with children – Headteacher to have sight of current DBS check.
- Visitors without a DBS must be escorted at all times.



#### **Traffic Management:**

- Authorised vehicles only to enter car park area.
- All vehicles to move at a very slow pace.
- Normally no parent cars are allowed in the school grounds
- Observe double yellow lines.
- Pupils must cross using the zebra crossing.

#### **Site security**

- Pupils are not permitted to open the doors to parents and visitors.
- The pupil entrance doors are closed during lesson time.
- The pupil entrance doors are left open at playtimes/lunchtimes for access to the toilet – the teacher on duty/midday supervisor keeps the doors under observation.
- The Nursery entrance door is kept open if pupils are outside – the door is kept under observation.
- All visitors at playtimes/lunchtimes are to stop at the office until signed in as necessary.
- Gates to the front steps in front of Year 1 classroom and top gates locked by 9.05 am.
- Reception and Y1 staff are responsible for the closing (by 9.05 am) and opening (at 3.05 pm approx.) of the school's 'top gate'.



### **Child Protection and Safeguarding Policy and Procedures**

The School takes its responsibility for ensuring the safety and welfare of pupils very seriously. This includes taking appropriate action including a direct referral in the event of suspected child abuse or neglect.

The school has adopted and follows the procedures set out in the *All Wales Child Protection Procedures 2008*. This document provides:

- Clear definitions of child abuse and neglect;
- Agreed principles which underpin work to safeguard and promote the welfare of children;
- A detailed explanation of the child protection process;
- Clear guidance and inter-agency protocols for all stages of concern.

Copies of the 'all Wales child protection procedures 2008' are held in the headteacher's office. In addition to the procedures file, the local authority (LA) has produced an information leaflet specifically for school staff. This document: 'child protection information and guidance for schools notes for staff' is made available to all staff who work in the school. Copies of the leaflet are available in all classrooms and in the staff room. The guidelines are regularly brought to the attention of staff through training and are part of the school induction process for new permanent staff. Relief and temporary staff as well as volunteers are given a copy of the above leaflet during their own induction process.

The headteacher, Mrs Aimee Field, is the school's designated person with lead responsibility for dealing with child protection. In her absence the deputy head teacher, Mr John Webb, is the named person responsible for child protection. In the event the allegation is about the headteacher, please contact Mrs Dorothy Bennett, chair of governors.



### **Arrangements for the General Welfare and Well Being of Pupils**

Class teachers are responsible for their pupils and oversee general progress and welfare. The headteacher has overall responsibility and should any significant problem or changes occur these should be reported to her. If any changes occur at home that might affect progress or behaviour in school, you are asked to inform the class teacher and Head teacher as soon as possible so that a special eye can be kept on your child. Likewise, if your child appears unhappy at school or is having a particular difficulty with schoolwork, it is important that we know so that appropriate steps can be taken to remedy matters.

The additional learning needs co-ordinator, Mrs Davies is the person responsible for co-ordinating looked after children. Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you.

The educational welfare officer visits school regularly and will always make a home visit to enquire about frequent or unexplained absence. If your child has been absent for any reason, you must explain his or her absence as soon as possible by speaking to class teachers, writing an absence note or telephoning the school secretary. We cannot accept an explanation from a child.

If you wish your child to leave early for an appointment, you must give a verbal explanation in person to the class teacher or send a letter of explanation. You will also need to sign your child out at the school office. If for any reason a different adult is collecting your child to usual, please let the school know.

Designated staff have received first aid training. If your child is taken ill or has an accident at school, a first-aider will, attend to him/her. We will always attempt to contact you in serious cases. If we fail to contact you, we will do all we can to help your child by taking him or her to a doctor or to hospital.



### **Admission procedures**

The local authority (LA) is the admissions body that decide on admissions to schools. They have set criteria, which include catchment area, special needs, etc. Unsuccessful applications may be put forward for appeal. Details of these procedures are available from the school and/or the LA. If you wish to enrol your child at Hendrefoilan, you should contact the head teacher and arrange to visit the school.

### **Nursery**

Most children will be admitted to nursery the term after their third birthday. Parents are encouraged to visit the nursery with their child prior to entry. This will allow the child to get accustomed to nursery life and will enable parents to see at first hand the excellent quality provision in our nursery.

### **Reception Children**

Parents of reception pupils are required to apply for a place on-line, usually in November, the year before September entry. 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 sample the working atmosphere of the school. An admissions meeting for parents of children with statements of SEN will be set up to formalise details. A member of the LA and the ALNCo will usually attend this meeting. Every possible effort will be made to ensure that the needs of children with impairments are considered at the admissions meeting.

