**Penrhyn**

**Church in Wales**

**Voluntary Controlled Primary School**

**Ysgol Gynradd Wirfoddol a Reolir**

**yr Eglwys yng Nghymru Penrhyn**

**School Prospectus**

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**head.penrhyn@pembrokeshire.gov.uk**

**Head teacher; Mr Clive Condon**

**Chair of Governors; Mrs J Robson**

**Welsh Language category**

**Penrhyn CiW VC School is categorised as EM which means that the children are taught through the medium of English and Welsh is taught as a second language**

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**Croeso i Ysgol Penrhyn - Welcome to Penrhyn School**

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All parents want the best education for their children and appreciate that it is the early years of schooling that are especially significant and important. A happy and secure environment that caters for the needs of all children, respecting the notion that we are all different and special, appreciating that at the heart of education is the pupil.

Penrhyn Church in Wales School will provide a challenging and stimulating experience-based curriculum for every child from nursery through to the end of Key Stage 2. We pride ourselves in finding the time to get to know the pupils and endeavour to develop each pupils’ potential to the full in a structured yet enjoyable way. With mixed year groups, continuity is much easier, pupils blend as a large family and incidences of ‘bullying’ are rare.

Pupils are catered for within mixed year classes, in this way younger pupils are exposed to higher levels of learning and movement between year groups is therefore much easier and possible.

Within such a climate the older pupils learn to be more independent, develop a greater self-confidence and demonstrate higher levels of responsibility. The younger pupils find that the school environment is warm, supportive and non-threatening.

The importance of the child is central to all the learning that takes place. Success in terms of achievement is celebrated rather than attainment.

A planned educational framework provides a broad and balanced curriculum ensuring a stimulating, exciting learning atmosphere with high standards. Project work that encompasses many curricular areas helps reinforce learning and provides a context for that learning.

These values and beliefs are at the heart of schooling in Penrhyn.

**![C:\Users\John\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3SSHHB2E\Anonymous-praying-hands[1].png]()Heavenly Father,**

**We commit ourselves to your loving care this day.**

**May your Spirit guide us in all we do, say and think,**

**So this school is a happy environment in which the children learn and play.**

**Amen**

**The vision**

Every child to fulfil their potential, to become caring and considerate members of the community through understanding Christian values and ethos.

**The Mission Statement:**

Our school believes that every individual has the potential to grow and improve, both individually and collectively.

The Well Being of our pupils is our paramount concern and everything we do will have that element of care and concern underpinning all our activities.

As a learning organisation we are always striving to improve, grow and move forward, to embrace new technology and the benefits that this gives to our pupils and prepare them fully for an increasingly technological world. Our school is about learning and celebrating achievement and success, in all areas and at all levels.

Finally, as a church school we seek to develop the Christian ethos and values of our pupils in accordance with the principles of the Church in Wales, in partnership with the Church at Parish and Diocesan level.

Our philosophy of Education is to enable ***every*** child to fulfil his or her potential, whatever that may be.

Penrhyn CiW VC School aims to serve its community by;

Providing an education of the highest quality within the context of Christian belief and practice.

Encouraging an understanding of the meaning and significance of faith.

Promoting Christian values through the experience it offers to all its pupils.

(In compiling this brochure, reference has been made in accordance with

regulation 5(4) of the Education (School Government) (Transition to New

Framework) Regulations 1998, the instrument of government that came into

effect on 1st September 1999.

**Key Aims**

As a Church in Wales School we acknowledge our commitment to the School’s Trust Deed, based on traditional family and Christian values and aim to provide an atmosphere that reflects the love and care we show one another as Christians, besides promoting attitudes of mutual respect and responsibility towards the views of others and their religious faiths and cultures. We aim to create a happy, caring, stimulating and purposeful environment so that all children can develop and realise their full potential spiritually, academically, socially, physically and creatively.

**Key Aims**

* To foster a happy friendly community in an attractive and welcoming environment that stimulates and motivates all pupils, regardless of ability.
* To educate & develop pupils intellectually, morally, socially, mentally, physically, emotionally and spiritually within a school firmly based on Christian principles.
* To promote attitudes of mutual responsibility and respect within a caring atmosphere in which each individual’s progress and development is of paramount importance.
* To acquire key skills through a curriculum that is challenging and exciting so that children learn in a positive and practical way based on appropriate learning styles.
* To provide equal opportunities for each irrespective of gender, race, religion or disability
* To provide opportunities for pupils to celebrate success and achievement, to foster a sense of pride in themselves and maximise their self esteem.
* To develop in pupils a sense of responsibility for the environment and to respect and appreciate all living things.
* To encourage the involvement of pupils in ‘decision making processes’ through problem solving, investigative activities that enhance both group and independent key working skills and so develop individual responsibility and self-confidence.
* To embrace new technology as a tool for enhancing the delivery, study, research and presentation of school work.
* To foster a friendly community and encourage a shared responsibility for all ‘stakeholders’ in the life of the school, including the special relationship which exists between the local community and the Church.
* To encourage & develop a healthy lifestyle including healthy eating
* To encourage an appreciation of the locality in which they live, the language, culture and Welsh heritage.

**Collective Worship and Church Links**

As a Church School there is a special relationship between the local churches and the school. This is supported by the local clergy who work closely with the staff of the school to maintain these valuable links. The school has frequent visits to the school by the local clergy and by the pupils attending services at local churches for Christian seasonal services such as Harvest and Easter. The pupils actively participate in these services and in some cases, such as Harvest, take the whole service.

A daily act of Collective Worship is held at school; one day in individual classrooms and the remainder being the whole school attending Worship in the main school hall with a local vicar conducting one of these each week. The parent of a pupil may request for that pupil to be wholly excused from Religious Education following consultation with the head teacher.

**Admissions Policy**

Penrhyn CiW School follows the Pembrokeshire LEA policy on admissions for Primary Schools.

The school caters for children from three years of age (nursery) when admission is the term following their third birthday. Attendance is ‘part-time’ mornings only.

If admission is required at four years of age (Reception) then this would be the term following their fourth birthday and they will attend full time. Pupils may then progress through the foundation class and juniors when, at age eleven years, they transfer to Pembroke School.

In recent years a number of supportive strategies have been put in place to aid the smooth transition of our Year 6 pupils to secondary school.

If Parents wish to view the school prior to applying for their child’s admission then please feel free to contact the school to make an appointment with the Head Teacher.

