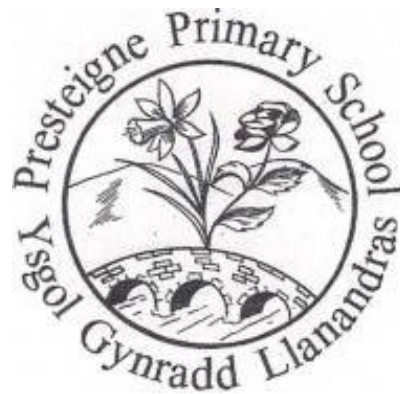


Presteigne Primary School



Ysgol Gynradd Llanandras Prospectus

2020-2021



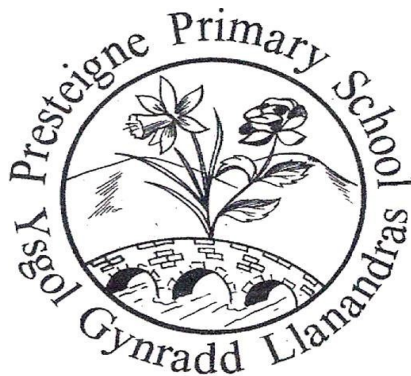
Together We Learn

Dysgwyn Gyda'n Gilydd

www.presteigne.powys.sch.uk

01544267422

Headteacher/ Pennaeth: Mr A Faulkner



Telephone / Ffon 01544 267422

e-mail / e-bost office@presteigne.powys.sch.uk

Dear Parents/Carers,

I am delighted to offer you a warm welcome to Presteigne Primary School. We offer a caring and stimulating environment in which your child will be happy and thrive.

Presteigne Primary School is situated on the border between Wales and England. We take pupils from the town of Presteigne and its surrounding villages, also pupils who live in Herefordshire.

Our school motto is '**Together we Learn**', because we believe strongly in everyone working together as a team – pupils, staff, governors and parents – for the benefit of the children.

For more information and photographs of the school, please take a few moments to look at our website at www.presteigne.powys.sch.uk.

The school's very positive Estyn inspection report (May, 2017) can be accessed from the documents section on the website.

If you wish to visit, please contact the school so that a meeting can be arranged. You will be made to feel very welcome by everyone.

Yours sincerely,

A.R. Faulkner, Headteacher

PRESTEIGNE PRIMARY SCHOOL / YSGOL GYNRADD LLANANDRAS

Vision Statement

Our purpose is to appreciate and inspire young minds in a caring and secure environment and to develop each child's full potential

Together We Learn because:

- we value one another
- we respect each other
- we care for one another
- we believe in fairness
- we nurture the home-school partnership
- we cherish our environment

We promise to:

- create a safe, caring school community
- promote high standards of behaviour and self-discipline
- encourage good relationships based on tolerance and trust and respect for difference
- nurture a positive and caring ethos throughout the school
- develop self confidence and high self-esteem in all members of the school community
- promote a happy and healthy learning environment
- listen to others
- meet the needs of all children
- provide opportunities for each child to develop his/her full potential in all aspects of school life
- encourage a mutually supportive relationship between home and school with the child at its centre
- teach our children to care for and respect their home environment, their school environment, their community and the global environment for which they will become increasingly responsible
- develop their appreciation of the Welsh language and culture
- create a learning environment which develops lively, enquiring minds and a love for learning which will stay with each child forever