### **Transfer to Secondary School**

We believe that the academic and social needs of the oldest pupils are maintained through effective transition to Olchfa School or other secondary schools. There are regular transition meetings, as well as pastoral and consultative meetings for the teachers involved. When transferring to Olchfa, the Y6 children spend four days at Olchfa during the second half of the summer term. They also attend performances of school productions, and cluster competitions. During the school year, children may also have access to the facilities at Olchfa including science and computer.



### **Attendance**

All schools must distinguish in their attendance registers between authorised and unauthorised absences of pupils of compulsory school age. Authorised absences cover: medical appointments; educational visits; religious holidays and sickness. Parents are expected to contact the school and notify us about the nature of their child's illness by 8.30 am. Unauthorised absences are recorded and are published in the annual report from governors. Please note a holiday form needs to be completed. These are available from the school office. Requests for children to stay in at playtimes are normally refused in the case of minor ailments. We feel that if a child is well enough to be in school they need the benefit of a fresh air break.

The school places great emphasis on attendance and has an ambitious target of 96% attendance. For 2017/2018, our attendance was 95.3%. We have several strategies in place to encourage good attendance including prizes for 100% attendees and certificates. At primary level, good attendance depends foremost on a positive attitude by parents. At this young age, your children depend on you to get them to school regularly and on time. Please make sure your child attends school regularly.

In the case of absence, always send a letter or telephone the school on the day of absence, to explain the absence. Our registers are electronic and we record number of minutes late as well as absences. We contact parents if a child is not in school by 9.30 am. Children who are substantially late, i.e. arriving at school after 9.30 am, will be marked as an unauthorised absence. Please make sure your child/children come to school on time. All absence without explanation is unauthorised. If your child is frequently absent, the education welfare officer (EWO) may visit your home.

### **Transport to School**

Parents are responsible for transporting their children between home and school. Due to parking difficulties, we encourage as many parents/pupils as possible to walk to school.



### **Security**

The school has a secure entry system and all staff have a shared responsibility for health & safety. We consider the security, health, and safety of all adults and pupils to be of the utmost importance. CCTV monitors the school entrance and other key areas.

### **School Development**

The senior leadership team (together with Governors) review policy, practice and standards, set targets for school improvement and monitor progress. All staff are involved in the self-evaluation process. A review of last year's SDP shows that out of nine SDP priorities: Priorities 1, 2, 4, 6, 7, 8 and 9 were met in full; priorities 3 and 5 were largely met.

### **The School's Main Priorities for 2018 – 2019 are:**

1. To further increase the range of writing, numeracy and DCF skills across the curriculum.
2. To improve standards in Welsh oracy across the school.
3. To ensure the personal development and positive behaviour of pupils continues to promote and improve their wellbeing
4. To increase multisensory teaching approaches.
5. To strengthen the use of success criteria to extend pupils' ability to review their own progress and that of others.
6. To improve inclusion for EAL learners.
7. To develop the physical environment and revise staffing responsibility to meet the demands of an increasing school population.



## Information about the National Curriculum

Pupils follow the National Curriculum through two key areas of development between 3 and 11 years of age. These are the Foundation Phase and Key Stage 2.

<b>Foundation Phase</b>		
National Literacy and Numeracy Framework (LNF)  Digital Competency Framework (DCF)	Skills framework for 3 to 19-year-olds (non-statutory)	Seven areas of learning: <ul style="list-style-type: none"> <li>• Personal and social development, well-being and cultural diversity</li> <li>• Language, literacy and communication skills</li> <li>• Mathematical development</li> <li>• Welsh language development (English-medium schools)</li> <li>• Knowledge and understanding of the world</li> <li>• Physical development</li> <li>• Creative development and a framework for the basic curriculum (in maintained schools) for RE.</li> </ul>
<b>Key Stage 2</b>		
National Literacy and Numeracy Framework (LNF)  Digital Competency Framework (DCF)	Skills framework for 3 to 19-year-olds (non-statutory)	Programmes of study for: <ul style="list-style-type: none"> <li>• English, Welsh, mathematics and science (core subjects)</li> <li>• Welsh second language (English-medium schools), design and technology, ICT, history, geography, art and design, music and PE (foundation subjects) and frameworks for the basic curriculum – PSE, RE, and sex education.</li> </ul>

The curriculum at Hendrefoilan is skills based. Currently, the school assesses pupils against outcomes and levels. Pupils influence their learning and there is a focus on key skills, capacities and competences. Skills are taught through an experiential, child-centred approach with an emphasis on mastery of all core subjects. Learning tasks build on previous knowledge and experience and engage interest. Teachers use a blend of approaches and pupils learn in a variety of ways. All lessons provide pupils with a wide range of multisensory experiences with an emphasis on practical, enquiry based activities and visits so that pupils have authentic contexts for learning.