**Times of opening and closing:**

**The School day**

Morning Session: 9.00 am - 12 noon

Afternoon Session 1.00 pm - 3.20 pm (Class 1—Foundation) 3.25 pm (Juniors)

**Break Times**

Morning 10.30 am - 10.45 am (whole school)

Lunch 12 noon - 1.00 pm Foundation Phase

Lunch 12:05 – 1:00pm Key Stage 2

Breakfast Club starts at 8:00 am until the start of the school day. Children must be registered for Breakfast Club to be able to attend.

The children should not arrive for school earlier than 8.50 am because the LEA’s insurance does not cover any accidents before this time and it is from then that a member of staff will be on duty, unless they are registered for Breakfast Club. Weather permitting; children wait in the playground until the bell is rung. In bad weather pupils will enter their classrooms.

No pupil from the Foundation Phase will be released from school without a parent /representative known to staff, unless prior arrangements have been made. Key Stage 2 pupils are either met by parents or make their own way home by agreement with both parents and school.

**Lunch Times**

The school has its own kitchen and meals are cooked on site that follow the County Council’s Healthy Food Policy. Application forms for free school meals are available in school and should be returned to the Education Department.

Children have their lunches in the main school where they are under the supervision of lunchtime supervisory staff.

Children who wish to bring packed lunches are encouraged to follow ‘healthy’ lunchbox guidelines provided by the school. Provision for ‘Wet’ lunch and break times are made within the main school hall.

**Break time Snacks**

The school discourages the frequent eating of savoury snacks such as crisps due to their high salt levels and chocolate or sweets in line with the school’s ‘no sweets policy’. The children are encouraged to bring fruit. This is to encourage children to be aware of healthy eating and to begin to take responsibility for their own general ‘well being’. During the morning break the school provides children with milk and toast. (Milk is provided free for all children in the Foundation Phase).

The school supports the drinking water bottles on the desk initiative.

**Penrhyn CiW School is a member of the Pembrokeshire Health Promoting Schools Programme and follows the guidelines set out by the Welsh Assembly Government (WAG).**

**School Attendance - Absences**

A record of attendance and absence now forms part of a pupil’s permanent school record.

Absences are recorded as either *authorised* or *unauthorised*.

Unauthorised Absences are any absences from school that are not supported by a letter from a parent and do not give an acceptable reason for absence such as illness. It is the school’s decision whether an absence is recorded as authorised or unauthorised.

If your child is absent please notify the school by 9.15am on the first day and a letter needs to be sent in to school with the reason for the absence to meet Welsh Assembly Government regulations. If we do not hear from you by 10 o’clock then the school will contact you.

The school would be grateful of prior notice if a child has to attend an appointment such as going to the dentist or opticians during school time. Although we would request that whenever possible these appointments are made outside of the school day.

Unauthorised Absences have to be reported to the Governing Body and the National Assembly by law. All school registration is now done electronically linked direct to the Pembrokeshire Education Authority.

Holidays during term time.

The following information has been provided by ERW our Regional Education Consortium.

In Wales we want all of our pupils to achieve success, so it is important that parents do their best to support pupils in attending school for the full 190 days in an academic year, as stated in the Education (School Day and School Year) (Wales) (Amendment) Regulations 2006.

Under the Education Act (1996), it is the responsibility of the parent to ensure that their son/daughter attend school.

Regular school attendance is vital and missing school can have a significant impact on achievement over a one year period as illustrated below:

|  |  |  |
| --- | --- | --- |
| 95-100%attendance | Best chance of success | Your child is taking full advantage of every learning opportunity. |
| 90-95%attendance | At least 2 weeks of learning missed | Satisfactory. Your child may have to spend time catching up with work. |
| 85-90%attendance | At least 4 weeks of learning missed | Your child may be at risk of underachieving and may need extra support from you to catch up with work. |
| 80-85%attendance | At least 5 ½ weeks of learning missed | Your child’s poor attendance has a significant impact on learning. |
| Below 80%attendance | At least 7½ weeks of learning missed | Your child is missing out on a broad and balanced education. You are at risk of prosecution. |

To support our drive to increase pupil attendance that absences due to holidays during term times will only be authorised by the Head-Teacher under exceptional circumstances.

We hope that you can support this policy change and arrange your holidays around the existing 175 days the schools are closed through weekends and school holidays and help us support your child in achieving success in school.

**Penalty Notices.**

The ERW consortium believe that any absence from school, for whatever reason, is detrimental to a child’s long term life opportunities, so should be avoided if at all possible. Reducing absence from school is a key priority, both nationally and locally, because missing school damages a pupil’s attainment levels, disrupts school routines and can leave a pupil vulnerable to anti-social behaviour and youth crime.

A Penalty Notice is an alternative to prosecution with the aim of seeking to secure an improvement in the pupil’s attendance.

A Penalty Notice can be requested by the School, Police or from within the Local Authority Education Welfare Service in relation to unauthorised non-attendance at school. If a reason for absence is provided by the parent/carer then it is up to the head-teacher to decide if they accept it and mark it appropriately. There is no limit to the number of formal warnings which can be issued

If a notice has been requested the parent/carer will receive a warning letter that gives them 15 days to provide evidence to the Local Authority that the unauthorised absences are justified and that the register should be amended. If the unauthorised absences are due to taking a holiday in school time then a warning will not be issued.

If the school attendance does not improve then the **penalty notice will be issued. Payment of** £60 **will be due** in the first instance which may rise to £120 if not paid promptly. If the penalty is not paid then the Local Authority (LA) will consider **issuing prosecution proceedings against parent(s)** for the original offence, which is ‘failure to ensure regular attendance at school of the registered pupil’ under **Section 444 (1) or (1A)** of the Education Act 1996.

Please remember that if there are reasons why your child is missing school then you can seek support and guidance from staff at your child’s school. Ask before the non-attendance becomes an issue.

![MC900431586[1]]()**Punctuality**

Children are expected to attend regularly and punctually: they should normally arrive at least five minutes before school begins. The Staff and Governors are not responsible for children who arrive before 8.45, unless they are registered for breakfast club, or stay on the premises after 15.20 for the Foundation Phase children and 3:25 for Key Stage 2 children, unless children are taking part in an organised activity supervised by a member of staff. At the end of the day children are dismissed from their class. For security reasons they will not be allowed to leave until or unless the teacher responsible sees the person who is to collect the child. Parents must notify teachers about who will collect their child/children, or whether the child is permitted to leave unaccompanied.