PRESTEIGNE PRIMARY SCHOOL YSGOL GYNRADD LLANANDRAS**BOARD OF GOVERNORS****CHAIR of GOVERNORS**

Mr. A. Lancett
Wenslea
Knighton Road
Presteigne

VICE-CHAIR

Ms. E Smallpage

LOCAL AUTHORITY REPRESENTATIVES

Ms. E. Smallpage
Mrs. A. Tennant-Eyles
Cllr. B. Baynham

PARENT GOVERNORS

Mrs. K. Roberts
Ms. N Latham
Ms. F. Samah
Mrs. R. Davies

COMMUNITY GOVERNORS

Mrs. J. Davies
Mr. A. Lancett
Mrs. L. Owens

GOVERNOR REPRESENTING THE TOWN COUNCIL

Mrs. F. Preece

HEADTEACHER

Mr. A.R. Faulkner

TEACHER GOVERNOR

Mrs. K. Stinton

STAFF GOVERNOR

Vacant

CLERK TO THE GOVERNORS

Mrs. T. Felgate

PRESTEIGNE PRIMARY SCHOOL / YSGOL GYNRADD LLANANDRAS

SCHOOL STAFF

HEADTEACHER – Mr. A. Faulkner

ASSISTANT HEADTEACHER and Key Stage 2 Leader – Mrs. H. Palmer

ASSISTANT HEADTEACHER and Foundation Phase Leader - Mrs. S. Cook

Foundation Phase Class Teachers

Mrs. S. Morgan

Mrs. S. Coxshall

Miss. H. McCarthy

Mrs. S. Cook

KS2 Class Teachers

Mrs. R Jones

Mrs. H. Palmer

Mrs. K. Stinton

Mrs. A. Lewis

EAL Tuition

Mrs. B. Lancett

Welsh Teacher

Mrs. S.A. Preston

School Administrators

Mrs. T. Felgate

Mrs. H. Marchant

Teaching Assistants

Mrs. L. Burgoyne

Miss J. Duggan

Mrs. M. Gwilt

Miss K. Hughes

Mrs. H. Price

Mrs. S Bowen

Mrs. R Rhodes

Mrs. M. Davies

Mrs. R Bray

Miss M Jackson

Canteen Staff

Ms. S. Clarke

Mrs. A. Price (cook in charge)

Breakfast Club Staff

Mrs. A. Price

Mrs. K. Taylor (cook in charge)

Midday Supervisors

Mrs. E. Lister

Mrs. C. Williams

Mrs. C. Wanklin

Ms. T Jones

Ms. A Jones

Miss. L. Neave

Music Tuition

Mr. S. Plowman (guitar)

School Caretaker

Mrs. C. Williams

Cleaning Staff

Mrs. C. Williams (Caretaker)

Mrs. T. John

Mrs. M. Wilde

Our School



Presteigne Primary School is an English-Medium Community Primary School which was built in 1964. Since that date, the school has been extended and upgraded, and the current accommodation includes three Infant classrooms, a hall - used for Assemblies, school events, P.E., Dance and Drama - a library and an annexe built for three Upper Junior classrooms.

2002 saw the completion of a new four classroom teaching block and an overhaul of staff accommodation and facilities. The school entrance and general security have been improved.

The school library, situated at the heart of the school, is well-stocked and serves as a central learning resource for all pupils. Pupils act as librarians and the borrowing system is computerised.

An I.T. suite, complete with 20 computers (all linked to the Internet) and an interactive whiteboard, is timetabled for the use of all classes. Interactive whiteboards have been installed in all other classrooms. I pads are used in all classes.

The school has a Music Room, a Resources Room and a Cooking Area.

The on-site kitchen provides cooked lunches daily.

'Presteigne Little People's Playgroup' is located in the school building.

Outdoor facilities include two playgrounds, an environmental area, an orchard and gardening area, a maze and willow area, also soft surface patio areas where the Reception children learn and play. The Reception class has its own garden outside the classroom. The Parents, Teachers and Friends Association (PTFA) has provided attractive outdoor furniture and play equipment for the benefit of pupils of all ages. The school has extensive grounds used for sport, recreation and outdoor learning. The school fields are surrounded by an area of outstanding natural beauty.

School Admission

Pupils start school in the September preceding their 5th birthday. Admissions forms are available from the school or Powys County Council (PCC). PCC is the admissions authority for the school; all admissions requests must be made through PCC.

There is regular liaison between the Playgroup and Reception staff and visits are arranged for children before they start school. Parents of all new pupils are requested to make an appointment with the Headteacher to register their child in the second half of the summer term.

School Sessions

Infants:	Morning: Afternoon:	9am – 12noon 1:00pm - 3:15pm
Juniors:	Morning: Afternoon:	9am – 12:15pm 1:00pm- 3:15pm
	Morning Break: Lunch Break: Afternoon Break:	10:30am – 10:45am 12noon OR 12:15pm – 1:00pm 2:05pm – 2:15pm

Breakfast Club

The Breakfast Club, which starts at 8:15, provides healthy breakfasts for all pupils. Parents who wish their child to attend the Club must complete a form available from the office. There is a 50p charge unless pupils are eligible for free school meals.

After-School Activities

In addition to extra-curricular clubs run by school staff, after-school care is provided for all school children by staff in the Playgroup. Guitar, piano, flute and saxophone tuition is available for pupils from Y2 upwards. Information is available from the school office.