Pupils work independently and/or co-operatively. All classes are organised into mixed ability groups and teachers plan effectively to ensure that all pupils receive an appropriate and challenging curriculum. Staff integrate literacy and numeracy into lessons and pupils' make connections in their learning across different areas. All learning tasks are differentiated according to pupils' ability and learners are challenged to sustain effort and meet high expectations.

### The New Curriculum in Wales

The school is working towards the implementation of a new curriculum in Wales, which comes into place in Reception – Y6 from September 2022. The new curriculum is designed to help all children and young people develop in relation to clear and agreed core purposes.

The four core purposes encourage pupils to become:

- Confident individuals, in all aspects of personal efficacy and self-assurance.
- Responsible citizens instilled with a sense of social responsibility.
- Competent adults with well-developed 'life-skills'.
- Healthy individuals with strong minds and bodies.

Key skills in literacy, numeracy, digital competence, critical thinking, problem solving, creativity, innovation and personal effectiveness feature strongly in cross-curricular activities. The 'Cwricwlwm Cymreig' and welsh oracy are a key focus across all areas of the school curriculum. All topics are based on six areas of learning and experience. These are:

- Language, literacy and communication
- Mathematics and numeracy
- Humanities
- Science and technology
- Expressive arts
- Health and wellbeing



### **Assessment of Progress**

Teachers plan with assessment in mind. Initially, your child will be assessed on entry. During each school year, every pupil will be assessed against National Curriculum criteria. At the end of the Foundation Phase (Year 2) and Key Stage 2 (Year 6) National Curriculum assessments will be carried out as well as National Tests for pupils in Y2 to Y6 in Reading and Numeracy (Procedural and Reasoning). In addition, the school operates a 'tracking' system to monitor progress. Regular Parent Teacher consultations are held for parents to be informed of children's progress and levels.

### **Target Setting**

Targets for pupil attainments are incorporated into the school's development plan. Progress in meeting these targets is published in the governing body's annual report to parents, published in the autumn term each year. In the latest available assessment information (2018), the percentage of pupils who attained the Foundation Phase Indicator was 100%. In

Key Stage 2, the percentage of pupils who attained the Core Subject Indicator was 96%. Targets indicate that 97% of pupils will attain the FPI in 2019 and 100% in 2020. In KS2, next 94% of pupils will attain the CSI and 97% in 2020.

We encourage all pupils to work to their potential and to experience success in all aspect of school life. We build into our teaching a continuous process of evaluation and development. We try to learn as much as we can about each individual child's needs and use that understanding for more effective teaching and learning. Every pupil has individual targets for learning in English and maths. These are shared with parents.



### **Sports Activities**

Our school has extensive grounds and we have a large pitch and a hard court. We also have a main hall. There is a wide range of sports activities undertaken during the year where children represent the school. These include football, cricket, netball, tennis, rounders, gymnastics, dance, athletics and cross-country. The school has a successful tradition of participation in sporting events, both at an individual and team level. Pupils receive two hours of physical education (PE) per week. In PE, children are expected to wear shorts, t-shirt and trainers.



### **Religious Education (RE) and Collective Worship**

The school teaches R.E. according to the agreed syllabus and brings aspects of various religions into themes taught. Staff, children and other adults from the community all contribute to assembly. We believe that an understanding of other faiths and cultures is essential for pupils to grow into tolerant friends. Therefore, there is often a multicultural

element to R.E. and assembly. Assembly is a particularly important meeting point during the day when we share our faith, our prayers and our news. You have the right to withdraw your children from R.E. and assembly if you wish, but we hope that you will not find it necessary. Religious education in the school follows the course of study set out in the Education Reform Act 1988 that aims to develop knowledge of Christianity and an awareness of other world religions.

### **Arrangements for the teaching of Welsh**

Welsh is taught as a second language from nursery age. The national curriculum requires certain levels of competence in writing and reading Welsh. It is the school's aim to use the Welsh language in such a way as to ensure that children see, hear and use it as a natural part of school life. Welsh is given a prominent role in many school activities. Children also have an opportunity to learn about the culture and heritage of Wales, as well as the Welsh language. Our teaching of Welsh is supported by the LA's Welsh teacher, who visits the school alongside teachers and pupils in promoting the Welsh language.