**Clothing and School Uniform**

There is a recommended school uniform that consists of:

Black shoes; grey trousers, skirt or pinafore dress; navy polo shirt; burgundy sweatshirt or cardigan; Navy/blue gingham dress.

School uniform is available locally from Tees R us in Pembroke or via Tesco Embroidery Service online.

**Please note**

In the interests of hygiene the children are encouraged to wear shoes rather than trainers.

In the interests of safety – no open sandals or “Jelly” shoes.

In the interests of safety – no jewellery, except a watch may be worn.

Children with pierced ears should only wear stud earrings.

Parents are asked to provide suitable clothing for Physical Education and to ensure that it is brought to school on the correct days.

**PE Kit**

White t shirt (plain) – sweatshirt/jumper or track suit top for winter

Dark shorts or track suit bottoms

Trainers (not shoes)

**Please ensure that all clothing is clearly marked with the child’s name either in permanent marker or with name tag.**

**Aims for Sport:**

To promote the importance of physical activity and a healthy lifestyle, pupils will be taught:

* To take part in activities that develop cardiovascular health, muscular strength and endurance.
* To adopt the best posture and the appropriate use of the body.
* The increasing need for personal hygiene.

**To develop positive attitudes, pupils will be taught:**

* To observe the conventions of fair play and ‘good’ sporting behaviour.
* To try their best and so cope with success and failure.

**To ensure safe practice, pupils will be taught:**

* To be mindful of others and recognise the importance of rules, etiquette and safety procedures for different activities.
* To respond readily to instructions.
* The risks of wearing inappropriate clothing, footwear and jewellery.
* To warm up and recover from exercise.

**Equal Opportunities**

The school is committed to equality of opportunity for everyone. The headteacher and governing Body aim to ensure that all members of the school community are treated fairly and with equality. We use positive educational experiences and mutual support to promote positive social attitudes and respect for all. Our strategic equality plan and the linked action plan actively promotes the principles of fairness and justice.

**Equal opportunities for children**

All children are, from their earliest years in school, encouraged to acquire skills and knowledge that will ensure that they are not restricted in their choice of courses at a later stage in their education or life. Educational provision at the school is planned to ensure that staffing and physical resources are sufficient to provide the type, range and level of experience to ensure that equal opportunities are available to all pupils regardless of ethnicity, race or gender.

**Equal opportunities for employees**

As an employer, the recruitment process is monitored carefully by the school to ensure equality of opportunity in the recruitment, selection, appraisal, training and promotion of staff at all levels. The school would take appropriate action to protect staff from any discriminatory behaviour by individuals from within or outside the school community.

**Looked After Children**

Mr Condon is the designated member of staff at the school responsible for promoting the educational achievement of looked after children.

All staff within the school promote the achievement of all pupils. Mr Condon has additional responsibility in monitoring the progress of Looked After Children to ensure that they are reaching their potential in all areas of school life. The school policy on equal opportunities ensures that all children have equal access to the curriculum and the life of the school.

**Discipline and Behaviour**

The overall responsibility for school discipline rests with the Headteacher but it is a matter for everyone connected with the school, including parents. Children are expected to conform to certain standards of behaviour and we aim for self-discipline. They are encouraged to show regard for others and to respect the rights and property of other people.

The school has developed a Home School Agreement which underpins the shared responsibilities and co-operation between pupils, parents and school.

**The school uses the Golden Rules as the corner stone of its Behaviour Policy**

**and are based on clear Christian values. They promote positive rewards for good behaviour rather than punishment for negative actions.**

* ![MC900423171[1]]()We are kind and helpful
* We are gentle
* We work hard
* We are honest
* We look after property
* We listen
* We are true to our faith

High standards of work and behaviour are set for the children, which we hope will lead them to a measure of self responsibility.

Anti bullying: The school has a robust policy to rectify the conduct of children whose behaviour towards others may need to be modified.

**Annual Events**

Penrhyn CiW School is proud to celebrate events from the Christian Calendar and local traditions and these are clearly emphasised by the number of annual events that we take part in. These mostly relate to the ‘Christian Calendar’ and include Harvest, Christmas—(class plays and a Christmas Carol Service alternate each year ), Christingle Service, St. David’s Day, Ash Wednesday, Easter and the End of Year Concert.

**Houses**

Pupils are allocated to one of three houses. House points can be earned throughout the year for good behaviour and hard work, and also lost as a result of poor behaviour. Points will also be awarded at events such as our eisteddfod, swimming gala and sports day. We feel this will help develop a sense of camaraderie and reinforce the notion of “taking part.” A trophy will be awarded at the end of the year to the house with the most points.

**Complaints**

We have an open door policy whereby parents can discuss any problems with the staff or Headteacher. We try to resolve matters promptly but there may be occasions when it is difficult to find an easy solution. When this happens the school follows a complaints policy procedure based on LEA guidelines. A summary follows —a full copy is available in school.

**General Complaints Procedure**

**This school has a clear policy for dealing with complaints. When a person raises a concern or complaint with us, we will look into it and deal with it in a fair and suitable way.**

**When the person making the complaint is a pupil, we have extra procedures to help them with the complaints process. Further information on this can be found in the school’s complaints policy.**

**A Complaint** is when you are dissatisfied with:

* the services or facilities provided by the school
* the behaviour or actions of teachers and others working in the school
* the behaviour or actions of pupils
* the behaviour or actions of the governing body.

**A Complaint** is not a concern relating to:

* the curriculum
* sex education
* Special Educational Needs
* religious worship,
* admissions or exclusions.
* staff grievance, disciplinary and capability concerns
* Child Protection issues

These are all covered by separate procedures. We will give you copies of these procedures if you ask for them.

**We will respond to all concerns and complaints in a consistent way. We will:**

* listen to your complaint and make sure we understand the problem
* investigate the complaint to find out exactly what happened
* speak to, and if necessary meet with, people involved in the complaint so that we have all the facts
* look at all the evidence and then decide on a fair and acceptable solution to the problem
* let you know how we have resolved the problem, either verbally or in writing.