Attendance/Absence

It is very important that children attend school regularly and be punctual. Pupils should arrive at school no earlier than 8.45 a.m. The bell is rung at 8.55 a.m. for a 9.00a.m. start. Parents are requested to telephone the school, before school starts, on each day their child is unable to attend. The class teacher must be informed by parents, in advance, if the child has an emergency dental or medical appointment which requires the child to be absent or to arrive after registration. Unexplained arrivals after 9:30 are marked as 'late'.

All absences should be authorised, which means due to illness or unavoidable family circumstances; the latter should be discussed with the Headteacher in advance.

All holidays taken during term time must be agreed with the Headteacher. Written requests should be submitted to the Headteacher at least 28 days before a holiday is due to start. (Appendix A: School Calendar). Unauthorised absences are reported to the Local Authority Attendance Officer. If not agreed, prior to the holiday, unauthorised absences will be recorded.

Parents receive an Attendance Report if their child's attendance falls below 90% during the previous half term. Where attendance is poor, the Attendance Officer will make direct contact with the child's family.

Penalty Charges

Parents may be issued with Penalty Charges if their child receives 10 unauthorised absences during the term and these have brought their child's termly attendance to below 90%. 10 late arrivals at school can also result in penalty charges being imposed. Parents can receive up to 3 penalty charges a year. The administration of penalty charges is the responsibility of the Local Authority.

At the start of each school year, parents are given a Student Update Form which gives us contact information if we need to get in touch with parents in the event of accident, illness or unforeseen circumstances requiring the school to be closed. The same form is used to up-date us on the child's medical needs.

Attendance Data for the year 2018/19 is as follows:

Present: 95.8%

Authorised absence: 3.6%

Unauthorised absence: 0.6%

Health and Safety

The Headteacher and class teachers are responsible for pupils' care during the school day. At lunchtime, midday staff supervise the children. Governors and the Headteacher carry out an annual risk assessment of the school buildings and grounds.

All pupils have quick and easy access to toilets which are cleaned daily. All toilet blocks have been refurbished and are in a good state of repair. A copy of our Health and Safety policy is available at the school or online.

Leaving the school premises

Infants and Year 3 and 4 children are not allowed to leave the school premises during school hours unless they are collected by a parent or someone entrusted to do so by the parent. Older pupils in Years 5 and 6 will only be allowed to leave the school if written authority has been sent to the school by the child's parent or carer.

School Security

We make every effort to make the school environment safe and secure. Perimeter fencing surrounds the school and school gates and doors are locked to outsiders during the day.

At the start of the day, parents and children wait in the school yard for the school bell to ring. If it is wet, the children go straight into their classrooms. Parents of Reception aged children take their children into class. Parents are always welcome to speak to school staff before school starts and, to do so, are requested to sign a book at the school office before going into the classroom. Parents are equally welcome to visit classrooms to meet staff at the end of the day. Parents are welcome to discuss any issues concerning their child with the class teacher or Headteacher.

All visitors report to the School Office where an entry book is signed. Entry into the school is controlled by the school secretary. All visitors are required to wear Visitor Lanyards.

Parents and carers collect children from the school premises at 3.15p.m. Parents must collect children from the Reception, Year 1 and Year 2 classrooms or inform staff if another adult has been entrusted to do so.

Car Park

The school has a car park which opens at 8.45 a.m. and 3.00p.m. Parents are reminded on a regular basis about how to use the car park safely and members of the **Junior Road Safety Officers Club** remind pupils regularly about road and car park safety. Parking in front of the school is reserved for staff. (Appendix B: Car Park safety). Parking Permits for the Shoppers' Car Park (off the bypass) are available from the school office.

Equal Opportunities

Respect for everyone means equal opportunities for all. At this school, all pupils are entitled to equality of access and opportunity in education. All curriculum policies state that there will be equal opportunities for pupils with special and additional learning needs. Discrimination, on the basis of disability, colour, sexual orientation, race, faith or gender, is not tolerated.

Equity Plan

The Equity Plan was devised in April 2016, following consultation with all members of the school community. It contains an action plan to help the school achieve the following: ensure the diverse needs of all our pupils are met; ensure effective partnership working and communication with parents; improve provision at break times to enhance well-being; improve communication with EAL parents. Progress with the EP is reviewed annually.