### **English as an Additional Language (EAL)**

Hendrefoilan is proud of its diverse make up, and this adds to the richness of the learning experience in the school. Our everyday teaching is delivered through the medium of English but the school works in partnership with the LA's EMAU Service and can access, teachers who are expert in teaching children who have English as an additional language. This supports equal opportunities for all pupils.



## **Information Communication Technology (ICT) and the Digital Competency Framework (DCF)**

Pupils are growing up in an ever-changing world with changing technological developments. Therefore, it is our duty to equip our pupils with ICT and digital skills that they can use to explore the world and make best use of the equipment that is available to them. To enable us to do this we have a computer suite and 30 iPads, with direct, but protected, access to the internet. Each classroom has an interactive whiteboard and access to networked computers, which has generated increased interest in the lessons themselves and raised standards of teaching and learning, as pupils are actively encouraged to show what they know and can do. Children are also encouraged to use iPads and chrome books to record and report what they are doing to a variety of audiences. We have our own website, so please visit us at:

<https://hendrefoilan-primary-school1.j2webby.com/>

## **Personal and Social Education (PSE), Pastoral Care/ Well-being**

The School follows national guidelines on PSE. Topics include citizenship, moral attitudes, social considerations, emotions, responsibility, drugs and sex education.



The school aims to have a caring, healthy, happy and secure atmosphere. Where necessary, and with the permission of the parents, the school liaises with other agencies. The children are encouraged to become aware of themselves and develop a positive and responsible attitude to their work and play, and to develop a caring concern for the needs of others. During morning and afternoon break, children are supervised in the playground by teachers and teaching assistants; at lunchtime, the supervisory assistants look after children.

The school is supportive of all pupils who worry or who have high levels of anxiety. SEN support staff are trained in Derbyshire play therapy and provide 1:1 support in a quiet, calm environment as necessary.



### **Arrangements for Children with Additional Learning Needs**

Consideration of children's additional learning needs forms an important part of school life. All children with special educational needs are placed on the special educational needs register and parents are informed and involved from the outset. We have staff trained to identify pupils with speech and language difficulties and deliver a programme of work. We also have excellent working partnerships with outside agencies such as the Exchange Counselling Service, occupational health, and Child and Family Services.

The school's ALNCo works in partnership with the SEN teaching assistant (TA) and with every class teacher to help improve pupils' learning. The SEN TA works with some of the children in the classroom supporting curriculum work, but where necessary, children are withdrawn to work in a quiet place, on a specific reading, mathematical or language task. The Headteacher is an associate member of the British Dyslexia Association and can administer dyslexia testing on request. The whole school is wheelchair accessible with appropriate toilet facilities. A copy of the school's Special Needs Policy can be obtained from the School Office.

### **Equal Opportunities**

All staff and pupils contribute towards a happy, healthy and caring environment by showing respect for and appreciation of each other, as individuals. The school practises an equal opportunities philosophy that is in line with the LA's equal opportunities policy and the equality act 2010. 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 and do not discriminate based on colour, culture, gender or ability.

### **Disability Equality**

The school has a duty under the disability discrimination act to collect information on any disability your child or immediate family/carer may have. This is to ensure the school can seek to meet your individual needs. All information provided will be treated with the strictest confidence.

The school's accessibility plan is part of our School Equality Plan (SEP) and is available from the school office.

### **Race Equality**

The school is a welcoming place for all minority ethnic groups including travellers, asylum seekers and refugees. Children are encouraged to be aware of what racism means and are encouraged to report incidents where there is the suspicion of racism. We ensure that all recruitment, employment, promotion and training system are fair to all, and provide

opportunities for everyone to achieve. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

The school does not tolerate any forms of racial harassment, which includes racist name-calling, the stirring of racial hatred and/or the drawing, or writing of racist materials. We are committed to combating racial discrimination and racial harassment by challenging stereotyping and prejudice whenever it occurs.

### **Sex Education**

Following the guidance of the Education Reform Act 1988, the school included sex education in the Y6 curriculum within a carefully planned health education programme. This forms part of the broader spectrum of personal and social education, which takes account of the needs of pupils as they develop and mature through school. Other aspects, which often arise, are taught in an integrated way through themes and topics. All pupils follow activities in science, which will develop knowledge and understanding of the organization of living things and of the processes, which characterize their survival and reproduction. Parents have the right to withdraw their children from part of the sex education provided. This preference should be made in writing to the headteacher, but we hope this will not be necessary.