Different complaints need different responses. Whenever we can, we will respond to your complaint quickly and informally and give you a verbal response. But if your complaint is more serious or complicated we will need more time to investigate it, and we will usually give you a written response. We will tell you how long we expect this process to take. If there are any delays in the process we will let you know.

**We will keep a record of every complaint, our investigation and how the problem was resolved.**

**Charging Requirements (Education Reform Act 1988)**

The charging provisions of the 1988 Act make it clear that charges may not be made for education provided during school hours, including the provision of materials, books and equipment.

The Act defines what may and may not be charged for, and also provides for voluntary contributions to be invited from parents.

The Governors in this school have decided that activities such as school trips have great value in educational terms and should therefore be continued. However, if the activity is to take place, it is necessary to ask for voluntary contributions to cover transport costs and entrance fees. There is no obligation to contribute and no pupil will be excluded because the parents have not contributed.

**Parent Consultations – reporting to parents**

The school holds two formal parent evenings each academic year, Autumn and Spring terms. Parents are also given the option of requesting a meeting with class teachers at the end of the academic year after the end of year reports are given out.

If a parent would like to meet with the class teacher at any other time then we do ask that they contact the school office to arrange an appointment. These meetings would have to be arranged around the teacher’s school day, as I’m sure that you appreciate they cannot come out of class to meet with parents unless this has been specifically arranged.

Parents of children on the SEN register at school action plus or with Statements will have an additional meeting arranged to discuss progress against their individual education plans.

If you have a message that you would like to pass on to the class teacher then please either; ring the school, call into the school office, use the school email address or use your individual class dojo account.

**Section B Health, Safety and School Security**

**Child Protection/Safeguarding**

The school takes its role in promoting child protection very seriously. The designated child protection officer for the school is Mr Condon, or if he is not available Mrs Bryant or Mrs Shiels, although we operate a policy that child protection is everybody’s responsibility.

Any concerns about a child’s welfare should be brought to Mr Condon, or if he is not available Mrs Bryant or Mrs Shiels, attention as soon as possible.

The school will undertake its duty to involve social services if it feels that child may be at risk. This is done with the goal of involving specialist help to support a child/family who may be having difficulties, not to develop a culture of apportioning blame or creating additional difficulties.

We believe that in the case of child safety we would rather be safe than sorry, we would rather make a referral and find out that everything is ok than to not act and a child to suffer in some way.

We understand that this is a sensitive issue, it will be dealt with in a sensitive manner and we are happy to discuss any of these points with you.

**Health and Safety**

The Governing Body are responsible for the health and safety at the school but it requires all pupils, parents and staff to ensure that they contribute to the well-being of everyone at the school. The Governing Body ensure that staff carry out annual audits of the site and all activities. With LEA guidance it also agrees policies and practices that it requires everyone to follow.

**Emergency Procedures**

![MC900290918[1]]()A Fire drill is held each term so that children become familiar with the procedures in the event of a fire. An emergency evacuation plan is in place.

**Accident and Illness at School**

The school keeps a record of the telephone numbers (home and at work) of parents. A contact form is issued at the start of each school year. Minor incidents, cuts and abrasions are dealt with by members of staff. If a child is taken ill at school we usually contact parents and ask for the child to be taken home. It is vital we have an up to date record of contact numbers. **Please tell us if you change your mobile number, work etc.**

In the case of an accident every effort is made to contact parents, but in an emergency we will naturally take whatever action is necessary to ensure the well being of your child. The Head teacher, or their deputy, will act in “loco parentis” for all children in an emergency. A full accident report is prepared in such cases.

Emergency contact forms are issued to parents and their completion and return is essential in dealing with illness and accidents.

It is vital that the school is kept up to date when initial information changes.

**Administration of medicine**

It is school policy not to administer medicine. Parents are asked to arrange the timing of doses outside of school hours. If the medication is prescribed four times a day then parents are asked to come in lunchtime to administer the medicine.

Children with inhalers (except the very young) are expected to take responsibility for them.

Children showing symptoms of sickness should be kept at home. It is unwise to send children back to school too soon after illness. Please inform the school immediately if your child’s illness is infectious.

Health Authority has issued guidance to help the school and parents on the amount of time children should be absent from school with common infections and illnesses.

**Common infections and illnesses**

**Chicken Pox;** Infectious until no more crops appear and crusts are dry.

**Conjunctivitis;** Advice received suggests that it is highly contagious.

**Impetigo;** Highly contagious, spread by direct contact. Needs treatment by the G.P. Children should only come back when the scabs are dry and there are no further crops appearing. Crops are infectious if moist.

**Head Lice;** Parents are strongly advised to check their child’s hair at least once a week and inform the school immediately if lice are found. A blanket letter is sent to the children of the class where lice are found, asking parents to check and treat if necessary. Confidentiality is assured. Individual parents are contacted if their child has head lice and they are not treated immediately. The school nurse is available to offer advice, support and demonstrations on the treatment of headlice and will be asked to involve herself in persistent cases.

**Measles;** Children are infectious for 5-6 days before the rash appears and for five days after the temperature returns to normal.

**German Measles;** Seven days before the rash appears and at least four days after the rash has gone.

**Mumps;** Two days before the swelling appears and then until the swelling has gone.

**Threadworm;** Very infectious. Children should not be in school until the problem has been cleared by treatment by the G.P.

**Ringworm;** Treatment from G.P. Once children have been treated they can continue with Swimming and P.E.

**If your child is suffering from one of the above, please comply with these guidelines for the benefit of the other children and staff in school.**

**Stomach complaints;**

Current guidelines from the Local Authority recommend that any child suffering with a stomach illness does not return to school until 48 hours after the last bout of illness

**Security**

The safety of the children is paramount and the side gates to the school will be locked for the main part of the school day. Visitors or parents wishing to call in to school can ring the bell at the front entrance. Visitors need identification and will sign a ‘visitor’s book’.

**CCTV**

There are a number of CCTV cameras placed around the school. The CCTV cameras are there to act as a deterrent against crimes. A copy of the CCTV policy is available at the school.

**Money and Valuables**

The school cannot be held responsible for moneys or valuables lost or mislaid. Pupils should NOT bring to school unnecessary amounts of money, jewellery, expensive watches or other valuable items, including toys and mobile phones.

**Section C Teaching and Learning**

**Class Organisation**

There are four main classes in the school.