School Ethos and Values

Prestegne Primary School is proud of its high standards of academic achievement. Equally important is the value we attach to the happiness and well-being of pupils and staff. We work hard to make it a happy, caring school community in which all individuals are valued. Furthermore, the school aims to help all pupils to gain the knowledge, skills, self-confidence and awareness they will need in order to contribute fully to society.

The school's **Vision Statement**, which encompasses the school's aims and values, can be found at the front of this prospectus. It is also included in the Home School Agreement.

All policies promote the ethos of the school which underpins pupils' spiritual, cultural, moral and social development.

Collective Worship

We have daily acts of Collective Worship to develop children's moral, spiritual and cultural learning. Collective Worship also allows children time to think, reflect and, on occasions, to celebrate local, national and cultural events. Collective Worship is led by staff, children and by leaders of local churches. Parents who do not wish their children to take part should discuss the matter with the Headteacher.

Behaviour and School Rules

High standards of behaviour are expected of all pupils and no form of bullying is tolerated.

Our policy is based on respect and care for others and for the school environment. The school's code of 'Kind Words, Kind Choices' encompasses all rules and is prominently displayed throughout the school and reinforced regularly in class and whole school assemblies. Good behaviour is rewarded by 'Golden Time' and 'Genius Hour' each Friday, when pupils meet in mixed-age teams to pursue 'extra-curricular' activities. Pupils have been fully involved in formulating the school's rules, rewards and sanctions.

Most instances of poor behaviour are dealt with by class teachers. The Headteacher or Assistant Headteacher is informed of persistent or extreme cases, and parents may then be contacted.

Staff are made aware of the policy governing the use of reasonable force to prevent children from causing danger to themselves or to other pupils. Our approach is always to help pupils avoid getting into these situations.

Copies of the Positive Behaviour Policy and Anti-Bullying Policy are available at the school and online.

Mobile Phones

Unless in exceptional circumstances, which are discussed with the Headteacher, pupils are not allowed to bring mobile phones to school. In the event of children needing to telephone their parents, they may ask permission to use the school telephone.

School Uniform

The school has an attractive uniform of royal blue sweatshirt or fleece and a red polo shirt, which can be purchased from the school office. We encourage pupils to wear leather shoes, which are smart and comfortable; trainers should be worn for P.E. only. All pupils wear school uniform, so this should be labelled or marked clearly with the child's name. No jewellery should be worn.

Pupils should always have appropriate clothing for P.E. and swimming. Staff carry out half-termly checks to make sure pupils have the correct kit.

The school cannot take responsibility for safeguarding pupils' property.

Health and Medication

Staff will supervise the administration of medicine, provided parents complete the appropriate form which is available from the school office. If children fall ill, or are involved in accidents during the school day, the school will inform parents. All teaching and support staff have received 'Paediatric First Aid' training.

When pupils have hearing, sight or dental checks, parents are notified in advance.

Parents are requested to let us know if their child develops any health problems or has any known allergies.

Parents can sign an 'Asthma Register' which allows for the emergency administration of an inhaler.

The school's 'Healthcare Needs of Learners' policy can be found on the school website.

Sun cream

Children should bring sun cream (and hats) to school when it is very sunny and hot. All bottles or sprays should be labelled with the child's name and given to a member of staff in class. Staff will supervise children when they apply the sun cream or spray.

School Meals

The school has achieved an award for healthy food choices and the Welsh Food Hygiene Award – silver standard. The school's Food Hygiene rating is 5 out of 5.

Pupils eat lunch in the school hall. The Infants eat first, followed by the Juniors who follow a sittings rota. The majority of children have school meals, cooked on site; they may also bring packed lunches from home. We encourage parents to provide healthy food in lunch boxes.

No nut products are used in school meals in Powys. Parents are requested to avoid sending foods which contain nuts/nectarines/peaches in their children's lunch boxes as there are pupils who suffer from severe allergies. We always inform parents of any other allergies we may have in school.

The school operates a 'Cashless' system to pay for school meals. Parents top up accounts or payment cards online. Parents are notified about any changes to the price of meals. Free meals are available for children whose parents are in receipt of income support. Parents are given information about eligibility for free meals when their child is registered at the school. Children who have free school meals are entitled to a free packed lunch on school visits or outings. The school treats all aspects of the administration of free school meals with the utmost confidentiality.

Our Curriculum

Class organisation:

Foundation Phase

Reception, Year 1 and Year 2 pupils are in the **Foundation Phase** of learning.