### **Home Learning**

Home reading: in the Foundation Phase, pupils have a home reading book and a record book to accompany this. Please set aside at least 10 minutes every day to sit with your child to hear him/her read. It is essential that it should be an enjoyable experience that is a regular part of your child's daily routine.

Spelling/tables practice: pupils are expected to learn tables and spelling work when set. The school use the Look, Cover, Say, Write, Check method - if you are unsure of how this system works, please ask your child's class teacher.

Home learning tasks are selected by pupils every week from a home learning menu of six tasks a term: writing; topic; creative 1; creative 2; science and technology; and numeracy. The home learning menu is available on the class pages of the school website and on classroom doors.

### **Extra-Curricular Activities**

The school encourages pupil involvement in a range of extra-curricular activities, which are organised and run on a voluntary basis by staff and/or parents. There are a variety of

activities available, these include: choir; eco; netball; football and the school newspaper. Instrumental tuition is offered for violin, brass, flute and clarinet. In addition, children from the school take part in sports matches, athletics meetings, fund raising events for various charities, drama and musical performances for parents and the community.

### **Breakfast Club**

The school has a breakfast club which runs from 8 am to 8:50 am each weekday during term time at a cost of £1.50 per child per day. Pupils attending the club will receive a breakfast and will be supervised and dismissed to their respective classes at 8:50 am.

### **Wrap Around and Holiday Club**

Wrap Around and Holiday Club take place in the nursery demountable and are run by Mrs Beverly Burgess. The Care and Social Service Inspectorate in Wales recently inspected Wrap Around and Holiday Club. You can read the report by clicking on the following link: [https://gov.wales/docs/cssiw/report/inspection\\_reports/00008172-BJKT\\_c\\_181105\\_e.pdf](https://gov.wales/docs/cssiw/report/inspection_reports/00008172-BJKT_c_181105_e.pdf) For further information, please contact Mrs Burgess at 01792 391698 or email [burgess856@btinternet.com](mailto:burgess856@btinternet.com).

### **After School Club**

Qualified staff run this club from 3.20 pm to 5.15 pm. Mr Craig McNaughton is the ASC manager. ASC provides a snack and a drink and offers pupils various activities as well as providing quiet areas for completing homework etc. The fee for this service is £6 per session with a concession for siblings. For more details, please contact Mr Mc Naughton via the school office (290223).

### **Lunchtime Arrangements**

School meals are provided for all full-time pupils at the cost decided by the LA. Dinner money is paid via Squid (£2.30 per day). You will be provided with unique log in details by the school office staff. Provision is also made for those pupils who wish to bring a packed lunch. Meals are prepared on site, a vegetarian option and a salad bar is available daily. Pupils are encouraged to try new foods offered and ensure they make healthy choices according to advice given on the 'eat well plate'. A menu is available from the school office.

### **Water Bottles**

Pupils are encouraged to drink water as part of a healthy lifestyle. Pupils can bring a hard plastic water bottle and are expected to fill these at home and then topped up during break times. Please ensure your child's name is clearly marked on the bottle.

### **Toilet Facilities**

The school has suitable toilet facilities and all pupils have open access to these throughout the school day.

### **Playground Buddies**

Pupils in year 6 are chosen to become playground buddies. The yards are also separated into different zones to cater for a range of activities.

### **School Council**

We strongly believe in involving the pupils in all areas of school life so that they become part of the school's development. In order to give pupils a clear voice we have established an active and effective school council. We see the council as a way for the children to influence whole school matters that are important to them. Each class elects two representatives and the council meets weekly to discuss agenda items. The council have improved the school, for example, better behaviour as a result of the school charter.

The council have highly original ideas and offer simple and effective solutions. Pupils are encouraged to be active and informed citizens who look after their school local community and beyond to develop a positive future for all. Children have a variety of roles, for example, head boy/girl, head of house, school/eco councillors, criw cymreig etc. Pupils take their responsibility very seriously and show commitment to school improvement. These activities develop children's sense of wellbeing as they focus on needs of others and their relationship with those around them.