**The Foundation Stage**

**Class 1** incorporates part time nursery pupils and reception pupils. The nursery group includes pupils of 3 years of age who attend afternoon sessions only until the term following their fourth birthday when they can attend full-time. This group is under the care and supervision of the class one teacher.

**Class 2** incorporates National Curriculum years 1 and 2. There is easy access to an outside play area that is under development to create a new outside learning environment.

**Key Stage 2**

**Class 3** incorporates National Curriculum Years 3 & 4

**Class 4** incorporates National Curriculum Years 5 & 6

Key Stage 2 covers National Curriculum levels 3 to 5.

During the school week, classes and groups of pupils use different parts of the school.

**Teacher/Pupil Contact time per week is:**

Reception / Foundation – 22:30 hours:mins Juniors – 24:10 hours:mins

Nursery - minimum of 11h 40m per week made up of five 2h 20m afternoon sessions.

**Teaching and Learning**

The school recognises that certain knowledge, understanding and key skills within subjects may be taught as ‘subject based’ lessons although the school has adopted a ‘thematic approach’ to help deliver aspects of the curriculum.

**Themes** can provide a more meaningful context for class studies and we believe a more exciting cross-curricular approach - the development and application of thinking, and communication, information and communication technology (ICT) and number skills across the curriculum.

Using themes helps the school will aim to choose material that will:

• provide a meaningful, relevant and motivating curriculum

• meet the specific needs of learners and further their all-round development.

• create a greater challenge by incorporating and using material in ways that extend breadth and depth of study and opportunities for independent learning. Themes will be reviewed termly in order to keep them relevant and interesting.

**Literacy –Cross Curriculum**

Competence in literacy, is essential for learning across the curriculum, not least because of the fundamental role of language in thinking. We will use the guidance provided by the National Literacy and Numeracy Framework to ensure a thorough and comprehensive approach to the teaching of Literacy Skills at the appropriate developmental stage for the pupils in our school.

The key to developing a command of literacy skills lies in giving our pupils a sound understanding of their essential components. We will create this by delivering teaching and learning tailored to the needs and abilities of our pupils through rich classroom activities and contexts which reinforce, extend and apply literacy skills.

 Without this, as one contributor remarked, ‘There is a real danger that we are teaching the mechanics of writing but giving the children nothing to write about’.

We will give our pupils every opportunity to explain thinking, explore and discuss ideas and use language skills at an appropriate level, throughout all aspects of the school curriculum and in all activities that they take part in during the school day.

**Numeracy – Cross Curriculum**

Similarly, numeracy, including arithmetical and data-handling skills, is deployed widely across the curriculum, and competence in numeracy is essential for independent living and work.

We will give our pupils regular opportunities to deepen their understanding of number and, as with literacy, to reinforce and use their numeracy skills in different contexts. All our teachers and other staff who work with children understand that it is very important to reinforce these skills and provide beneficial opportunities to consolidate learning appropriately.

We will use the guidance provided by the National Literacy and Numeracy Framework to ensure a thorough and comprehensive approach to the teaching of Numeracy Skills at the appropriate developmental stage for the pupils in our school.

**Digital Competence - Cross Curriculum**

Digital competence plays an increasingly powerful role in the lives of children, for communication, networking, information, leisure and entertainment as well as for an increasing range of educational applications. All schools are expected to teach children to become digitally competent and the Welsh Government has provided for all schools the Digital Competence Framework which, in the same way as the National Literacy and Numeracy Framework, sets out clear guidance and expectations for all pupils in digital competency.

The ability to use digital technology skills creatively is an increasingly common feature of the modern world. In our school, all teachers and other staff will help our pupils to begin to develop digital competence, and knowledge to do this. We want to enable our pupils to develop the appropriate skills to apply to practical activities across all areas of the curriculum and in their lives outside of school.

**The Foundation Phase**

**Children in the Foundation Phase Nursery to Year 2, are taught using the Foundation Phase curriculum as set by the Welsh Government.**

The children in the Early Years are taught through the Foundation Phase Framework for Children’s Learning for 3 to 7 year olds. We provide a curriculum to develop skills and provide experiences which allow children to become independent thinkers and learners, experiment, solve problems and make decisions. We consolidate their learning through a balance of play, structured

teaching programmes and the use of the outdoor environment as a resource for learning.

The key areas for learning are:-

Personal and Social Development, Well-Being and Cultural Diversity

Language, Literacy and Communication Skills

Mathematical Development

Knowledge and Understanding of the World

Physical Development

Creative Development

Welsh Language Development

All activities the children meet are designed to give experience in all areas of learning and development. A cross curricular approach is planned for by the teacher to form a practical, relevant curriculum in which children can make connections about themselves and their world.

Children have opportunities to participate in adult led activities, independent activities and child initiated activities. There are full time L.S.A.'s to support children’s learning. The environment is organised to allow children to access equipment easily. The children are also encouraged to value and respect the equipment by helping each other to put things away carefully after use.

Children are immersed in language and literacy experiences and activities. Their skills are developed by talking , storytelling activities, early writing activities, structured phonics sessions and being introduced to early reading skills and the use of a structured reading scheme, with the earliest stories containing no text at all, but detailing information for parents on how to share these important books effectively, with their children. Children are listened to by adults and encouraged to listen to each other and respond to a range of stimuli.

The children develop their mathematical skills daily in practical tasks, real life problems and in cross curricular activities. They use a variety of ICT resources as tools for exploring number and other mathematical concepts.

The children develop a knowledge and understanding of the world around them by having opportunities to investigate and understand past events, people and places, living and non living things and the work people do. They are taken on trips and guest speakers are invited into school to enrich their understanding of new concepts. Learning is through participation and experiential activities and

through the use of artefacts, a range of materials and the use of the outdoors.

Children’s physical development, enthusiasm and energy for movement is continually promoted to develop their fine motor and gross motor skills. Children are encouraged to enjoy physical activity across all areas of learning both indoors and outdoors. This allows the children to develop excellent physical skills and to develop concepts of health , hygiene and safety.

Children have opportunities to develop their imagination and creativity across the curriculum. They can engage in creative, expressive and imaginative activities in art, craft, design , music and dance.

**Welsh Language development**

Welsh is taught as a second language to children in the Foundation Phase. The teacher uses Welsh in situations that arise naturally in the life and work of the school, therefore incidental Welsh is used daily. The language is introduced by means of roleplay, songs, rhymes, games, general classroom instructions and a variety of material presented on classroom interactive whiteboards. Children are encouraged to listen to and speak Welsh as often as possible during the school day.