We have very close links with Presteigne Playgroup and this helps the younger children to transfer successfully to the school. Reception Class pupils are eased gently into school via a careful programme of induction. (See School Admission – Page 1)

Foundation Phase classes may be mixed-age where two year groups are taught together.

Junior classes

The Junior School, or **Key Stage 2**, is made up of children in Years 3, 4, 5 and 6. Pupils may be organised into year groups of the same age or into classes where two year groups are taught together.

With all year groups, from the Reception to Year 6, our approach to class organisation is flexible and depends upon pupil numbers. At all times we aim to organise children within teaching groups or classes in a way that helps every child to achieve his or her full potential. Class organisation is reviewed annually.

Secondary School Transfer

Pupils in Year 6, whose 11th birthday falls before 31st August, will transfer to the secondary school in September. There is good liaison between our school and John Beddoes Campus and Year 6 pupils attend a three day induction course in July.

Teaching and Learning

At Presteigne Primary School we use a range of Teaching and Learning approaches to suit the subject being taught and the abilities and interests of the children. Teachers and learning support staff plan activities carefully to ensure that work is matched to the needs of individual children including high attainers and children who have additional and special learning needs.

Pupils are encouraged to adopt a positive approach to learning. We aim to motivate children, reward good effort and attainment, involve children in setting targets for improving their work and, above all, foster a sense of pride in their achievements. We want children to develop a love of learning which will stay with them long after they leave our school.

School Curriculum

Planning and improving the school curriculum is an ongoing process which lies at the heart of much of our work at the school. Curriculum planning is constantly under review in order to reflect the needs and interests of pupils in our school and the requirements of the National Curriculum in Wales. We aim to provide all pupils with a broad, balanced curriculum to encourage both academic progress and creativity, as we believe they complement each other.

Literacy and Numeracy Framework (LNF)

The LNF was introduced in September, 2013 to ensure that literacy and numeracy skills are taught across the curriculum from the Reception Class to Year 6 and beyond. A new curriculum is being introduced in September, aligning LNF skills with the National Curriculum.

Digital Competence Framework (DCF)

Digital Competence is the third cross-curricular responsibility, alongside literacy and numeracy. It focuses on developing digital skills which can be applied to a wide range of subjects and scenarios. The Framework has 4 strands of equal importance: Citizenship; Interacting and Collaborating; Producing; Data and Computational Thinking.

Skills Across the Curriculum includes 'Thinking'.

These skills underpin teaching and learning in all subjects and, wherever possible, promote cross-curricular links between subjects to make them more relevant and interesting.

Curriculum Cymreig

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

Foundation Phase

The Foundation Phase curriculum is based on active, child-led learning through play. Well-structured and purposeful activities enhance and extend the children's learning in seven key areas: Personal and Social Development; Language, Literacy and Communication; Mathematical Development; Physical Development and Knowledge and Understanding of the World. Outdoor learning is at the heart of the Foundation Phase curriculum and all classrooms have 'Outside Classroom' areas for learning.

English Language / Literacy and Communication

Oracy skills are developed to help our children become confident and thoughtful speakers and listeners, able to express themselves and communicate in a variety of situations. Drama and role-play are used to develop self expression and creativity.

The school invests much time in developing pupils' reading and writing skills. From the earliest stages children learn to read fiction, poetry and non-fiction texts and great emphasis is placed on nurturing their love of books and reading. Guided Reading is used in all classes.

Children are taught to write in the full range of writing styles as soon as they are able to do so. Much time is devoted to improving the accuracy and presentation of pupils' written work and pupils are given the opportunity to write for many different audiences and purposes.

Mathematics / Numeracy

As children progress through the school, they develop skills in mental arithmetic, problem-solving, applying maths and investigative work. All areas of mathematics - number work, algebra, shape, space, measures, probability and data-handling - are taught at a high level but are matched to the abilities of each child. Calculators are used increasingly as children move through the Junior School, to develop conceptual understanding. As with literacy, we aim to develop pupils' confidence and interest in mathematics; our expectations are high but we ensure that all pupils achieve a degree of success in this important subject.

Science

Science is taught mostly as a practical subject, with the aim of making children curious, interested and well-organised learners, able to pose and find ways of answering questions, on their own or with other pupils. Investigative work, or scientific enquiry, becomes more challenging as children progress through the school.