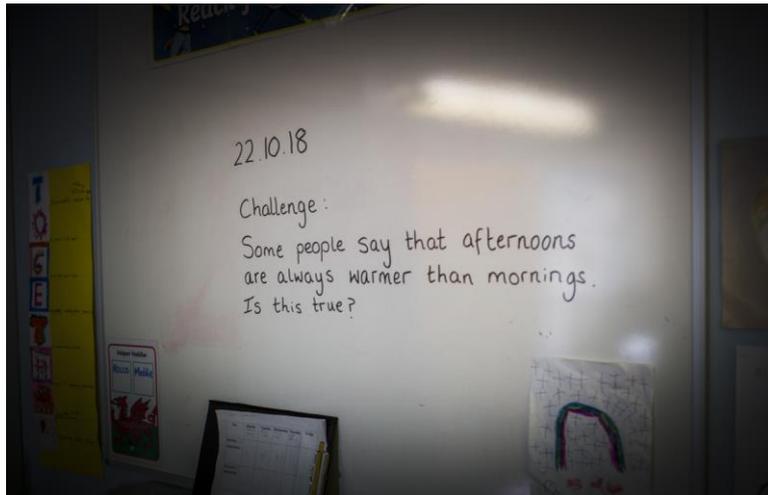
### **Parents meeting with the Governing Body**

The schools standards and organisation (Wales) Act 2013 removed the requirement for school governing bodies to hold an annual meeting with parents. Instead, new arrangements were introduced to enable parents to request up to three meetings in any school year with a governing body, on matters, which are of concern to them. At Hendrefoilan, the governing body will continue to produce an annual written report to parents and provide a general meeting to present the report. The governing body will also continue to communicate and engage with parents over the school year via newsletters, or surveys. Governors may call an extra parents' meeting if they believe that an issue, which affects the school, needs to be discussed.

### **Complaints**

We operate an open door policy and parents are encouraged to contact the school office and make an appointment with the class teacher or headteacher to discuss any issues.

If you have, a complaint under Section 23 of the Education Reform Act (relating to the Curriculum, Religious Education or Religious Worship) the LA has prepared a Formal Complaints Procedure, a copy of which is available from the School, the Education Department or the school website. In the event of any complaint, you should first try to resolve the matter by making an appointment to discuss the matter with the headteacher.



### **Parents and Volunteers in the School**

The school sees the partnership between the parents and teachers as being of paramount importance. Therefore, parents are welcome in the school at any time. However, if the school is in session please appreciate that it is impossible for a teacher to leave the class unattended to be involved in detailed discussion about an individual child. Every effort will be made to keep you informed as to what we are doing in school to educate your child via parent consultation, our school website and information/newsletters.

Parent consultations are held twice a year to give parents an opportunity to see pupils' work and discuss their progress, so please make every effort to attend. Alternative arrangements can be made if necessary and we endeavour to provide translators at these meetings if required. We are always seeking parent helpers. If you are able to help, please contact your child's teacher.

### **Meetings with Staff**

Meetings with teachers, the deputy headteacher and headteacher are usually by appointment only. If you wish to make an appointment, please contact the main school office on 290223. It is school policy for pupils to be taken into the school, from school lines, by the teachers. Parents and visitors must be signed in at the school office.



### **The 'Friends of Hendrefoilan Primary'**

I am sure that all parents are aware of the financial burdens that the school faces on a day-to-day basis. The consequences of which are that the extra, and often essential, equipment that is required for the children are not affordable from the limited budget available. The role of the PTA is to work very closely with both parents and school staff in order to provide financial assistance towards the purchase, or maintenance of equipment.

This is achieved by organising social and fund raising events from which the proceeds help to supplement the school's budget. The primary objective of the PTA is to promote and support the environment that our children are being educated in. We are therefore reliant on you, the parents, for our success, and I therefore invite you to attend any of the regular PTA meetings in the future.

Hendrefoilan PTA is a properly constituted body of parents, other family members and teachers. A committee of parents and teachers is elected at the annual general meeting, which is usually held during the autumn term. A considerable amount of money has been raised for the school in recent years that has been of great benefit to pupils. New faces and new ideas are always needed. You will be made most welcome if you are able to come along to events or meetings. Please search and join our facebook page – Hendrefoilan PTA, for more information and regular updates.

*Kind Regards – Mrs Jenny Brisley, Chair of the PTA*

### **Car Parking**

Parents are asked not to enter the school by car and to ensure that children exercise caution when entering and leaving the school in order to prevent an accident. Parents are asked not to park/drop off/pick up on the yellow lines outside the school gates.