We are very keen to develop close links with parents and have three parents evenings during the year. We also have an “open door” policy in the Foundation Phase setting and welcome visits and feedback to and from parents, informally.

The Early Years Foundation Phase is very much part of the whole school and the children mix with older children and are included in all whole school activities. They have two representatives on the School Council and their voice and opinions are valued and included as part of the decision making process.

We aim to nurture and feed the curiosity and disposition to learn in a stimulating approach which caters for all learning styles.

**What are Foundation Phase Outcomes?**

These provide a broad framework of working ability and attainment within the Foundation Phase Key Areas of Learning.

The Outcomes for each key area of learning are clearly defined within the Foundation Phase curriculum and are available in school.

Generally, Foundation pupils should attain Outcome 5 in the Key areas of learning with outcomes in Language, Literacy and Communication, Mathematical Development and Personal and Social Development being reported on at the end of the Foundation Phase (Year 2).

The assessment of these Outcomes is by class teachers. Pupils’ work is then moderated within the Pembroke family of schools to verify Outcomes.

**Key Stage 2**

**Children in Key Stage 2 (years 3, 4, 5 & 6) are taught using the National Curriculum 2008.**

The New Curriculum (2008) emphasises that the focus needs to be learner-centred. The school welcomes this approach. The school delivers the National Curriculum through a variety of teaching methods that takes into account pupils’ different learning styles.

Strategies used are often based on a problem solving approach that can involve the whole class, a group or an individual. Work is differentiated to meet the needs of all children with a clear understanding that all pupils are treated the same. Inclusion is paramount. There is particular importance placed on the basic skills of numeracy and literacy.

Provision is made for pupils who require extra support with their learning, including ‘gifted’ pupils, in keeping with national guidelines and the professional judgement of teachers.

Work set for the children will be differentiated either by task or outcome. To foster positive attitudes in our pupils it is vital that all pupils are challenged and the less able child supported in their classroom work.

The grouping of pupils by ability is done by the class teacher through observations, the use of standardised tests and teacher assessments.

There are a number of key skills identified that underpin all curriculum areas including RE and PSE.

**Key Skills**

![MCj04077340000[1]]()

 **Thinking \*** Planning **\*** Developing **\*** Reflecting



**Communication \*** Oracy **\*** Reading **\*** Writing **\*** Wider Communication



**ICT \*** Creating and Presenting **\*** Finding and developing information and ideas

**Number \*** Using Mathematical information **\*** Calculating **\*** Interpreting and Presenting Results



**PSE –** Personal Social Education



**Curriculum Cymreig**

**Curricular Subjects**

These consist of two groups, the Core and Foundation subjects.

Detailed schemes of work are in place for each subject and they are continuously updated and revised to keep abreast of new initiatives and national changes.

The school has adopted the use of specific aspects of the QCA (Quality Curriculum Association) for its own curricular subjects.

With the New Curriculum (2008) there is a common structure of Skills and Range for all subjects.

**The Core Subjects:**

**English**—Literacy work comprises three interlinked areas:

**1. Speaking and Listening.** At the heart of all ‘good’ learning – speaking and listening skills are encouraged at all levels of school life. Every opportunity is given for the children to express themselves and so develop confidence in spoken language skills. Developing these skills also provide pupils with the ability to listen and appreciate the points of view of others.

![MC900437990[1]]()**2. Reading.** Reading is of paramount importance and is carefully taught and constantly monitored. Parents are encouraged to take an active part in this especially during the ‘early’ years.

The school regularly supports reading. Reading various forms of written and printed text extends pupils’ ability to appreciate different types of reading and textual genres. The school is supported with a isiting library van once per term.

![MC900440428[1]]()**3. Writing.** Pupils are taught to write for a variety of purposes from recording information to expressing themselves creatively through poetry and story writing. In achieving this, they are encouraged to develop both the traditional skills of joined-up cursive handwriting and those ICT skills needed using computers word processing programmes and software.

In developing points of view and opinions, pupils are encouraged to write ‘book reviews’ and investigate different forms of text through comprehension exercises.

A great deal of emphasis is placed on spelling and a multisensory spelling scheme operates throughout the school. The elements of correct grammar and punctuation are taught through specific lessons using examples from certain texts and applied through their individual written work.

![MC900019311[1]]()**Mathematics**

The teaching of numeracy follows the ‘Pembrokeshire Numeracy Strategy’. Pupils develop and apply their knowledge and skills through a wide range of stimulating activities.

Numeracy games, practical problem solving activities and ‘real life’ situation maths helps develop, reinforce and consolidate the main strands of the mathematics curriculum.

**Science**

The lessons are in the main of a practical nature, often involving work out of doors and trips and visits to places that provide examples and ‘hands-on’ experiences for the pupils. The key elements of the curriculum range are:

* Independence and Interdependence (Life and living processes)
* The Sustainable Earth (Materials and their properties)
* How things work—Electricity, Forces, Sound, Light (Physical processes)

Problem solving, curiosity and the development of an enquiring mind are actively

encouraged with pupils planning out experimental work including selecting the resources that are needed to investigate topics.

In keeping with the cross-curricular approach to school work, planned science work is often integral to part of a larger unit of work set within one of the seasonal school themes.

**Second Language Welsh**

All children are taught Welsh as a second language in accordance with the National Curriculum for Welsh Second Language. The children have formal lesson where language patterns are taught using themes and topics that are relevant to the children. As in English there are three strands; Oracy, Reading and Writing, with a strong emphasis on Oracy – speaking and listening.

Incidental Welsh is regularly used in many of the everyday instructions and commands by the staff, this helps develop the children’s language skills and is an important way of promoting bilingualism.

There is also a strong emphasis on the ‘*Curriculum Cymreig’* syllabus in the school where subjects such as Art, Geography and History are taught with a particular focus on Wales and the Welsh dimension and that Welsh culture and pride is fostered.

Membership of the Urdd club, helps inter-school collaboration and competition with more of a Welsh influence and is encouraged.

The school works with Pembroke school to ensure that there is continuity in the tuition of the Welsh language between primary school and secondary school.

All children at the school are expected to learn Welsh as part of the requirements of the National Curriculum, unless there is a specific exemption given from a statement of special educational needs for an individual child.