Alongside scientific enquiry, pupils obtain knowledge about the living world, materials and the physical world via class teaching and personal research using books, computer software and the Internet.

Wherever possible, science is related to children's own lives and to the environment in which they live.

Information and Communication Technology (I.C.T.) / Digital Competence

The school has an I.T. room with 20 computers and all classrooms have computers connected to the Internet and server. All classrooms have interactive whiteboards. Tablets have been purchased and are shared between all classes.

Children are taught the I.T. skills of communication (word-processing and graphics work), data handling and modelling from the Reception class upwards. Older pupils use email.

Internet sites are used regularly by pupils as a way of finding out information and incorporating it into their work.

Parental authorisation is sought, on registration, before pupils can use the Internet. E-Safety is taught to all children through age appropriate tasks and lessons.

Digital Competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society

Non-Core Subjects

Non-Core subjects include ICT, History, Geography, Welsh, Music, Art, Design & Technology and P.E. The Literacy and Numeracy Framework focuses on the importance of developing pupils' literacy and numeracy skills in all curriculum subjects.

Children learn in a variety of ways but, in all cases, we aim to make them organised, resourceful, independent and enthusiastic learners. As stated previously, cross-curricular links and the Curriculum Cymreig are incorporated into the planning and teaching of all non-core subjects. All classes use the local area, including the school environment, as a teaching resource.

Welsh Language

Although situated close to the border with England, and despite there being little Welsh spoken in the immediate area, our approach to learning Welsh is very positive. All children learn to speak Welsh and, as they get older, to read and write the language. Welsh phrases are introduced and reinforced on a daily basis. It is incorporated into many school assemblies and events, and bilingual displays and notices are used in the school.

Religious Education (R.E.)

The school follows the Powys Agreed Syllabus for Religious Education. This reflects the mainly Christian traditions of this country but also teaches children about the religious customs and ways of worship of other principal world religions and faiths. We aim to help children understand and appreciate religious beliefs held by their own family and others, to develop respect for all faiths, and to help them explore, develop and understand their own life experiences.

Parents have the right to withdraw their child from R.E. lessons, but are requested to discuss the matter with the Headteacher if this is their wish.

Sex and Relationships Education

Sex and Relationships Education is taught in Year 6 as part of Science and Personal, Social and Health Education and with the support of the school's Health Visitor. Children are taught about the physical and emotional changes which occur in puberty, as well as about reproduction. Sex and Relationships is taught in a way which is both sensitive and appropriate to the needs and levels of maturity of the children; this applies, particularly, if issues are raised by children in younger classes. All children from Reception to Year 6 are taught the importance of loving, caring relationships and about responsibility and respect for oneself and others.

Parents are reminded that they have the right to withdraw children from Sex and Relationships lessons, but must discuss the matter with the Headteacher beforehand.

Personal, Social and Health Education (P.S.H.E.)

The school's Vision Statement reflects the importance we attach to teaching children to be responsible, tolerant and thoughtful individuals who show respect for others and all aspects of the school community. All pupils are taught Personal, Social and Health Education during targeted lessons as part of other curriculum subjects and during Circle Time.

The School Council meets each half-term with representatives from Year 1 to Year 6. The School Council has brought about many improvements at the school.

The school has achieved '**Healthy School Status**' Phases 1, 2, 3, 4 and 5 and the Powys Excellence Award (Spring 2017). Fruit and milk are sold at break-time, or can be brought from home. Fruit juice is no longer sold at break-time. Children are not allowed to bring unhealthy snacks or drinks to school. There are water dispensers in all parts of the school and pupils are allowed to drink water in class. Drinking bottles can be purchased from the office.

Our focus on wellbeing extends to break-times, during which all children are encouraged to play together co-operatively.

Social and Emotional Aspects of Learning (S.E.A.L.)

We have introduced SEAL in all classes. Each half term, one of the SEAL values is focused upon during collective worship, assemblies, circle time and other class activities. Children are invited to contribute to the 'Our Values' board in the school hall.

Education for Sustainable Development and Global Citizenship (E.S.D.G.C.)

ESDGC has strong curriculum links with PSHE, Geography and Science. The school has an active **Eco Committee** with pupils from Year 1 – 6. The school has been awarded the Platinum Flag. Pupils from the Reception class onwards are involved in gardening and environmental projects, including visits to local woodlands and in recycling. We have forged good community links in this work.