### **Medical**

If your child is unwell and unable to remain in school, you will be informed. Please make sure that we have your current contact telephone number as it prevents problems should we need to contact you. Please inform us of any allergies that your child may suffer from. We receive numerous requests to administer medicine to children. The LA recommends that only prescribed medicines are given and only if they are prescribed in a dosage of more than three times a day. We cannot administer these medicines without your authority, so please use the form available from the school office. All medicines will be stored safely and should be clearly labelled with the name and class of child. It is parent's responsibility to ensure the medication is in date.

### **School Nurse**

The School Health Nurse Service provides education, support, advice and assistance in all issues related to health and public health for school-aged children and the wider school community. They will work closely with school to provide evidence based sessions in the classroom in line with the PSE & SRE curriculum.



### **Head lice**

This is a community problem that does manifest itself in school from time to time. Details for dealing with head lice can be obtained from the school or from your local health centre. If your child is found to have head lice, the school will contact you and you will be asked to collect your child for immediate treatment. Please note it is sometimes necessary for further treatment because eggs can take up to 7 days to hatch. This action is necessary to protect other pupils.

### **Careers Education and Work Experience**

Wherever possible and appropriate, personnel from Industry, commerce and other services will contribute to pupils' learning experiences through cross-curricular topics. Hendrefoilan also works in partnership with Olchfa Secondary School. The school also enjoys partnerships with Swansea University, Swansea Metropolitan University, the University of Cantabria and Swansea College and offers placements and training to student teachers, child-care trainees and student nurses.

### **School Uniform**

There is a school uniform, which is encouraged. Children are expected to wear their uniforms at special school functions or when representing the school. Our school uniform consists of: navy/red sweatshirts/cardigans/hooded sweatshirts embroidered with the school logo. red polo shirts embroidered with the school logo. (All the above are available from J and S Supplies in Tycoch square, Swansea). Red striped/check dresses can be worn in the summer. Please note that jewellery other than watches and stud earrings should not be worn. If jewellery is believed to be a danger to your child or to others, they will be asked to remove it immediately. Please help us by not sending your child with chains and rings.

### **Lost Property**

Please ensure that your child's clothing and personal possessions are named. Please ensure lunch boxes are also clearly labelled with your child's name. Children are provided with all equipment needed for use at school.

### **School Rules and Discipline**

Most pupils at our school show a caring, responsible attitude. The school's rules are simple, emphasising care, concern, politeness, obedience, respect and honesty. The School Charter is written by the school council and agreed by teachers and pupils. A copy of charter and the school's behaviour policy is available on request and on the website.

Parents may be invited to school to discuss their child/children's behaviour, particularly if it is of a disruptive nature or means that because of bad behaviour the child is under-achieving. Failure to comply with the school charter results in a withdrawal of privileges. In exceptional cases, suspension will be considered.

### **How will the school deal with bullying or racist incidents?**

Should an incident occur, we will act immediately to prevent any repetition of the incident as follows:

- The head or deputy head teacher will deal with the matter:
- If the incident happens at lunchtime, the children involved will be kept apart from each other, the allegation logged, and a report made immediately to the head or deputy for full investigation.
- All persons concerned with the incident will be interviewed.
- If the case is found proven against the pupil, the pupil will be warned as to future conduct, will be punished in an appropriate manner and the incident logged.
- Parents will be informed by phone. A further incident will result in the parents being informed in writing.
- Repeated incidents may result in suspension and/or exclusion, dependent upon the time lapse between the first and third incident.

### **School Visits/Visitors**

We have an extensive programme of educational visits and visitors to our school linked to different areas of the curriculum. Parent consent is required for a pupil to participate in an off-site visit. We may request a voluntary contribution, towards the cost. Parents having trouble in meeting costs are always welcome to approach the headteacher; in confidence. We organise a residential visit for Y6 pupils each year; Stout Hall, Careg Adventure Activity Centre. This provides excellent opportunities for studies of areas of contrast.

### **Inspection of Documents and Data Protection**

Hendrefoilan Primary School collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Hendrefoilan Primary School is the data controller who is responsible for holding the data you provide. We will use your data to keep you up to date with school activities such as concerts, fundraising and sports data. We will not share your data with anyone else without prior consent and we hold your information on the basis of your consent which you can withdraw at any time by contacting the school office.