**Foundation Subjects**

**Religious Education**

Moral growth and development is not confined simply to time-tabled religious Education. In Penrhyn CiW School this is a basic aim of the whole school experience, so that the total curriculum stimulates moral growth and development along with academic and social progress.

As a Church of Wales School, RE has an important part to play in the curriculum and is a fundamental part of the child’s education, not so much for its own sake but for the help it gives the child in forming the proper attitudes towards themselves, others and the world. To this end, RE is studied in accordance with the Agreed Syllabus introduced by Pembrokeshire County Council and revised in 2008.

**The aims are:**

To help promote pupil’s spiritual, moral, cultural and social development.

To develop pupil’s knowledge, understanding and awareness of Christianity, as the predominant religion in Wales and, as appropriate, the other principal religions represented in the country.

To encourage respect and empathy for the beliefs and practices of other people.

The parent of a pupil may request for that pupil to be wholly excused from Religious Education following consultation with the head teacher.

![MC900059156[1]]()**Art**

The school is well equipped with a variety of materials enabling the pupils to experience a wide-ranging art curriculum. This subject gives pupils the opportunity to express themselves, explore ideas with a creative freedom. Pupil’s are given opportunities to experiment with a variety of art forms such as drawing, painting, model making, printing, weaving, sewing and collage. Each child’s contribution is valued and work is displayed in the classrooms and the school hall.

Pupils also explore the work of well known artists and the art in other times and cultures.

**Design and Technology**

This subject often provides a framework for the inclusion of other subjects as a cross-curricular project. It provides the opportunity for pupils to explore and understand in a practical way many aspects of the science curriculum. Through disassembling everyday things, through discussion and evaluation of items and

products, they can learn about the way things are made and begin to make

judgemental decisions about them. This subject allows pupils to explore creatively and imaginatively through planning and designing but equally as important is the development of skills in the use of tools to model and make items using a variety of materials.

![MC900015287[1]]()**Geography**

Within the framework of this subject, pupils are asked to develop a strong interest in their own surroundings besides developing an understanding of larger global issues. Relevant educational visits are planned for the pupils and, as for history, the local area is a rich natural resource.

Children enjoy field trips to investigate different geographical features and habitats. This enhances children’s awareness of conservation and the necessity for sustainable development.

**History**

![C:\Users\John\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\97MQJA2M\earlyhumans_club[1].gif]()Pupils are given the opportunity to develop an interest in the past and an appreciation of human achievements and aspirations. The National Curriculum outlines specific knowledge and skills to be studied within a range of topics but provides for the study of local history and links to the ‘Curriculum Cymreig’. Penrhyn CiW pupils are very fortunate to live in an area that is rich in historical sites. The Celtic hill fort site of Castell Henllys is a short journey to the north of the county and the local area is dotted with numerous castles and historic sites. Many activities involve role play and ‘dressing-up’.

![MC900442038[1]]()**Information and Communication Technology**

The skills required in this subject are considered essential tools for use in all curriculum areas as identified in the New curriculum (2008). This technology is ever advancing and we strive to keep abreast of developments and make provision for our pupils. The infant and junior pupils have access to many computers including laptops and each classroom is equipped with an interactive white board. The use and application of digital cameras, scanner and control technology provides the pupils with further related technological equipment for ICT across the curriculum. Pupils are introduced to a comprehensive range of programmes which all children use regularly, both individually and in groups.

![MC900352024[1]]()**Music**

Music plays an important part in the school. Pupils are given the opportunity to sing and listen to music, play the recorder and use percussion instruments to compose simple pieces. Our pupils learn to appreciate listening to music and grasp an understanding of musical elements through the study of different types of music worldwide and by the work of some of the great composers.

The pupils share their musical talents regularly at end of term functions such as plays or concerts at Christmas, besides making musical contributions during school assemblies and visits to church for seasonal celebrations and worship.

Specialist music peripatetic teachers visit the school to deliver instrumental lessons, there is a charge for this.

![MC900281102[1]]()**Physical Education**

The school fosters the importance of exercise for healthy living. The classes undertake weekly lessons that meet the requirements of the PE Curriculum. During their time at the school the children will also take part in swimming lessons at the pool in Pembroke. Transport is provided by the school. As swimming, PE and games are compulsory areas of the curriculum; a pupil will only be excused on medical grounds. A note from parents is required before a pupil may be excused from these sessions. It is worth noting that all the extra-curricular visits satisfy elements of the PE curriculum as they are mostly planned around exploring different environmental areas. The school considers the ‘outdoor environment’ as being a rich resource for pupils to explore and investigate that just so happens to also help support health and exercise requirements.

Children in year 5 and Year 6 will be given the opportunity to take part in adventurous outdoor activities such as surfing, canoeing and climbing, these may either be as a day trip or as part of a residential activity.

**Health and Sex Education**

As a ‘Health Promoting School’ these areas are being constantly revised and addressed through the ‘personal and social’ policies of the school. The school also strives to have the main elements of this embedded within the ‘life’ of the school but curriculum coverage of specific aspects can be found the science and PSE (personal and social and education) curriculum programmes of study. There is a close link with the school nurse who is based in Pembroke and helps support, through visits to the school, various health and hygiene related topics related to the curriculum besides any problems that may arise from time to time. Any issues arising are dealt with according to the age of the children. The school nurse is also available to provide professional guidance to the year 6 pupils each Summer term when issues related to ‘growing up’ are addressed. Parental consent is always requested.

**Personal & Social Education**

The school follows the LEA Health Promoting Schools’ initiative and Health Education is an integral part of the school day.

Our policy aims:

To create a healthy environment.

To provide a positive social environment.

To provide opportunities for exercise and leisure.

To provide a safe environment where the children feel relaxed and happy.

There are five elements to the child’s development within the realms of Health Education:

Physical, Psychological, Social, Environmental and Safety – Looking after themselves & avoiding dangers.

The school endeavours to enable pupils to achieve their Physical, Psychological and Social potential by providing a variety of strategies to help them think about and decide the best course of action both in and out of the classroom. These include the use of ‘Circle Time’ sessions, School Assemblies and discussions involving the School Council. The school seeks every opportunity of raising pupil self-esteem and to promote positive attitudes towards healthy issues and provide pupils with a sense of responsibility.

**Assessment**

Children undergo constant assessment as they progress through school. Progress is reported to parents through an annual report and at Parents’ Evenings. The school has its own assessment policy which deals with all aspects of recording progress.