Outdoor Learning – The school has garden areas and a 'wild' environmental area.

'Wellie Walks' and 'Fresh Air Fridays' are organised for children in the foundation phase. Children have many opportunities to use the local area. Parents are reminded that coats and wellies are needed on a regular basis.

Forest School sessions are organised during the year for all classes.

'Pupil Voice' Groups

We have five 'Pupil Voice' groups at the school: The School Council, Eco Committee, Junior Road Safety Officers Club, Y Criw Cymraeg and Digital Wizards. Their purpose is to support and represent the pupils, to improve wellbeing and to help the staff in many aspects of school improvement.

Additional/Special Educational Needs (ALN/SEN)

We monitor the progress of all children on a regular basis. For some children, additional learning support is necessary to help them to achieve their full potential. All pupils who have additional learning, physical, behavioural and emotional needs are integrated fully into the life of the school.

Children with a Statement of Special Educational Needs are supported in the classroom, either 1-1, or in small groups, depending upon the activity and the level of support required. Other children may receive support from LSAs (learning support assistants) within the classroom. Children on 'School Action' or above have an Individual Education Plan which contains targets and an agreed course of action with contributions from staff, parents and the child.

Class teachers take account of pupils' individual learning needs by planning differentiated activities during lessons and by targeting resources and learning support appropriately. The school liaises regularly with a wide range of external agencies who support pupils with additional and special educational needs.

The school's ALN/SEN policy is available for parents to see at school.

More Able and Talented: The school recognises pupils who show aptitude for learning and attain at a high level; appropriately challenging tasks are planned for these pupils. We give children who demonstrate talent in sport, music and the arts opportunities to develop their talent.

Disability Equality Duty

The school promotes positive attitudes towards disabled pupils, staff, parents and members of the wider community. We encourage participation in all aspects of school life and do our utmost to eliminate unlawful discrimination and disability-related harassment. (Appendix C – the school's Disability Accessibility Plan)

Assessment of and for Learning

Assessment plays a positive role in the teaching and learning process. It is used to monitor pupils' progress and to provide them with constructive feedback about their learning. In all classes, we teach children how to improve their learning through sharing success criteria and by evaluating their own and others' work. We find out what children already know and want to know, and aim to make them independent learners.

The Foundation Phase profiles are used to assess children in their first six weeks of school. These profiles are added to as the child moves through the Foundation Phase. Mid-year and end-of-year tests in Reading, Spelling and Mathematics are carried out from Year 1 onwards. Test data helps us to measure the 'value added' - in other words, the amount of progress the individual child has made.

Children from Years 2 – 6 do national Reading and Numeracy tests, and Yr4 children have Cognitive Assessment Tests (CATs) to help indicate core subject attainment in Yr6.

At the end of the Foundation Phase, Year 2 pupils are assessed in Personal and Social Development, Well-Being and Cultural Diversity, Language, Literacy and Communication and in Mathematical Development. Year 6 pupils are given Teacher Assessment levels in English, Welsh 2nd Language, Maths and Science. All these results are reported to parents. Summaries of last year's Year 2 and Year 6 Teacher Assessment results are included as Appendix D.

(due to Covid, no teacher assessment or national testing took place in 2020).

Enrichment opportunities



The school has always had a tradition of good academic achievement. We believe that it is equally important for children to develop all their talents, many of which may be pursued when they move to the secondary school and beyond. Sporting, musical and cultural activities are encouraged from the earliest age.

Sport

We aim to provide all children with a wide range of sporting activities; pupils with physical disabilities are fully integrated wherever possible. Children are taught football, rugby, netball, hockey, rounders, athletics, cricket, gymnastics, tennis and dance on the school premises. All children have swimming lessons at the East Radnor Leisure Centre. Children are given the opportunity to participate in sporting competitions, such as netball, cricket, tennis, hockey, football, rugby, athletics and cross-country running. Cluster sporting events are organised on a regular basis. Whenever possible, coaches are invited to work with groups of children.

In P.E. children are expected to wear white T-shirts, black shorts and appropriate footwear. For swimming lessons, girls should wear one piece swimming costumes and boys should wear swimming trunks or swimming shorts (not Bermuda shorts). Goggles may be worn if parents complete the appropriate consent form which is available from the school office.