## School Term & Holiday Dates 2018/2019

Term	Term begins	Term ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
<b>Autumn 2018</b>	Monday 3 September	Friday 26 October	Monday 29 October	Friday 2 November	Monday 5 November	Friday 21 December	
	40				35		75
<b>Spring 2019</b>	Monday 7 January	Friday 22 February	Monday 25 February	Friday 1 March	Monday 4 March	Friday 12 April	
	35				30		65
<b>Summer 2019</b>	Monday 29 April	Friday 24 May	Monday 27 May	Friday 31 May	Monday 3 June	Monday 22 July	
	19				36		55
<b>Total:</b>							<b>195</b>

### Bank holidays

- 19 April 2019 - Good Friday
- 22 April 2019 - Easter Monday
- 6 May 2019 - May Day
- 27 May 2019 - Spring Bank Holiday

### INSET days

- Monday 3<sup>rd</sup> September 2018
- Tuesday 4<sup>th</sup> September 2019
- Friday 26<sup>th</sup> October 2018
- Friday 12<sup>th</sup> April 2019
- Monday 22<sup>nd</sup> July 2019

## Appendix 1 Teacher Assessment Results

Summary of the school's performance												
		13/14	14/15	15/16	16/17	17/18	17/18 (1 year)		Difference: Boys - Girls			
							LA	Wales	13/14	14/15	15/16	16/17
Whole School	Pupils	242	246	237	231	228	--	--	+8	-2	+1	-9
	%FSM (3 years) / Group	1.5 1	1.1 1	1.1 1	1.3 1	1.5 1	19.8	--	--	--	--	--
	%SEN (5-15 only)	12.4	11.9	15.6	20.8	18.0	29.0	--	--	--	--	--
	Attendance	95.7 3	95.3 4	95.6 3	95.2 4	~ ~	~	~	--	--	--	--
Key Stage 2 (Y6)	%FSM	0.0	0.0	0.0	0.0	0.0	18.9	--	--	--	--	--
	School Action+   Statements	2   0	0   0	2   3	1   3	1   0	211   117	--	--	--	--	--
	%LAC	0.0	0.0	0.0	0.0	0.0	0.7	--	--	--	--	--
	Cohort	30	30	30	31	29	2,647	--	-2	-4	+8	-1
	CSI	96.7	100.0	90.0	93.5	96.6	87.7	~	-7.1	+0.0	-15.8	-0.4
	Welsh	-	-	-	-	~	95.5	~	-	-	-	-
	English	96.7	100.0	90.0	93.5	96.6	89.0	~	-7.1	+0.0	-15.8	-0.4
	Mathematics	96.7	100.0	93.3	96.8	96.6	90.9	~	-7.1	+0.0	-10.5	-6.7
	Science	96.7	100.0	90.0	96.8	96.6	90.1	~	-7.1	+0.0	-15.8	-6.7
	Welsh +1	-	-	-	-	~	45.7	~	-	-	-	-
	English +1	60.0	40.0	56.7	58.1	69.0	44.0	~	+21.4	-16.3	-11.0	-35.0
	Mathematics +1	53.3	40.0	63.3	58.1	69.0	46.6	~	+47.3	-2.7	-14.8	-22.1
	Science +1	50.0	20.0	20.0	58.1	65.5	43.8	~	+40.2	-8.1	+17.2	-22.1
	Foundation Phase (Y2)	%FSM	0.0	0.0	13.3	0.0	0.0	20.8	--	--	--	--
School Action+   Statements		0   0	1   0	0   0	1   0	0   0	203   101	--	--	--	--	--
%LAC		0.0	0.0	0.0	0.0	0.0	0.6	--	--	--	--	--
Cohort		29	30	30	28	29	2,763	--	-3	-4	+6	+0
FPI		93.1	96.7	96.7	89.3	100.0	77.1	~	-1.4	+5.9	-5.6	-21.4
LCW		-	-	-	-	~	86.2	~	-	-	-	-
LCE		93.1	100.0	96.7	89.3	100.0	77.9	~	-1.4	+0.0	-5.6	-21.4
MDT		93.1	96.7	96.7	89.3	100.0	83.2	~	-1.4	+5.9	-5.6	-21.4
PSD		100.0	100.0	100.0	89.3	100.0	92.7	~	+0.0	+0.0	+0.0	-21.4
LCW +1		-	-	-	-	~	34.3	~	-	-	-	-
LCE +1		48.3	40.0	50.0	53.6	62.1	27.3	~	-17.8	-29.9	+0.0	+7.1
MDT +1		34.5	23.3	46.7	57.1	58.6	29.9	~	+21.2	-27.6	+22.2	+14.3
PSD +1		65.5	96.7	80.0	82.1	100.0	53.5	~	-35.1	+5.9	-5.6	-21.4