Teacher assessment takes place throughout the year with the formal assessment of attainment for Year 2 in the Foundation Phase in Language Literacy Communication, Mathematical and Personal & Social Development, and Year 6 at Key Stage 2, in English, Maths, Science and Welsh Second Language) undertaken in the Summer Term. Ongoing assessment takes place throughout the school year to track development of skills.

The school considers all assessment as essential for learning and seeks to involve pupils more in their own learning by developing strategies that involve pupils in their own assessments and individual target setting.

**Children with Additional Learning Needs**

We aim for every child to reach their full potential and this inevitably means providing a varied and challenging curriculum for all, regardless of ability. Children who need additional help are, wherever possible given additional support. This may be within the classroom, using a differentiated approach or may involve withdrawing the child for individual or group tuition.

If a pupil holds a statement of special educational need, the school will ensure that the conditions of the statement are met. In addition, regular meetings will take place with parents including a formal annual review to ensure that the provision remains relevant.

The school’s Additional Needs co-ordinator (ALNco), co-ordinates and monitors the educational progress of pupils with additional learning needs, giving advice to class teachers and where appropriate, liaising with outside agencies. The ALNco is available by appointment to parents who have concerns about their child. Parents may also view the schools ALN policy at any time.

Children with additional learning needs are admitted to the school using the same admissions criteria as other pupils and all pupils are treated equally, regardless of ability or disability. Strict adherence to our disability equality policy and action plan ensures that pupils with disabilities receive equality of opportunity in all school activities. Our action plan is regularly updated to ensure constant monitoring of our provision for pupils with disabilities.

The school also aims to meet the needs of “More Able and Talented” children by providing extension work that will challenge their academic ability. This may happen within the classroom or at the upper end of the school, through setting for core subjects.

All children are set challenging but realistic targets that are regularly reviewed.

**Homework**

Formal written homework should not dominate school life for primary aged children, but limited homework will be available to all pupils. The children in the early years and infants will be given a home reader but also may be given some other forms of homework from time to time. Each child has a reading diary which needs to be signed by you and comments about how they read or a note about difficulties are welcome. When a book is finished we usually ask the child about the story to check for understanding and then the book is changed.

Children should be encouraged to read books other than the school reader and this can be recorded in the diary. Other homework may be set. This may include spellings /language activities and numeracy tasks eg times tables.

Children in the junior class, years 3 to 6, are given formal homework and will also be expected to read during the week. A home reader will also be given to each child, which, in the junior department can be changed when required. On occasions children may bring work home to finish. Pupils are not expected to spend an excessive amount of time on their homework, but over holiday periods research type projects might be set. It would be beneficial to the children if parents could spend time each day working on basic number and tables facts informally.

Parents should inform the school if, for any reason, the child is unable to complete the task set by the teacher. A homework policy is in place.

A copy of the updated and complete homework policy is available from the school on request.

**Internet Use**

The wealth of resources and learning opportunities that the internet can provide has made it a valuable resource for schools. There are issues that can arise from the use of the internet and as such the school has a filtered access to the internet which restricts access to sites approved by the county council. Children are also never allowed unsupervised access to the internet. As part of the school curriculum children are also taught how to keep themselves safe on the internet. We have a specific code of practice for using the internet and there is a parental consent form for children to access the internet which explains how we use the internet in a safe and beneficial manner.

**Extra Curricular Visits**

These form a regular feature of the curriculum at Penrhyn CiW and each term at least one visit is made to support the school theme or topic. Penrhyn CiW School considers itself very fortunate being quite close to many historical and geographical points of interest and exploits as much as possible the use of the local environment as in this way it provides a more meaningful context for learning. The school has good working partnerships with local businesses and attractions - Pwllcrochan Nature Centre sponsored through the local oil refinery works- Chevron, the Stackpole Centre and the National Parks for guided local walks. In addition, Year 5 & Year 6 children usually have the opportunity to take part in a residential visit. This helps with the development of independence, self-confidence, working in teams, interpersonal skills and also supports the ‘recreational’ or ‘adventurous’ requirements of the PE curriculum. The children also have a great time and a lot of fun!

**Extra Curricular Clubs and Societies**

These vary over the academic year and include choir, recorder, sports and fitness and gardening. Parental permission is necessary for extra curricular activities.

**Section D – Partnerships**

**School / Class Council**

Pupils are nominated and voted onto a pupil council to put forward ideas and discuss these with staff members. The School Council has an agreed constitution and meet regularly.

In this way the pupils have the opportunity to air their views and they learn first hand how change can take place through open discussion and debate. Pupils’ views are valued in all aspects of school life.

**Parents**

The success of the school requires all those involved to work together. Parents are integral to this and in meeting this aim.

The school seeks the views of parents and regularly requests ideas or views on proposed developments.

A ‘suggestion box’ is available for parents in the Reception area.

**PTA**

The school has a strong and supportive PTA that supports and organises many school ‘fund-raising’ activities each term such as a Summer Fete, a Christmas Bazaar. Meetings are held on a regular basis and all are welcome to attend.

**Community**

The school is proud of its strong relationships with the villages and communities on the peninsula, we are blessed by the amount of support received from all sections of the community.

**Charities**

The school supports the ideology that we should consider others less fortunate than ourselves and one way this can be realised is through supporting suitable charities – both local and international. There are real educational benefits from helping others and the emphasis is on the giving rather than the amount of money raised.

Normally one main charity per term is supported. Examples of charities are Comic Relief, BBC Children in Need, Christian Aid, British Heart Foundation, RNLI, Poppy Appeal, and PATCH.

In addition, the school always supports local Church and community charity events.

**Visitors**

The school values the importance of inviting people with particular expertise, skills or knowledge to talk to the children or to make specific presentations. Some of these visitors have professional roles but others may, for example, be local residents from the village to share their memories of the past with the pupils. Examples of professional visitors to the school: School Nurse, Dental Nurse, Fireman, Road Safety Officer, Police and Coastguard.

*The school is particularly proud of the education provided for the children achieved through the very dedicated staff and the support provided by governors and parents who all work extremely hard.*

**Please Note:**

This school brochure should be read in conjunction with the most recent LEA guidance booklet on schools in Pembrokeshire. This is available at the school.

Further details and information about the school can be obtained by contacting the head teacher to arrange for a visit.

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