Musical and Cultural Events

Music, in all its forms, is an integral part of the school. All children have weekly music lessons. Guitar tuition is available. The school choir often sings at community events. Instrumental work is experienced by all pupils and the school has a good range of musical equipment. The annual Eisteddfod, school assemblies, Christmas, Harvest and Saint David's Day celebrations provide children with opportunities to perform for the school and wider community. The school Eisteddfod includes Art, craft, creative writing, handwriting and recitation as well as musical events.

School Visits and Extra-Curricular Activities

Children enjoy school visits and learn much from first hand experiences. The local area, particularly the town of Presteigne, is used by all classes for learning across the curriculum. Year 6 pupils spend two days at Oaker Wood Activities Centre near Kingsland. Children are accompanied by staff from the school.

We view extra-curricular activities as a good way of developing the whole child. Children are able to broaden their experiences, build on particular strengths and interests and work together for the good of themselves and the school. Extra-curricular clubs include: football, tag-rugby, hockey, netball, rounders, cricket, board games, choir, Reading Buddies, Art, Eco, gardening, computer, cookery newspaper club .

‘Pupil Voice’ groups, including the School Council, meet frequently during curriculum time.

Homework/ Home Learning

All pupils are given homework to support their learning. The amount of homework and the nature of the tasks are appropriate to the child’s individual needs. We encourage parents to support their children with home learning. This is stated in the Home-School Agreement. (Appendix E: Homework and Home Learning)

Charging and Remissions Policy

Most activities are funded from school resources. Fund-raising events are held to boost the School Fund which pays for and subsidises many additional events. Parents are asked to make a voluntary contribution if we have insufficient funds for events to go ahead. The school will charge for activities organised outside school hours e.g.residential visits. If financial assistance is needed to enable a child to attend, parents are asked to contact the Headteacher so that the matter may be discussed confidentially.

Links with Parents

We feel that it is very important to involve parents in the life and work of the school.

If parents (and grandparents) would like to help with any school activities, please let class teachers know. Your support will be much appreciated.

Parents are encouraged to contact the school if they have any concerns about their child's progress at school. Staff will also approach parents if need be. Parents of pupils with special or additional learning needs will be consulted when their child's Individual Educational Plan (I.E.P.) is being drawn up.

Parents' Evenings are held in October and March. A full written report is sent to parents in July and there is an opportunity for parents to discuss this report at the end of the summer term. Open Days or Open Door Tours are held each term

All parents receive regular Newsletters informing them about school activities and events. Governors are invited to an ‘Open Afternoon’ each July, to see what goes on during the school day. Parents’ views are sought on a range of issues.

The Governing Body produces an Annual Report to Parents in the Autumn Term.

A text messaging service is used to keep parents up to date on events, trips, etc.

PTFA (Parents, Teachers and Friends Association)

All parents are welcome to join the PTFA, both at meetings and at events which are organised on a regular basis. The school receives valuable help and generous funds from this association. Events which have been organised include the Christmas Coffee Afternoon, children's discos, quiz evenings and also the successful 'Bags2School' recycling scheme.

Fund Raising

Each year there are opportunities for the school to raise funds for charity. Money collected at school events such as the Harvest Festival and Infant Christmas play is donated to charities. We also raise money for events such as Comic Relief and Children in Need.

Child Protection and Safeguarding

The child's welfare is our paramount consideration. The school has a statutory duty to ensure the safety of pupils, and follows the All Wales Procedures for Child Protection and guidance from the Powys Local Safeguarding Children Board. Parents should be aware that the school has a duty to make a direct referral to social services if there are concerns about any child's welfare.

When a child is registered at the school, parents are asked to give written consent for their child to be photographed and to use the internet. Parents are also asked to update the school if family circumstances change during their child's time at the school.

The Policy for Child Protection is reviewed annually and copies may be distributed to parents.

Copies are available on the school's website.

Looked After Children

The member of staff responsible for Looked After Children is the Headteacher.

Complaints Procedure

If parents have complaints about curriculum or policy matters, they should speak to their child's class teacher in the first instance.

If the problem cannot be resolved, parents should make an appointment to discuss the matter with the Phase leader/Assistant Headteacher or the Headteacher.

If a more formal complaint is being made, parents are requested to make contact with the Chair of Governors.

A copy of the school's Complaints Procedure is available for parents to see at the school and on the school website.

APPENDICES

School Calendar (2019/2020)

Safe Use of the Car Park

Disability Accessibility Plan

Teacher Assessment Data

Homework Information for Parents